

# **Kimberly Andrews Espy, Ph.D.**

**Professor, Provost and Vice President for Academic Affairs**

Department of Psychology

**Research area:** Translational Neuroscience

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## **Bio**

With nearly 25 years of experience in higher education, Dr. Kimberly Andrews Espy has earned a national reputation for helping institutions achieve transformative results in student success, academics and research, faculty and staff development and university-community collaborations. Building on a long-standing commitment to fostering diversity and inclusion in higher education, Espy most recently co-coordinated efforts that earned UA its designation as a Hispanic Serving Institution from the U.S. Department of Education.

Dr. Espy is an esteemed scholar and administrator with proven leadership at large, Carnegie R1 (research intensive) and Association of American Universities institutions. She has an unparalleled commitment to students, faculty and the role that research universities play in solving society's grand challenges. Her breadth of experiences and her body of work closely aligns with UTSA's path forward.

As UA's senior vice president for research and chief research officer, Espy's portfolio includes the university's interdisciplinary research centers and institutes, central core research facilities and four university museums. She oversees UA's research development services, corporate engagement services, global research alliances, and research administration and compliance services. She has also helped implement a transparent, decentralized budget model at UA, a valuable experience as UTSA prepares to implement its own new budget model this coming year.

In her UA role, Espy has broadened faculty expertise and supported student success by partnering with the Provost to develop and implement a faculty-centered, campus-wide cluster hiring initiative that yielded 28 new faculty in core academic areas. Additionally, she collaborated with UA deans to develop and implement an interdisciplinary strategic hiring program that resulted in 20 new faculty to lead and connect collaborative academic endeavors.

She also led the creation of new services and programs to support faculty and to expand and deepen strategic external research partnerships with businesses and non-profits around the globe. To promote university-business engagement and enhance student workforce preparation,

for example, she initiated restructuring of internal funding mechanisms to advance faculty-mentored, undergraduate/graduate team “classroom to career” experiential learning opportunities to support UA’s 100% Engagement initiative.

Espy started her academic career at Southern Illinois University, an institution focused on serving first-generation students, where she employed active learning pedagogies in teaching undergraduate, graduate and first-year medical students, and served as the founding director of the Center for Integrated Research in Cognitive and Neural Sciences. She then served as the University of Nebraska-Lincoln’s associate vice chancellor for research, from 2005-2011, and as acting dean of Graduate Studies, from 2010-2011, where she facilitated the ADVANCE initiative to increase the number of female and other underrepresented STEM faculty.

In 2011, Espy joined the University of Oregon (UO), where she served as vice president for research and innovation and as dean of the Graduate School until 2014. During her tenure, she expanded industry-focused master’s programs and fellowships and established a regional accelerator and innovation network to support external engagement with industry, community agencies, governmental and non-governmental organizations. To prepare students for the global workforce, Espy established a donor funded student entrepreneurship experience culminating in a “Shark Tank”-like competition and initiated the Undergraduate Research Opportunity Program.

She earned her bachelor's degree in psychology at Rice University and her master's and doctoral degrees in psychology and clinical neuropsychology, respectively, at the University of Houston. Additionally, she completed a clinical pediatric psychology internship at the University of Louisville School of Medicine and Bingham Child Guidance Center and a post-doctoral fellowship at the University of Arizona College of Medicine. Espy is a fellow of the American Association for the Advancement of Science and the American Psychological Association.

A translational clinical neuroscientist, Espy has earned more than \$18 million in funding to study how young children control their attention to promote learning, academic and health outcomes, and how these skills are impacted by medical, environmental or social factors. She has authored more than 90 refereed journal articles, given numerous keynote, invited and scientific presentations nationally and across the globe, and chaired a National Institutes of Health study section. She has mentored many undergraduate, master’s, doctoral and medical students, and junior faculty. Her past trainees currently hold positions at national and international institutions including the NIH, Cambridge University, Brown University, Johns Hopkins University Medical School and the University of Edinburgh.

In April 2018, Dr. Espy was named Provost and Vice President of Academic Affairs at The University of Texas at San Antonio. As UTSA’s chief academic officer, Espy oversees nine colleges, the Graduate School and libraries in addition to other offices that support students, faculty and institutional success.

Additionally, she will help lead the rollout of several major initiatives for UTSA, including the reimagining of the Downtown Campus, the development of new academic programs and institutes, the university’s reaccreditation and the implementation of a new budget model.

## Degrees

- Ph.D. in Clinical Neuropsychology, University of Houston, Houston, TX
- M.A. in Psychology, University of Houston, Houston, TX
- B.A. in Psychology, Rice University, Houston, TX

## Research in Progress

- Translational neuroscience
- Executive control development and its deviations
- Statistical modeling

## Recent Publications

### REFEREED JOURNAL ARTICLES

- Nelson, T.D., Kidwell, K.M., Nelson, J.M., Tomaso, C.C., Hankey, M., & **Espy, K.A.** (in press). Preschool executive control and internalizing symptoms in elementary school. *Journal of Abnormal Child Psychology*.
- French, K., Beran, M., **Espy, K.A.**, & Washburn, D.A., (in press). Simians in the Shape School: A Comparative Study of Executive Attention. *Learning and Behavior*, 310, DOI : 10.3758/s13420-017-0310-1
- Taylor, H.G., Klein, N., **Espy, K.A.**, Schluchter, M., Minich, N., Stilp, R., & Hack, M. (in press). Effects of Extreme Prematurity and Kindergarten Neuropsychological Skills on Early Academic Progress. *Neuropsychology*.
- Rahman, A., Carroll, D., **Espy, K.A.**, & Wiebe, S.A. (in press). Neural correlates of response inhibition in early childhood: Evidence from a Go/No-go task. *Developmental Neuropsychology*.
- Nelson, T.D., Nelson, J.M., James, T.D., Clark, C.A., Kidwell, K.M., & **Espy, K.A.** (2017). Executive control goes to school: Implications of preschool executive performance for observed elementary classroom learning engagement. *Developmental Psychology*, 53, 836-844.
- Kidwell, K.M., Hankey, M., Nelson, J.M., **Espy, K.A.**, & Nelson, T.D. (2017). Child executive control as a moderator of the longitudinal association between sleep problems and subsequent attention- deficit/hyperactivity disorder symptoms. *Journal of Pediatric Psychology*. Online first published April 6, 2017.
- Hankey, M., Kidwell, K.M., Nelson, J.M., **Espy, K.A.**, & Nelson, T.D. (2017). Weight status as a mediator of the association between preschool extraversion and adolescent restrained eating. *Journal of Pediatric Psychology*. Online first published March 21, 2017.
- Kidwell, K.M., Nelson, T. D., Nelson, J.M., & **Espy, K.A.** (2017). A longitudinal study of maternal and child internalizing symptoms predicting early adolescent emotional eating. *Journal of Pediatric Psychology*, 42, 445-456.
- Massey, S., Hatcher, A., Clark, C.A.C., Burns, J., Pine, D., Skol, A., Mrockzek, D, **Espy, K.A.**, Goldman, D., Cook, E., & Wakschlag, L. (2017). Does MAOA increase susceptibility to adverse prenatal exposures in young children? *Neurotoxicology & Teratology*, 61, 82-91. DOI: 10.1016/j.ntt.2017.01.005

- Nelson, T.D., Kidwell, K. M., Hankey, M., Nelson, J. M., & **Espy, K. A.** (2016). Preschool executive control and sleep problems in early adolescence. Behavioral Sleep Medicine. Online first published October 11, 2016.
- **Espy, K.A.** (2016). The Changing Nature of Executive Control in Preschool. Monographs of the Society for Research in Child Development, 81, 1-179. DOI: 10.1111/mono.12267
- Clark, C.A.C., Chevalier, N., Nelson, J.M., James, T., Garza, J., Choi, HJ., & Espy, K.A. (2016). I. Executive Control in Early Childhood. In K.A. Espy (Ed), Monographs of the Society for Research in Child Development, 81, 7-29. DOI: 10.1111/mono.12268.
- James, T., Choi, HJ., Wiebe, S., & **Espy, K.A.** (2016). II. The Preschool Problem Solving Study: Sample, Data, and Statistical Methods. In K.A. Espy (Ed), Monographs of the Society for Research in Child Development, 81, 30-46. DOI: 10.1111/mono.12269
- Nelson, J.M., James, T., Choi, HJ., Clark, C.A.C., Wiebe, S. & **Espy, K.A.** (2016). III. Distinguishing Executive Control from Overlapping Foundational Cognitive Abilities during the Preschool Period. In K.A. Espy (Ed), Monographs of the Society for Research in Child Development, 81, 47-68.. DOI: 10.1111/mono.12270
- Clark, C.A.C., James, T., & **Espy, K.A.** (2016). IV. A New Look at the Implications of the Sociofamilial Context for Young Children's Executive Control: Clarifying mechanisms of individual differences. In K.A. Espy (Ed), Monographs of the Society for Research in Child Development, 81, 69-95. DOI: 10.1111/mono.12271
- Nelson, J.M., Sheffield, T., & **Espy, K.A.** (2016). V. Elucidating New Pathways to Dimensions of ADHD Symptoms in Preschool by Jointly Modeling Executive Control and Foundational Cognitive Abilities. In K.A. Espy (Ed). Monographs of the Society for Research in Child Development, 81, 96-110. DOI: 10.1111/mono.12272
- **Espy, K.A.**, Clark, C.A.C., Nelson, J.M., Garza, J., James, T., & Choi, HJ. (2016). VI. Executive Control in Preschoolers: New models, new results, new implications. In K.A. Espy (Ed). Monographs of the Society for Research in Child Development, 81, 111-128. DOI: 10.1111/mono.12273
- Clark, C.A.C., Wakschlag, L., & **Espy, K.A.** (2016). Developmental Pathways from Prenatal Tobacco and Stress Exposure to Behavioral Disinhibition. Neurotoxicology & Teratology, 53, 64-74.  
DOI: 10.1016/j.ntt.2015.11.009
- Tatsuoka, C., McGowan, B., Yamada, T., **Espy, K.A.**, Minich, N., Taylor, H.G. (2016). Effects of extreme prematurity on numerical skills and executive function in kindergarten children: An application of partially ordered classification modeling. Learning and Individual Differences, DOI: 10.1016/j.lindif.2016.05.002
- Nelson, T., James, T., Hankey, M., Nelson, J.M., Lundahl, A., & **Espy, K.A.** (2016). Early executive control and risk for overweight and obesity in elementary school. Child Neuropsychology, DOI: 10.1080/09297049.2016.1183606