

Biographical Notes on Individual Contributors¹

Charles Brewer graduated from Hendrix College in 1954 and received his Ph.D. in experimental psychology from the University of Arkansas in 1965. He has taught at The College of Wooster and Elmira College and is now the Kenan Professor of Psychology at Furman University. After serving 12 years as editor of *Teaching of Psychology*, he was named Editor Emeritus in 1996. Author of numerous articles and book chapters, he is coeditor of *Teaching Psychology in America: A History* and of handbooks for teachers of introductory psychology and of statistics and research methods. He was president of Divisions 1 (General) and 2 (Teaching) of the American Psychological Association (APA) and is a Fellow of the APA and a Charter Fellow of the American Psychological Society. He received the American Psychological Foundation's Distinguished Teaching Award in 1989 and the American Psychological Association's Distinguished Career Contributions to Education and Training Award for 1995.

Janet F. Carlson graduated from Union College in Schenectady, NY, in 1979 and received her Ph.D. in clinical psychology from Fordham University in 1987. She has held full-time academic appointments since 1988 at Fordham University, Fairfield University, Le Moyne College, and at the State University of New York at Oswego. Currently, she is Department Head of the Department of General Academics at Texas A&M University at Galveston. Her first solo publication was in *Teaching of Psychology*, having been submitted during her first semester of full-time teaching. Since then, she has reviewed numerous manuscripts and has served as a consulting editor for the journal. Presently, she serves the Society for the Teaching of Psychology as Director of the Office of Teaching Resources in Psychology. The most welcome compliments from her students end with the phrase, “. . . but I learned so much.”

Until his retirement in 2001, **Stephen F. Davis** was a Roe R. Cross Distinguished Professor of Psychology at Emporia State University. In addition to his own teaching duties, he supervised graduate teaching assistants who teach introductory and developmental psychology. Dr. Davis received his Ph.D. in General Experimental Psychology from Texas Christian University. He taught at King College (Bristol, TN), and Austin Peay State University (Clarksville, TN) before joining the Emporia State faculty. Dr. Davis's research interests include academic dishonesty, student professional development, student responsibility, conditioned taste aversion learning, and olfactory communication in animal maze learning. Since 1966 he has published nearly 250 articles and textbooks and presented over 770 professional papers; the vast majority of these publications and presentations include undergraduate and graduate student co-authors. Dr. Davis has served as the President of APA Division 2 (the Society for the Teaching of Psychology), the Southern Society for Philosophy and Psychology, the Southwestern Psychological Association, and Psi Chi (the National Honor Society in Psychology). In 1987 Dr. Davis received the first annual Psi Chi/Florence L. Denmark National Faculty

¹ In W. Buskist, V. Hevern, & G. W. Hill, IV, (Eds.). *Essays from e-xcellence in teaching, 2000-2001* (pp. 74-81). Retrieved [insert date] from the Society for the Teaching of Psychology Web site: <http://teachpsych.org/resources/e-books/eit2000.php>

Advisor. In 1988 he received the American Psychological Foundation Distinguished Teaching in Psychology Award, and in 1989 he received the APA Division 2 Teaching Excellence Award. Dr. Davis is a Fellow of APA Divisions 1 (General), 2 (Society for the Teaching of Psychology), and 6 (Behavioral Neuroscience and Comparative Psychology).

Paul A. Fox is a member of the Appalachian State University Department of Psychology faculty. He earned his Ph.D. in experimental psychology from Southern Illinois University. In 1971, he received the first Outstanding Teacher Award presented by Appalachian State. He served on the North Carolina State Testing Commission (public schools) for nine years and directed a National Teacher Corps Program for two years. Dr. Fox has taught a PSI course in educational psychology since the mid 1970s and mentors students conducting attribute-treatment interaction (ATI) research in the lab associated with that course. He also teaches Forensic Psychology and Behavioral Therapy. In 1987, The North Carolina Bureau for Public Policy Research named his teaching of psychology course one of two outstanding programs in the state for the training of GTAs. It became a template for the development of a legislative mandate governing the training of GTAs in the state of North Carolina.

Peter J. Giordano tries to teach with his mouth shut, but it is difficult. He has been on the faculty at Belmont University since 1989 and is currently Professor of Psychology and in the second year of a three-year appointment as Director of Belmont's Teaching Center, an office devoted to instructional and faculty development. He established the Psi Chi Charter at Belmont in 1991 and has been faculty advisor or co-advisor for the chapter since then. He received his B.A., M.A., and Ph.D. (Clinical) from the University of North Carolina at Chapel Hill. He is currently National President of Psi Chi and serves as the Methods and Techniques Editor for *Teaching of Psychology*. He is the husband of Jan and the father of two fine sons, Nicholas and Michael, who are growing up way too fast. He loves to teach his sons (with his mouth wide open) to cheer tirelessly for North Carolina basketball.

Marky Lloyd is Professor of Psychology at Georgia Southern University, where she teaches social psychology, personality psychology, psychology of adjustment, psychology of gender, and careers in psychology. She has taught for 29 years, including 13 years' experience as a department chair (at GSU and Suffolk University). She is the co-author (with Wayne Weiten) of *Psychology Applied to Modern Life* and maintains a web site on careers in psychology (<http://www.psywww.com/careers>). She is a past President of the Society for the Teaching of Psychology and former Executive Director of the Society's Office of Teaching Resources in Psychology. She is a member of APA's Board of Educational Affairs and the BEA Task Force on Undergraduate Psychology Major Competencies. She is a recipient of GSU's Award for Excellence for Contributions to Instruction. She received her B.A. in psychology from the University of Denver and her M.A. and Ph.D. in psychology from the University of Arizona.

Neil Lutsky has taught psychology (and the liberal arts) at Carleton College for over 25 years. His primary teaching responsibilities (and loves) include introductory psychology, statistics, social psychology, personality, London Theatre, and a seminar on the psychology of endings (of, e.g., therapy, conversations, relationships, films, and lives). His research, writing, and presentations have addressed the teaching of psychology, the psychology of endings, the Milgram studies of authority influence, the cross-situational consistency of behavior, and social gerontology. In 1998-99 he served as President of the Society for the Teaching of Psychology, a group of teachers he believes does matter to education. Lutsky has developed a number of laboratory projects for use in teaching and was the principal investigator on a recent NSF ILI Grant, "Enhancing Scientific Reasoning in a General Psychology Laboratory." He received his B.S. in Economics from the Wharton School of the University of Pennsylvania and his M.A. and Ph.D. degrees from Harvard University. He enjoys daily games of basketball, monthly games of chance, an occasional glass of good port, and the seasonal picking of raspberries and production of raspberry jam with his crew of child laborers. He suspects, however, that these last components of his identity are only marginally related to his failures and successes as a teacher.

Harold L. Miller, Jr. is Professor of Psychology at Brigham Young University (Provo, Utah), where he joined the faculty fresh out of graduate school in 1975. He has typically taught at least four courses per semester in the interim, mostly in psychology and in the Honors program. He is a former dean of Honors and General Education at the university. His published research has ranged widely: distributed choice theory, instructional control, human sociobiology, integrated learning systems and school reform, and most recently, self-control. He is also an educational consultant and spent the 1998-99 academic year in Guangzhou, China, assisting with the development of a new private school. He and his wife JeNeal have eight children and five grandchildren.

James H. Korn is Professor of Psychology at Saint Louis University. He received his Ph.D. from Carnegie Tech (now Carnegie-Mellon University) in 1965. At "Tech" he was in the forefront of the rear guard: while Simon and Newell were simulating human thought at the beginning of the alleged cognitive revolution, Jim was involved in research on classical conditioning, paired associate learning, Amsel's frustration effect in rats, and psycho-endocrinology. In spite of that, he was hired as an Assistant Professor at CMU. The events of the late 60s led him out of the rat lab, into his commitment to teaching, and a new life in St. Louis in 1974. His scholarly work now is in the areas of teaching, history of psychology, and research ethics. He has served as President of Division 2, and is a Fellow of that Division and of Division 1 (General).

David S. Kreiner is Professor of Psychology and Assistant Dean of the Graduate School at Central Missouri State University, where he has been teaching since 1990. After

earning his Ph.D. in human experimental psychology at the University of Texas-Austin, he began teaching courses such as general psychology, research design and analysis, undergraduate and graduate statistics, sensation and perception, cognitive psychology, and psychology of language. He has worked with graduate teaching assistants and with new faculty as a teaching mentor, and does research on a variety of topics such as spelling ability, memory, and teaching methods. Recently, he developed an on-line statistics course but then decided that it wasn't as much fun as being in the classroom. He has an 11-year-old daughter and a 14-year-old cat, and in his spare time enjoys swimming, tennis, and reading.

Virginia Andreoli Mathie is a professor of psychology at James Madison University, where she has taught introductory psychology, psychological statistics, experimental psychology and social psychology since 1975. Her recent interests include the use of active learning strategies and instructional technology to enhance teaching and learning. She chaired the APA Board of Educational Affairs Miniconvention on Education and Technology that was held at the 1999 APA meetings. For the past five years she chaired the APA/BEA Psychology Partnerships Project. At JMU, Dr. Mathie has served as Coordinator of the Undergraduate Program, Coordinator of the General Psychology Master's Program and Department Head of Psychology. She was President of the Virginia Academy of Academic Psychologists and President of the Society for the Teaching of Psychology. She is completing her service on the APA Board of Educational Affairs. She received an APA 1999 Presidential Citation for her leadership of P3 and was the 2000 APA Harry Kirke Wolfe Lecturer. She is a Fellow of APA Division 2.

Lee I. McCann received his Ph.D. in experimental psychology from Iowa State University. He is a Professor of Psychology at the University of Wisconsin Oshkosh, where he has served as Department Chair and Associate Vice Chancellor. His research interests include the social communication of dietary preference in rats, implicit learning in humans, psychology curricula, and new faculty training and career development. He is a consulting editor for the journal *Teaching of Psychology*, coeditor of *Lessons Learned: Practical Advice for the Teaching of Psychology* (1999, APS), and the Teaching Tips column in the APS Observer. He is coauthor of *Recruiting Good College Faculty: Practical Advice for a Successful Search* (1996, Anker), and a training manual, *Peer Review of Teaching*. With Baron Perlman, he has recently published two articles in *Teaching of Psychology* reporting a national study of undergraduate psychology curricula supported by a grant from the APA.

Maureen McCarthy is an Associate Professor at Austin Peay State University where she teaches courses in statistics, research methods, and assessment, and serves as coordinator of the School Psychology program. She received her Ph.D. in Research and Evaluation from Oklahoma State University and is currently pursuing post-doctoral training in counseling psychology. She currently serves as coordinator of the Society's Consultant

Service, which provides referrals for departments requesting an external review of their undergraduate program.

Kayce L. Meginnis-Payne is an Assistant Professor of Psychology at Peace College, a women's college in Raleigh, North Carolina. She teaches general psychology, abnormal psychology, counseling theories and techniques, and human sexuality. She also coordinates the psychology internship program. Kayce received a B.A. in psychology and women's studies from the University of North Carolina at Chapel Hill and a Ph.D. in clinical psychology from the University of Tennessee, Knoxville. Her scholarship focuses on women's issues and feminist therapy. She just bought her first house with her husband, John, and can't wait to start growing flowers and vegetables in the back yard.

Harold Moon is professor emeritus at Augusta State University where for 25 years he was professor of psychology with stints in various administrative positions. Earlier, he was an assistant and associate professor at Auburn University for eight years. His scholarly interests include teaching, history of psychology, ethics, learning, and developmental psychology. Harold received the B.S. degree from Auburn University in 1956 and the Ph.D. degree from Florida State University in 1962. He served one year as a clinical intern at the University of Tennessee Medical School and two years as a clinical psychologist in a community mental health center in Alabama. Harold has been a member of numerous professional organizations, serving as president of several at the local level and also of the Alabama Psychological Association, the Southeastern Psychological Association, and Psi Chi. He is a fellow in APA and a charter member of the APS.

Baron Perlman received his Ph.D. in clinical psychology from Michigan State University in 1974. He is a Rosebush and University Professor in the Department of Psychology at the UW Oshkosh and a Fellow in APA's Society for the Teaching of Psychology. He has authored *The Academic Intrapreneur* (with Jim Gueths and Don Weber, 1988, Praeger), *Organizational Entrepreneurship* (with Jeffrey R. Cornwall, 1990, Irwin), and *Recruiting Good College Faculty: Practical Advice for a Successful Search* (with Lee McCann, 1996, Anker). He is coeditor of Teaching Tips in the APS Observer. The columns were published in book form, *Lessons Learned: Practical Advice for the Teaching of Psychology* (Perlman, McCann, & McFadden, Eds., 1999, APS). His research studies the preparation and development of teaching faculty. He also studies the psychology curriculum. He has presented workshops on various teaching elements including teaching portfolios and peer review of teaching at regional teaching conferences, and at the National Institute on the Teaching of Psychology.

Patti Price is a Ph.D. candidate in the developmental track of the experimental program at the University of North Texas. She has taught undergraduate courses in research methods, developmental psychology, psychology of adjustment, and history and systems

of psychology. Ms. Price's research interests include adoptive family relationships and resilience in post-institutionalized children, as well as cultural issues. She is currently chairing the Graduate Student and New Faculty Relations Task Force for the Society for the Teaching of Psychology as well as serving as a member of the Preparing Future Faculty Task Force. Ms. Price serves on the Board of Directors for FRUA (Families for Russian and Ukrainian Adoption), a national parent support group.

Erin Rasmussen is Assistant Professor of Psychology at the College of Charleston in Charleston, South Carolina, where she teaches conditioning and learning, learning laboratory, drugs and behavior, and introductory psychology. She received her M.S. and Ph.D. in the experimental analysis of behavior, with a minor in behavioral pharmacology and behavioral toxicology, from Auburn University. She continues to study the effects of environmental contaminants on behavior, and currently is examining how environmental enrichment plays a role in modulating the effects of prenatal methylmercury exposure. She is also interested in exploring the teacher-researcher distinction in academia.

A graduate of the University of Alberta, Professor **Nicholas F. Skinner** has been teaching Psychology at King's College (an undergraduate affiliate of The University of Western Ontario in London, Ontario) since 1972. He presently teaches full-year courses in human adjustment, educational psychology, and two sections of his favorite course, introductory psychology (with respect to which, having taught it upwards of 40 times, he says he thinks he is in danger of "starting to 'get it right', sort of"). In addition to an interest in personality (particularly Machiavellianism and adaption-innovation), his primary research foci—characteristics of effective teachers, and variables that affect academic performance—have yielded several dozen published articles and many more professional papers. He appears perennially on the Dean's Honour Roll of Teaching Excellence, and was awarded the King's College Award for Excellence in Teaching in 1997 (its inaugural year). Dr. Skinner is the long-time Chair of the Section on Teaching of Psychology of the Canadian Psychological Association (CPA), and last year received the CPA 2000 Education and Training Award. He and his wife Wendy Anne (also a teacher) have two adult children.

Kristin Whitlock teaches Advanced Placement Psychology at Viewmont High School in Bountiful, Utah. Kristin has served on the TOPSS Executive Board as Member at Large and currently serves as the TOPSS Utah State Coordinator. She is also a founding member of the Utah Teachers of Psychology in Secondary Schools (UTOPSS). Kristin currently serves as a High School representative on the Working Group for the National Standards for the Teaching of High School Psychology and participates in the Psychology Partnerships Project (P3) as a member of the "Assessment All-Stars." Kristin's course disclosure was included in the Teachers Guide for AP Psychology published by The College Board. In addition to her work in psychology education, Kristin is busy with her young sons, Chandler and James, and her husband, McRae.

About the Editors

William Buskist is the Kulynych/Cline Family Distinguished Professor in the Teaching of Psychology at Appalachian State University in Boone, North Carolina. Prior to his arrival at Appalachian in 2002, he was an Alumni Professor of Psychology at Auburn University. In his 19-plus years at Auburn, he taught nearly 30,000 undergraduates. His research interests center on identifying and understanding the qualities and behaviors involved in "master teaching" and in designing training programs that promote effective undergraduate teaching. He teaches a variety of undergraduate psychology courses and has strong interests in helping undergraduates prepare for graduate study in psychology. He serves as a consulting editor for *Teaching of Psychology*. In 2000, he received the Robert S. Daniel Teaching Excellence Award from the Society of the Teaching of Psychology. He is also a Fellow of the Society. Together with Steve Davis (Emporia State University), he recently published a book entitled *The Teaching of Psychology: Essays in Honor of Wilbert J. McKeachie and Charles L. Brewer* (Erlbaum).

Vincent Hevern graduated from Fordham College and received his Ph.D. in clinical psychology from Fordham University in 1985, the same year he was licensed as a psychologist by New York State. For 8 years he both taught psychology and practiced as a clinician in New York City--mostly working with adolescent clients and their families. He moved to Le Moyne College in 1991 where he is Associate Professor and former chair of the Psychology Department. At Le Moyne he has taught a broad array of clinical and non-clinical courses. His most recent research interests include the narrative perspective in the social sciences and the pedagogical implications of emerging digital technologies such as the Internet. He is currently completing his first term as the founding Internet Editor for STP for which he has developed several online sites (the *STP Homepage* and *OTRP Online*). He is a Fellow of APA in Division 2. He has been a Jesuit for more than 35 years and was ordained a Catholic priest in 1976.

Bill Hill received his Ph.D. in experimental psychology from the University of Georgia in 1979 and has been on the faculty at Kennesaw State University (KSU) since then. During his tenure at KSU he has been a full-time teaching faculty member and assumed several administrative roles, including Department Chair of Psychology from 1988-1994 and Associate Vice-President for Academic Affairs from 1998-2002. In the fall of 2002 he will become the full-time Director of the KSU Center for Excellence in Teaching & Learning, which coordinates faculty development programs and a Faculty Teaching Fellows program. His professional activities have primarily revolved around teaching and service to teachers. His research interests center on teaching issues, most recently focusing on the use of and attitudes about extra credit and resource materials to enhance the teaching of cross-cultural psychology. He has published several resources for teaching cross-cultural psychology. He is also strongly committed to professional efforts to facilitate the improvement of teaching. In 1989 he founded, and continues to coordinate, the annual Southeastern Conference on the Teaching of Psychology. He has also been active in a variety of leadership roles in the Society for the Teaching of

Psychology (STP), Division Two of the American Psychological Association, including President of STP in 2001-2002. He received the KSU Distinguished Teaching Award in 1985 and is a Fellow of Divisions 2 and 52 of APA.