

## *Biographical Notes on Individual Contributors<sup>1</sup>*

**Drew Appleby** received his BA in psychology from Simpson College in 1969 and his Ph.D. in experimental psychology from Iowa State University in 1972. After teaching at Marian College for 27 years—and chairing its Psychology Department for the last 21 of those years—he assumed the position of Director of Undergraduate Studies in the Indiana University Purdue University Indianapolis (IUPUI) Psychology Department in 1999 where he holds the rank of Professor of Psychology. He is the author of *The Savvy Psychology Major* and the *Study Guide* that has accompanied three editions of *Psychology* by Margaret Matlin, has numerous publications in professional journals, and has made over 200 presentations to a wide variety of professional and nonprofessional audiences. He is also the author of the multiple-choice test banks that accompany *Professional Cooking* and *Professional Baking*, two textbooks used in professional culinary arts programs throughout the world. He is a fellow of APA's Divisions One and Two; presented APA's G. Stanley Hall Teaching Lecture in 1998; and received Division Two's Outstanding Psychology Teacher Award in a Four-Year College or University in 1993, Marian College's Award for Teaching Excellence in 1993, and IUPUI's Chancellor's Teaching Excellence Award in 2003. He was recognized for his advising skills by the National Academic Advising Association when he received the Outstanding Adviser Award of its Great Lakes Region in 1988, by the IUPUI School of Science when he received their Advisor of the Year award in 2002, and by the IUPUI Psychology Department when he received their Academic Advisor of the Year Award in 2002 and 2003. He was recognized for his mentoring skills by being the charter recipient of Marian's Mentor of the Year Award in 1996 and IUPUI's Psychology Department's Mentor of the Year in 2000. He directs Division Two's Mentoring Service, chairs Division Two's Recruiting, Retention, and Public Relations Committee, created Division Two's Project Syllabus, serves as Division Two's annual international dinner coordinator, and has served as a consultant to other psychology departments.

**Larry Bates** received his B.S. in psychology from the University of North Alabama in 1992. He was awarded the Ph.D. in Clinical Psychology from Auburn University in 1999. He completed his clinical internship at the University of Mississippi-Veterans Affairs Medical Centers Consortium in Jackson, Mississippi. The Department of Preventive Medicine at University of Alabama at Birmingham Medical School provided his post-doctoral work. Finally, he made it back to his alma mater and for the last three years has served as an assistant professor of psychology at the University of North Alabama in Florence, Alabama. He regularly teaches introductory, abnormal, and physiological psychology. His current research interests include psychophysiology of stress and anxiety and the psychology of religion. He lives with his wife and one deaf cat in Muscle Shoals, Alabama.

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<sup>1</sup> W. Buskist, V. Hevern, & G. W. Hill, IV, (Eds.). Biographical notes on individual contributors. *Essays from excellence in teaching, 2002* (pp. 65-76). Retrieved [insert date] from the Society for the Teaching of Psychology Web site: <http://teachpsych.lemoyne.edu/teachpsych/eit/index.html>

**Barney Beins** is Professor of Psychology and Chair of the Psychology Department at Ithaca College. He was elected to serve as President of the Society for the Teaching of Psychology in 2004 and served as its Secretary from 1992-1994. Barney is a Fellow of APA. For two years on an extended sabbatical, he was Director of Precollege and Undergraduate Education at APA. In 1994, he founded the Northeastern Conference for Teachers of Psychology, which continues in conjunction with the New England Psychological Association convention. He also participated in the St. Mary's Conference in 1991 and in the Psychology Partnerships Project in 1999. Barney served as inaugural editor for the "Computers in Psychology" section of *Teaching of Psychology* from 1987 to 1996, and is currently an Associate Editor. He authored *Research Methods: A Tool for Life*, published by Allyn & Bacon, co-edited the *Gale Encyclopedia of Psychology*, and recently contributed to the *Readers Guide to the Social Sciences*, published by Fitzoy Dearborn, a London publisher. Barney earned his bachelor's degree from Miami University in Oxford, Ohio and his doctorate from City University of New York.

**Dan Bernstein** received an A.B. in psychology from Stanford University in 1968 and a Ph.D. in social and experimental psychology from the University of California at San Diego in 1973. He joined the psychology faculty of the University of Nebraska-Lincoln in 1973. He has designed courses at all levels of higher education that make learner understanding the primary goal, and he has worked to promote teaching within the profession through participation in four FIPSE-funded projects at UN-L, including one on peer review of teaching. Most recently he has been exploring and evaluating various uses of technology to promote student understanding, and he is interested in representation of the intellectual work in teaching, especially through the external review of electronic course portfolios centered on student work. In August of 2002 he moved to the University of Kansas, where he serves as the Director of the Center for Teaching Excellence and as Professor of Psychology and Human Development.

**Doug Bernstein** completed his bachelor's degree in psychology at the University of Pittsburgh in 1964 and his masters and Ph.D. in clinical psychology at Northwestern University in 1966 and 1968, respectively. From 1968 to 1998, he was on the psychology faculty at the University of Illinois at Urbana-Champaign, where he served both as Associate Department Head and Director of Introductory Psychology. He is currently Professor Emeritus at the University of Illinois, and Courtesy Professor of Psychology at the University of South Florida. He is a fellow of both the American Psychological Association (Division 2) and the American Psychological Society. His efforts to promote excellence in the teaching of psychology include serving as chair of the program committee for NITOP, founding the APS Preconference Institute on the Teaching of Psychology, and helping to plan the First Annual Summer National Institute on the Teaching of Psychology. From 1989-1991, he served on the steering committee for the APA National Conference on Enhancing the Quality of Undergraduate Education and, in 2001, on the advisory panel to the APA Board of Educational Affairs Task Force on Undergraduate Psychology Major Competencies. His teaching awards include the University of Illinois Psychology Graduate Student Association Teaching Award and the University of Illinois Psi Chi award for excellence in undergraduate teaching, both in 1979, the Illinois Psychology Department's Mabel Kirkpatrick Hohenboken Teaching Award in 1993, and the 2002 American Psychological Foundation's Award for

Distinguished Teaching in Psychology. He has co-authored textbooks in Introductory Psychology, Abnormal Psychology, Clinical Psychology, Criminal Behavior, and Progressive Relaxation Training, and he has co-edited books in Applied, Developmental, and Introductory Psychology. He has also contributed chapters to *Teaching introductory psychology: Theory and practice* (edited by Robert J. Sternberg, 1997), *The teaching of psychology: Essays in honor of Wilbert J. McKeachie and Charles L. Brewer* (edited by Stephen F. Davis and William Buskist, 2002), and (with Sandra Goss Lucas) *The compleat academic: A career guide* (edited by Henry Roediger, John Darley, and Mark Zanna, 2002). He occasionally offers workshops on textbook-writing for prospective authors, and as a hobby, he collects student excuses.

**Charlie Blair-Broeker** has taught psychology and Advanced Placement Psychology at Cedar Falls (Iowa) High School since 1978. He has been involved in a number of APA initiatives, serving as a member of the Task Force that authored the *National Standards for the Teaching of High School Psychology*, chair of the Executive Board of Teachers of Psychology in Secondary Schools (TOPSS), and co-editor of the 4th volume of the *APA Activities Handbook for the Teaching of Psychology*. For three years, he co-directed Teaching the Science of Psychology, a summer institute for high school psychology teachers supported by the National Science Foundation and the Northern Kentucky University Foundation. He has been a table leader or reader for Advanced Placement Psychology Examination since the test was first administered in 1992, and completed a three-year term on the A.P. Psychology Test Development Committee. He and Randy Ernst have recently completed *Thinking About Psychology*, a high school-level text book.

**Gary R. Hann** is a third year doctoral student in the APA-Accredited Combined Doctoral Program in Clinical, School, and Counseling Psychology at James Madison University in Virginia. Prior to doctoral studies, he worked in a variety of clinical settings, including crisis assessment, substance abuse counseling, and outpatient therapy. Gary is also a student board member of Division 29 (Psychotherapy) of APA and serves as a student liaison to APAGS and a contributing editor to the *Psychotherapy Bulletin*. Gary is now waiting to hear about another career decision—acceptance in a clinical internship for next year. He recently finished another important project with his wife, Vicky, welcoming his new son Grayson into the world.

**Jane S. Halonen** is the Director of the School of Psychology at James Madison University. Jane is a past president of the Society for the Teaching of Psychology and works actively to promote psychology education as a departmental consultant and project leader in various venues, including APA, APS, and Advanced Placement. She is a self-described “teaching conference junkie.” She is on the planning committee for STP’s Assessment Conference, scheduled to take place next September at Kennesaw State University. When not working for improved psychology education, Jane enjoys movies, travel, novels, the music of Diana Krall, and dancing with her new and improved husband, Brian.

**Diane F. Halpern** is Director of the Berger Institute for Work, Family, and Children and professor of psychology at Claremont McKenna College (one of the Claremont Colleges) in

the Los Angeles area. She is a former president of the Society for the Teaching of Psychology, the APA Division of General Psychology, and the Western Psychological Association. She will serve as President of the American Psychological Association in 2004. Diane is the author of several books on teaching and learning including *Thought and Knowledge: An Introduction to Critical Thinking* (4th edition, 2003); *Sex Differences in Cognitive Abilities* (3rd edition, 2000), and co-editor with Milton Hakel of the New Directions in Teaching and Learning series volume entitled, *Applying the Science of Learning to University Teaching* (2002).

**David Johnson** is Professor of Psychology at John Brown University in Siloam Springs, AR where he has served as both chair of the Department of Psychology and the Division of Social & Behavioral Sciences. He earned his Ph.D. in experimental social psychology at the University of Arkansas-Fayetteville, where in 1999 he received the Distinguished Alumnus Award and was inducted into the Fulbright College Alumni Academy. Professor Johnson is a past president and a Fellow of the Society for the Teaching of Psychology (Division 2 of APA). Professor Johnson has been a strong proponent of active learning, and with Mark Ware, co-edited a 3-volume set of demonstrations and activities for the teaching of psychology, now in its second edition. He also served as a Consulting Editor for the journal *Teaching of Psychology* and currently serves as News Editor of *ToP*. His primary research interests are in pedagogy, attribution theory, and counterfactual thinking.

**Phil Lewis** teaches psychology at Auburn University in East Central Alabama where he has been on the faculty since 1977. Although his degree is in clinical psychology (Syracuse, 1968), he considers himself a developmental psychologist (the cognitive-developmental psychologist David Hunt was his major advisor at Syracuse). Phil has done research for the Army related to the conceptual development of leaders, which he approaches from a constructive-developmental perspective. Most of Phil's teaching has been at the undergraduate level, including a year as a Visiting Professor at the United States Military Academy, and his favorite courses are Theories of Personality and Adolescent & Adult Development. For fun, he races his 25' O'Day sailboat on nearby Lake Martin.

**Laura L. Namy** is an assistant professor in the Psychology Department at Emory University. She received her undergraduate degree in Philosophy and Psychology from Indiana University. She completed her doctorate in Cognitive Psychology at Northwestern University in 1998 and has been at Emory since then. Her research focuses on the origins and development of verbal and non-verbal symbol use in young children, and the role of comparison in conceptual development. She teaches undergraduate courses in Language Acquisition and Cognitive Development. Her graduate courses focus on Language and Concepts. She also conducts both formal and informal workshops for graduate students on topics relating to professional development, including teaching techniques and teaching challenges, establishing a research program, applying for funding, giving professional talks, and the use of Web resources for instructional and professional purposes.

**Loreto R. Prieto** received his undergraduate and doctoral degrees from The University of Iowa in 1984 and 1996, respectively. A counseling psychologist by training, Dr. Prieto also conducts research in the areas of multiculturalism and psychological testing and assessment. He has been involved with several Society for the Teaching of Psychology (STP)-related

activities including serving as the current Chairperson of the STP Task Force on Diversity, the Chairperson of the Working Group on Diversity for the Psychology Partnerships Project (P3), and a Member-at-Large on the STP Long Range Planning Committee. He has recently been appointed as a Consulting Editor for the *Teaching of Psychology*. Dr. Prieto thanks his colleague and friend, Dr. Steven A. Meyers (Roosevelt University), with whom he has collaborated in investigating the area of TA development.

**Monica Reis-Bergan** is an Assistant Professor at James Madison University. She received her Ph.D. from Iowa State University in 2000. She is currently teaching Health Psychology and a capstone course for seniors in addictive behaviors. Her research interests include the academic social comparison, procrastination behaviors, and health risk behaviors such as smoking and binge drinking.

**Lauren F. V. Scharff** is an associate professor in the Department of Psychology at Stephen F. Austin State University, where she has been teaching since January, 1993. She completed her Ph.D. in Human Experimental Psychology in December, 1992 from the University of Texas at Austin. At SFA, she has coordinated initiatives to reorganize new faculty orientation, create teaching circles, and write a faculty "survival guide." She received two president's awards for these efforts, in addition to receiving the SFA Foundation Faculty Achievement Award for Teaching in 2000 and the College of Liberal Arts Teaching Excellence Award 1998. In her department, she established a graduate teaching seminar for students who desire to instruct courses while in graduate school. She regularly teaches introductory psychology, research methods, physiological psychology, and perception courses. Her major research interests include text readability, visual search and depth perception, although her students continually shift her research efforts to new directions. For the past four years she has collaborated actively with researchers at NASA-Ames to create a metric to predict text readability. In her community, Dr. Scharff has been a coordinator and/or presenter since 1994 at the Annual Expanding Your Horizons Career Day for Girls. She is currently serving her second term as the Texas State Representative for the Southwest Psychological Association. She has a wonderful husband, a three-year-old son, and two dogs who all help her stay well-balanced.

**Randolph A. Smith** is Professor of Psychology and chair of the department at Ouachita Baptist University. Randy serves as Editor of *Teaching of Psychology*, the journal of the Society for the Teaching of Psychology. He is the editor of the instructor's resource package for Wayne Weiten's introductory psychology text, author of a critical thinking text (*Challenging Your Preconceptions*), and coauthor of *The Psychologist as Detective* (a research methods text with Steve Davis). He has worked with high school teachers grading AP tests since the test's inception and is currently one of the faculty advisors for TOPSS (Teachers of Psychology in Secondary Schools).

**Janie Wilson** began her adventure in teaching during graduate school and continued in a full-time teaching position at Columbia College before receiving her Ph.D. in Experimental Psychology from the University of South Carolina in 1994. Since that time, she has been teaching and conducting research at Georgia Southern University. Her teaching includes courses in physiological psychology, large sections of introductory psychology, research

methods, and statistics. She is currently working with Prentice Hall to create a statistics textbook written in a straightforward manner that relies on relevant examples to keep students' attention. Teaching and research merged when she was awarded an NSF grant as principal investigator for a physiological teaching laboratory. She works with both undergraduates and graduate students on research projects involving social buffering of stress responses in rats and human adults and children. Dr. Wilson also conducts research on student evaluations of instructor immediacy and the instructor's ability to predict students' attitudes, motivation, and grades. An admitted workaholic, she spends down-time with her husband and three children, practices Taekwondo, and writes fiction.

### *About the Editors*

**William Buskist** is the Distinguished Professor in the Teaching of Psychology at Auburn University. At Auburn since 1982, he taught over 30,000 students. 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. In 2000, he received the Robert S. Daniels Teaching Excellence Award from the Society of the Teaching of Psychology.

**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. 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 the founding Internet Editor for STP for which he has developed and maintained several online sites since 1997 (the *STP Homepage* and *OTRP Online*). He is a Fellow of APA in Division 2.

**Bill Hill** received his Ph.D. in 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, Psychology Department Chair (1988-1994), Associate Vice-President for Academic Affairs (1998-2002), and Acting Vice-President for Academic Affairs (April-July, 2002). In the fall of 2002 he assumed the position of Director of the KSU Center for Excellence in Teaching & Learning, which coordinates faculty development programs at KSU. His professional activities and research have primarily revolved around teaching-related issues. In 2001-2002, he was a member of the American Psychological Association (APA) Board of Educational Affairs task force that developed expected learning outcomes for the undergraduate major in psychology as well as an accompanying online assessment guide. In 1989 he founded, and continues to coordinate, the annual Southeastern Conference on the Teaching of Psychology. He was a member of the steering committee for the Best Practices in Assessment in Psychology Education conference in September 2002 and is a will co-coordinate an upcoming conference on Best Practices in Teaching the Introductory Psychology Course in September 2003. He has also been active in a variety of leadership roles in the Society for the Teaching of Psychology (STP), Division

Two of the APA. He was STP President in 2001-2002 and was recently appointed as STP Director of Programming. He received the KSU Distinguished Teaching Award in 1985 and is a Fellow of APA Divisions 1 (General Psychology), 2 (STP) and 52 (International Psychology).