

**Agnes Scott College Division of Academic Affairs
Professional Activities Report (PAR)
Faculty Annual Review**

for the period of
June 1, 2014 – May 31, 2015

Deadline for completion of PAR: June 1, 2015

The vice president for academic affairs/dean of the college annually requests that each full-time faculty member complete a professional activities report to document the faculty member's activities and accomplishments in teaching, scholarship, and service. The PAR should be submitted with an up-dated *curriculum vita*.

Name: Bonnie Perdue **Rank:** Assistant Professor **Department** Psychology and Neuroscience

Department Chair? (click in box if "Yes") **Dates of Service:**
Program Director **Dates of Service:**
for:

I. Teaching and Advising

A. 2014-2015 Teaching: include independent study, special study, internships, etc.

Fall 2014		Credit hours	Course number and section	No. of students per course/section who received a grade
	Course Name			
	Introductory Psychology: Biological and Cognitive Processes	4	PSY 101A	36
	Research in Cognitive Neuroscience	4	PSY 400A	8

Spring 2015		Credit hours	Course number and section	No. of students per course/section who received a grade
	Course Name			
	Research Statistics	4	PSY206A/ SOC206A	30
	Cognitive Neuroscience	4	PSY 311A	31
	Directed Research	2;4	PSY 440	2

B. Summer 2014 Teaching at ASC or elsewhere: include independent study, special study, internships, etc.

Summer 2014 Course Name	Credit hours	Course number and section	No. of students per course/section who received a grade
Introductory Psychology: Biological and Cognitive Processes	4	PSY 101A	8

C. List curriculum and instructional development (development of new course(s), significant course revisions, major new instructional initiatives, material development, team teaching, interdisciplinary teaching, global connections/awareness trips (courses included above), significant pedagogical innovation, development of new experiments/demonstrations, lab manuals, new technology used in teaching). Note extra course load.

Directed Research
I developed one completely new course (PSY 440). For this course, I reviewed and selected reading materials, developed course materials, and organized the overall layout of course. I also facilitated three external conference presentations for the students in this course as well as participation in SpARC.

Capstone Research in Cognitive Neuroscience
For PSY 400, I re-negotiated with Zoo Atlanta to allow 8 students to visit the zoo weekly for no charge to collect behavioral data for group projects.

Cognitive Neuroscience
For PSY315, I adopted a new textbook given feedback from students during a previous semester. Accordingly, I modified the course structure and tests to more closely follow the new textbook. I also incorporated more team-based learning activities into my courses. Specifically, I incorporated a jigsaw assignment and more interactive course components. I also developed a “Stop, Collaborate, and Listen” activity in which we would periodically take time for individuals to pause and reflect on material, then compare and contrast with group members, then share with the whole class. I also incorporated a more structured approach to groupwork in which students completed a group contract outlining specific roles and responsibilities, a timeline for completion of various components, and a graded peer evaluation component.

Introductory Psychology: Biological Foundations and Cognitive Processes
For PSY101, I created a fully online version of this course in summer 2014. This involved translating the course materials to a completely digital format, including discussions, notes, assignments and tests. I also used many of these more interactive elements for the in-person section of the course taught in the fall.

Research Statistics
For PSY206, I created more opportunities for interaction among students and more global processing of the material. For example, I added an assignment in which the students created a “statistical test map” that could be used to “navigate” the decisions about which statistical tests

are appropriate in different research situations.

For all courses, I modified assignments to better meet the needs of the students. I also incorporated more online interactive elements in all of my courses. For example, in PSY315, I created a #neurotalk assignment in which students responded to reflection questions about popular articles and interacted with one another on an online discussion board. I also created shared online space for students in PSY206 (Research Statistics) to help one another and identify areas in need of clarification.

I taught one overload course for PSY 440.

D. List on-campus guest lectures

- GEMS meeting lunch and learn presentation (Spring 2015): “Research at the zoo” – this lecture was given in preparation for a fieldtrip to the zoo that I took GEMS students on in April 2015
- Scholars Weekend (Spring 2015): “Classical Conditioning”
- Alumnae Weekend “Back to Class” event (Spring 2015): "Forgetting to remember? Prospective memory in human and nonhuman primates" was given twice.
- Guest lecture for Esther Lee’s “Science and Poetry” course (Spring 2015).
- Academic Colloquia Monthly Exchange program (A.C.M.E.) lecture (Fall 2014): “Prospective memory in human and non-human primates”

E. General and major advising

Number of students for whom you are the MAJOR academic adviser	Number of students for whom you are the MINOR academic adviser	Number of SELF-DESIGNED MAJORS for whom you are the academic adviser	Number of UNDECLARED MAJORS for whom you are the academic adviser
15			2

F. List other on-campus advising roles

- Reviewed materials for graduate school and dual-degree program.
- Wrote letters of recommendation for graduate school for two students.
- Wrote one letter of recommendation for medical school and one for student applying to Physical Therapy programs.
- Wrote one letter of recommendation for Mortar Board.

G. Professional development related to teaching: Center for Teaching and Learning workshops or activities; ITS workshops, teaching conferences or seminars, etc.

- Goizueta Foundation Summer Curricular Innovation Institute (Spring 2015).
- LDR Workshop: Design and Implementation of Effective Teamwork for Student Learning and Leadership Development (Spring 2015).
- The Piedmont Project Sustainability workshop at Emory University (Spring 2015)
- The Centers for Teaching and Learning & Educational Technology session on Screencasting Fundamentals: What Is Screencasting and What Can It Do for Your Teaching? (Spring 2015)
- Attended the National Institute on the Teaching of Psychology conference (Spring 2015)
- Faculty Sharing Session: Internships (Fall 2014).
- Society for the Teaching of Psychology member (2014-Present).

H. Grants received and requested, awards and honors related to teaching and advising.

1. Grants received or requested:

Source and status	Title, purpose	Date begin/end	Amount
Society for the Teaching of Psychology	Early Career Travel Grant	1/2015	192.00
National Institute for the Teaching of Psychology	Early Career Scholarship	1/2015	100.00

2. Awards, honors, and recognition (from college, city, state, national or international professional organizations including fellowships, memberships, tenure, promotion).

Award or honor	Source	Date

II. Scholarship

A. Scholarly publications (broadly defined), performances, and exhibitions: published, performed, or exhibited between June 1, 2014 and May 31, 2015. Attach a copy of publication (title page only for books and the equivalent for software). List below using complete citation. Following each work, indicate in parentheses the type of review process that resulted in publication, e.g. peer review, editorial board review, invited, selected conference proceedings, etc.

1. Print publications such as articles, books, chapters in books, creative writing, edited text, editorials, monographs, reviews, etc.

Following each work, indicate in parentheses the type of review process that resulted in acceptance.

<p>Peer-reviewed publications</p> <p>2015</p> <p>Beran, M. J., Parrish, A. E., Futch, S. E., Evans, T. A., & Perdue, B. M. (published online). Looking ahead? Computerized maze task performance by chimpanzees (<i>Pan troglodytes</i>), rhesus monkeys (<i>Macaca mulatta</i>), capuchin monkeys (<i>Cebus apella</i>), and human children (<i>Homo sapiens</i>). <i>Journal of Comparative Psychology</i>. (Peer-reviewed)</p> <p>Beran, M. J., Perdue, B. M., & Evans, T. A. (in press). Prospective memory in nonhuman primates. <i>Japanese Journal of Animal Psychology</i>. (Peer-reviewed).</p> <p>Beran, M. J., Perdue, B. M., Futch, S. E., Smith, J. D., Evans, T. A., & Parrish, A. E. (in press). Go when you know: Chimpanzees' confidence movements reflect their responses in a computerized memory task. <i>Cognition</i>. (Peer-reviewed)</p> <p>Perdue, B. M., Bramlett, J. L., Evans, T. A., & Beran, M. J. (in press). Waiting for what comes later: capuchin monkeys show self-control even for nonvisible delayed rewards. <i>Animal Cognition</i>. doi:10.1007/s10071-015-0878-9. (Peer-reviewed)</p>

Perdue, B. M., Church, B. A., Smith, J. D., & Beran, M. J. (in press). Exploring Potential Mechanisms Underlying the Lack of Uncertainty Monitoring in Capuchin Monkeys. *International Journal of Comparative Psychology*. (Peer-reviewed).

2014

Beran, M. J., **Perdue, B. M.**, & Smith, J. D. (2014). What are my chances? Closing the gap in uncertainty monitoring between rhesus monkeys (*Macaca mulatta*) and capuchin monkeys (*Cebus apella*). *Journal of Experimental Psychology: Animal Behavior Processes*, *40*, 303-316. (Peer-reviewed).

Evans, T. A., **Perdue, B. M.**, & Beran, M. J. (2014). The relationship between event-based prospective memory and ongoing task performance in chimpanzees (*Pan troglodytes*). *PLoS ONE*, *9*, e112015. (Peer-reviewed).

Zakrzewski, A. C., **Perdue, B. M.**, Beran, M. J., Church, B. A., & Smith, J. D. (2014). Cashing out: The decisional flexibility of uncertainty responses in rhesus macaques (*Macaca mulatta*) and humans (*Homo sapiens*). *Journal of Experimental Psychology: Animal Learning and Cognition*, *40*, 490-501. (Peer-reviewed).

2. Conference/meeting papers or posters. List date, meeting, conference or association name, location, title of presentation.

Following each work, indicate in parentheses the type of review process that resulted in acceptance.

Peer-Reviewed Professional Conference Presentations (*denotes undergraduate co-authors)

Allen, L.B., *Brown, E.R., *Cross, R., & **Perdue, B.M.** (2015, April). *Cognitive Enrichment in Sun Bears*. Professional presentation at the Bear TAG Workshop for Zoo Professionals in Tucson, AZ. (Peer-reviewed).

Perdue, B. M., *Cross, R., *Allen, L., *Brown, E. R. (2015, April). Cognitive Testing in Sun Bears Using a Touchscreen Computer. Paper presented at the 107th annual meeting of the Southern Society for Philosophy and Psychology, New Orleans, LA. (Peer-reviewed).

Beran, M. J., Smith, J. D., & **Perdue, B. M.** (2015, April). *What we (think we) know about why capuchin monkeys don't seem to know what they know*. Paper presented at the 107th annual meeting of the Southern Society for Philosophy and Psychology, New Orleans, LA. (Peer-reviewed).

Hrabic, M., Foster, N., Bramlett, J., **Perdue, B. M.**, Beran, M. J., & Williamson, R. (2015, April). *A comparative approach to effective strategy use in delaying gratification*. Paper presented at the 107th annual meeting of the Southern Society for Philosophy and Psychology, New Orleans, LA. (Peer-reviewed).

Perdue, B. M. (2015, March). *Assessing Metacognition in Language-trained Chimpanzees*. Presentation at the annual meeting of the Southeastern Psychological Association, Hilton Head, SC. (Peer-reviewed).

Perdue, B. M. (2015, March). *An interactive approach to teaching APA style: The reference scramble game*. In J. L. Hughes, Using class activities to keep psychology students'

interested. Presentation at the annual meeting of the Southeastern Psychological Association, Hilton Head, SC.

Beran, M. J., Evans, T. A., Parrish, A. E., & **Perdue, B. M.** (2014, November). *Go when you know: Confidence movements by language-trained chimpanzees during computerized testing*. Paper presented at the 55th annual meeting of the Psychonomic Society, Long Beach, CA. (Peer-reviewed).

Perdue, B. M. (2014, September). Integrating cognitive research and animal welfare. Paper presented at the 37th meeting of the American Society of Primatologists, Decatur, GA. (Peer-reviewed)

Beran, M. J., Parrish, A. E., **Perdue, B. M.**, Bramlett, J., & Evans, T. A. (2014, August). *Do primates say it's worth the wait? Comparative approaches to delay of gratification*. Invited paper presented at the 122nd annual meeting of the American Psychological Association, Washington DC.

Beran, M. J., Parrish, A. E., **Perdue, B. M.**, Bramlett, J., & Evans, T. A. (2014, August). *Do primates say it's worth the wait? Comparative approaches to delay of gratification*. Paper presented at the 122nd annual meeting of the American Psychological Association, Washington DC. (Invited)

Peer-Reviewed Professional Conference Posters

Beran, M. J., **Perdue, B. M.**, Smith, J. D., Futch, S., Evans, T. A., & Parrish, A. E. (2015, May). *Confidence judgments by chimpanzees during computerized memory tests*. Poster presented at the 27th annual convention of the Association for Psychological Science, New York. (Peer-reviewed).

Perdue, B. M. (2015, January). *Lions, and tigers, and undergraduate students, oh my! The zoo as a tool for enhancing student learning*. Poster presented at the National Institute on the Teaching of Psychology, St. Pete's Beach, FL. (Peer-reviewed).

Faculty Reviewed Undergraduate Conference Posters

*Brown, E.R., *Cross, R., *Allen, L.B., Wilson, M., & **Perdue, B.M.** (2015, March). *Pacing and Aggression in Captive Sun Bears*. Undergraduate poster presented at the Southeastern Psychological Association conference, Hilton Head, SC. (Faculty-reviewed)

Non-Reviewed Undergraduate Conference Presentations at Agnes Scott College (all co-authors are undergraduate students)

Allen, L-B. & **Perdue, B. M.** (2015, April). *Zoo Animal Welfare: Sun Bears, the Visitor Effect, and Environmental Enrichment*. Presentation given at the Spring Annual Research Conference, Agnes Scott College.

Brown, E. & **Perdue, B. M.** (2015, April). *Will Monkeys Choose to Keep their Options Open?* Presentation given at the Spring Annual Research Conference, Agnes Scott College.

Brown, E., Siddiqui, S., & **Perdue, B. M.** (2015, April). *Evaluating the Welfare of Two Primate*

Species Based on Grooming Behavior. Poster presented at the Spring Annual Research Conference, Agnes Scott College.

Cahill, J., Chowdhury, J., & **Perdue, B. M.** (2015, April). *Ground Hornbills' Reaction to the Presence of Children.* Poster presented at the Spring Annual Research Conference, Agnes Scott College.

Chowdhury, J., Cahill, J., & **Perdue, B. M.** (2015, April). *The Effects of Color Stimuli on Southern Ground Hornbills.* Poster presented at the Spring Annual Research Conference, Agnes Scott College.

Hopkins, M., Riale, K., & **Perdue, B. M.** (2015, April). *Food Enrichment in Sun Bears at Zoo Atlanta.* Poster presented at the Spring Annual Research Conference, Agnes Scott College.

3. Performances, exhibitions, productions, recitals, etc. List title, date, location, and attach a program if available.

Following each work, indicate in parentheses the type of review process that resulted in acceptance.

4. Nonprint publications such as software, film, video, or slide package.

Following each work, indicate in parentheses the type of review process that resulted in acceptance.

5. Other types or categories of publication, not listed above.

B. Publications, performances, or other works accepted for publication, performance, exhibition, etc. between June 1, 2014 and May 31, 2015.

C. Collaborative research with students

Cognitive Neuroscience Research Lab Capstone

Ella Brown
Jessica Cahill
Julia Chowdhury
Martaya Hopkins
Kathryn Laprade
Jessie Layman
Kathryn (Kat) Riale
Sumbul Siddiqui

Volunteer Research Lab

Lora-Beth Allen
Ella Brown
Rebecca Cross
Tluang Cer
Javonne Bailey

D. Professional development related to scholarship

1. **Sabbaticals or pretenure leave. Describe (1) sabbatical or leave awarded with synopsis of intention or (2) as completed with synopsis of accomplishment.**

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2. **Professional meetings attended [no presentation], special study, travel, etc. related to your discipline or to interdisciplinary work.**

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E. Grants received and requested, awards, honors related to scholarship.

1. **Grants received or requested:**

Source and status	Title, purpose	Date begin/end	Amount
Professional Development Committee – Gary and Buchanan funds	A comparative assessment of cognitive abilities in nonhuman primates	4/2/2015-6/30/2016	3987.00
National Institutes of Health – Academic Research Enhancement Award	Non-invasive eyetracking in human and non-human primate cognition	Under review	377,767.50

2. **Awards, honors, and recognition (from college, city, state, national or international professional organizations including fellowships, memberships, tenure, promotion).**

Award or honor	Source	Date
Nominated for and elected to a three-year term on Council	Southern Society for Philosophy and Psychology	April 2015

III. Service to the Department, College, Students, Profession, Community

- A. Faculty and college committee assignments, departmental service (chair, hiring committees, etc.), activities related to admission (help with recruitment and admission), student-related activities such as FYI groups, and other committee work. Define role if necessary.**

<p>Departmental</p> <ul style="list-style-type: none"> -Psychology and Neuroscience Club – co-advisor (2013 to present): Attended meetings and assisted students with event planning and execution. -Assisted with Psychology and Neuroscience Picnic (2013 to present) -Nu Rho Psi (Neuroscience Honor Society) – co-advisor (2014 to present): Attended meetings and inductions -Supervised departmental tutors (2014 to present) -Member of search committee for tenure-track position in psychology (2014-15) <p>Service to the College</p> <ul style="list-style-type: none"> -Hosted mock class for Scholars Weekend (Spring, 2015) -Conducted interviews for Achievement Weekend (Spring, 2015) -Gave “Back to Class” lectures for Alumnae Weekend (Spring, 2015)
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- Spring Annual Research Conference (SpARC) moderator (2014 to present)
- Co-organizer for "A Major Decision" event for first and second year students to connect to faculty and alumnae (2014-2015)
- Arranged and led fieldtrip to the zoo for students in the GEMS program

Committee Work

- Campus Life Committee (2014 to present)
- Summit Advisory Group (SAG) (2014-2015)
- Spring Annual Research Conference (SpARC) Planning Committee (2014-2015)

B. Professional activities for non-college audiences or organizations (judging, juries, consulting, organizing events, etc.)

C. Service to the profession, e.g. committee work for or offices held in professional associations, committee work for

- Reviewer for Conference Papers
 - CEPO/Psi Chi Undergraduate Research at the Southeaster Psychological Association (2014-Present).
 - Reviewed abstracts for Southern Society for Philosophy and Psychology
- Nominated and elected to 3-year term on council for the Southern Society for Philosophy and Psychology
- Session chair for session at the Southern Society of Philosophy and Psychology
- Invited to join the Frontiers Editorial Board as Review Editor in Comparative Psychology
- Textbook chapter review for two books
- Guest lecture at Georgia Gwinnett College on Comparative Cognition research
- Reviewed 13 manuscripts for 8 different journals in the field
 - PLOS ONE: 2
 - American Journal of Primatology: 1
 - Animal Cognition: 3
 - Frontiers in Comparative Psychology: 1
 - Journal of Comparative Psychology: 1
 - Learning and Behavior: 1
 - PeerJ: 1
 - Zoo Biology: 3

D. List conferences attended, panels chaired or participated in, etc.

E. Community service

Volunteered for Service Saturday (Fall, 2014): Took a group of students to the Zaban Recreation

Center

Volunteered for Orientation Day (Fall, 2014): Led a group of students to the Decatur Book Festival

Volunteer for Animal Action Rescue (2015): Fostered dogs and provided transportation to and from animal adoption events

F. Professional development related to service: workshops or seminars, etc.

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G. Grants received and requested, awards, honors related to service.

1. Grants received or requested:

Source and status	Title, purpose	Date begin/end	Amount

2. Awards, honors, and recognition (from college, city, state, national or international professional organizations).

Award or honor	Source	Date