

B. Summer 2015 Teaching at ASC or elsewhere: include independent study, special study, internships, etc.

Summer 2015 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	PSY101A	6

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.

PSY101 - Introductory Psychology: I continued to develop the online programming for this course and incorporated more online interactions via Google Drive, Hangout and Forms.

PSY207 - Research Methods and Design: With support of the department, I drastically redesigned our research methodology course to give students more applied experience with the material rather than a more theoretical focus. This involved a continued focus on statistical analyses and increased focus on reading and interpreting journal articles and the primary literature. To accomplish these goals, I incorporated team-based learning (TBL) throughout the semester. I learned about this practice through a summer workshop and attended meetings throughout the semester to discuss with other faculty implementing TBL. For PSY207, groups were formed at the beginning of the semester and continued to work together until the end. These groups were involved in group test taking and provided a support network as individuals prepared research proposal ideas and presentations. This was an effective teaching strategy that I look forward to employing again.

PSY285/BIO285: Animal Behavior: This was a completely new course and was fully developed in preparation for the semester. For this course, I reviewed and selected reading materials, including the textbook, developed course materials, and organized the overall layout of course. I also organized invited guest speakers and a video course to accompany the actual coursework.

PSY311: Animal and Human Learning: This course was formerly called Learning and Memory and was renamed Animal and Human Learning to better reflect the course content. I also adopted a new textbook to better fit the needs of the course. This involved reviewing textbook options and altering lecture and test materials accordingly. Another change to this course involved more group work with a focus on developing skills needed to become an effective group member and communicator. Once groups were formed, each group generated a contract outlining intended contributions and ramifications if expectations were not met. Throughout the semester the groups had opportunities to provide peer feedback and learn from one another. I also included a sustainability focus as a result of my experiences with the Piedmont Project Sustainability workshop at Emory University. Specifically, students designed interventions to major environmental issues based on major findings from human learning and behavior modification.

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.

C.1 Did you attend a workshop or talk related to digital platforms or applications that expanded your teaching skills in the classroom (Y/N)? If so, please describe.

Yes, I attended the workshop last summer that included coverage of creating a digital workspace.

C. 2 Have you created or expanded a personal digital portfolio (Y/N)? If so, please share the link.

I created this page for my RPT review: <http://rpt.bonnieperdue.agnesscott.org/>

C. 3 Have you created assignments specifically targeted for Student Digital Portfolios (Y/N)? If so, please describe.

D. List on-campus guest lectures

E. General and major advising

Number of students for whom you are the <i>MAJOR</i> academic adviser	Number of students for whom you are the <i>MINOR</i> academic adviser	Number of <i>SELF-DESIGNED MAJORS</i> for whom you are the academic adviser	Number of <i>UNDECLARED MAJORS</i> for whom you are the academic adviser
31			

F. List other on-campus advising roles

-Reviewed materials for graduate school.
 -Wrote letters of recommendation for graduate school for three students.
 -Wrote one letter of recommendation for study abroad.
 -Worked with student for STEM Scholars summer program.

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

-TBL workshop on Peer Feedback
 -Member of the Society for the Teaching of Psychology

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

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

Award or honor	Source	Date
Promoted through mid-tenure review process		May 2016

II. Scholarship

A. Scholarly publications (broadly defined), performances, and exhibitions: published, performed, or exhibited between June 1, 2015 and May 31, 2016. 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.

Beran, M. J., Perdue, B. M., Church, B. A., & Smith, J. D. (2016). Capuchin monkeys (*Cebus apella*) modulate their use of an uncertainty response depending on risk. *Journal of Experimental Psychology: Animal Learning and Cognition*, 42, 32-43. (Peer-reviewed)

Parrish, A. E., Agrillo, C., Perdue, B. M., & Beran, M. J. (2016). The elusive illusion: Do children (*Homo sapiens*) and capuchin monkeys (*Cebus apella*) see the Solitaire illusion? *Journal of Experimental Child Psychology*, 142, 83-95. (Peer-reviewed)

Perdue, B. M. (2016). Lions, and tigers, and undergraduate students, oh my! The zoo as a tool for enhancing student learning. In W. Altman, L. Stein, & J. E. Westfall (Eds.), *Essays from Excellence in Teaching* (Vol. 15, pp. 1-4). Retrieved from the Society for the Teaching of Psychology Web site: <http://teachpsych.org/ebooks/eit2014/index.php> (Invited)

Wilson, M. A., Perdue, B. M., Bloomsmith, M. A., Maple, T. L. (2015). Rates of Reinforcement and Measures of Compliance in Free and Protected Contact Elephant Management Systems. *Zoo Biology*, 34, 431-437. (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.

*Undergraduate student

2016

Johnson-Ulrich, Z., Johnson-Ulrich, L., Cater, T., Perdue, B., Brown, E., & Vonk, J. (April, 2016). Behavioral flexibility and problem-solving in captive bears. Talk presented at the 23rd International Conference on Comparative Cognition, Melbourne Beach, FL.

Beran, M. J., Parrish, A. E., Menzel, C. R., Evans, T. E., *Futch, S., & Perdue, B. M. (2016, March). From mazes to my favorite food... Later: Self-control, planning, and prospective memory in primates. Paper presentation at the 108th annual meeting of the Southern Society for Philosophy and Psychology, Louisville, KY. (Invited).

*Love, M. W., Kelly, A. J., Perdue, B. M., Beran, M. J. (2016, March). Prospective memory and output monitoring in children. Poster presentation at the Southeastern Psychological Association conference, New Orleans, LA. (Peer-reviewed).

2015

Beran, M. J., Parrish, A. E., *Futch, S. E., Evans, T. A., Perdue, B. M., & Smith, J. D. (2015, November). Information-seeking behavior and confidence judgments by chimpanzees. Poster presented at the annual meeting of the Society for Judgment and Decision Making, Chicago, IL.

Beran, M. J., Parrish, A. E., *Futch, S. E., Evans, T. A., Perdue, B. M., & Smith, J. D. (November, 2015). Information-seeking behavior and confidence judgments by chimpanzees. Poster presented at the annual meeting of the Society for Judgment and Decision Making, Chicago, IL.

Perdue, B. M. (2015, November). Computers and comparative cognition research at the zoo. Paper presented at the Society for Computers in Psychology Meeting, Chicago, IL. (Peer-reviewed).

Undergraduate Research Conferences

*Vorder Bruegge, M., *Camden, A., Brown, E., Kelly, A. J., Beran M. J., & Perdue, B. M. (March, 2016). Choice behavior in children and nonhuman primates. Committee on Equality of Professional Opportunity undergraduate poster presented at the Southeastern Psychological Association conference, New Orleans, LA. (Faculty-reviewed).

*Rudolph, H., *Booher, C. & Perdue, B. M. (2016, April). Computers as Enrichment for Sun Bears. Presentation given at the Spring Annual Research Conference, Agnes Scott College. (Not reviewed)

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, 2015 and May 31, 2016.

C. Collaborative research with students

Volunteer Research Lab
Martha Vorder Bruegge
Abigail Camden
Hannah Rudolph
Lizzie Booher

I have also worked with undergraduate students at Georgia State University and Georgia Gwinnett College

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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.

Approved for a sabbatical leave during Fall 2016. During this time I will complete a project at Zoo Atlanta that integrates my work in comparative cognition and zoo education.

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	Science education at the zoo: Can comparative cognition research influence visitor knowledge, attitudes and behavior?	4/4/2016-5/31/2017	3677.00
National Science Foundation	Confidence Judgments and Metacognition in Comparative and Developmental Perspective	Under Review	38,000.00

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

Award or honor	Source	Date
Mid-tenure review promotion		May 2016

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.

-Departmental -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) and student workers (Fall 2015) -Group advising sessions Service to the College -Fall 2015: "Faculty on the Road" program with Alumnae relations. I spoke to a group of alumnae in Chicago about my research, campus updates, and introducing SUMMIT. Committee Work

-Campus Life Committee (2014 to present)

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

-Reviewed abstracts for Southern Society for Philosophy and Psychology
-Served on the Executive Council for the Southern Society for Philosophy and Psychology
-Reviewed two textbook chapters
-I was elected to serve a three year term on the Committee for Animal Research and Ethics (CARE). CARE is a committee of the American Psychological Association and works to ensure responsible research with animals. I will travel to Washington D.C. twice a year for committee meetings and attend the annual APA conference as a representative of CARE. Beginning in January 2016, I also participate in monthly conference calls with other members of the committee.
-Reviewed manuscripts for Animal Welfare, Zoo Biology, PLOS ONE, Journal of Comparative Psychology

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

-Attended Women in Cognitive Science (WiCS) Speed Mentoring event at the meeting of the Psychonomic Society.

E. Community service

2014 to present - Animal Action Rescue: Dog and cat rescue organization
2016 – Panelist at FOCUS event geared towards attracting underrepresented groups to graduate school in STEM fields at Georgia Tech
2015 – Attended Project Kaleidoscope (PKAL) Summer Leadership Institute of the Association of American Colleges & Universities

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

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