

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

**for the period of**  
June 1, 2021 – May 31, 2022

**Deadline for completion of PAR: [June 1, 2022](#)**

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 report should include activities and accomplishments that advance diversity, equity, and inclusion (DEI). The PAR should be submitted with an up-dated curriculum vitae.

**Name:** Bonnie Perdue

**Rank:** Tenured Associate

**Department:** psychology department

**Date of Hire:** 01/09/13

**Department Chair this academic year?** Yes

**I. Teaching and Advising**

**A. Summer prior to 2021-22: Teaching at ASC or elsewhere: include independent study, special study, internships, etc.**

Summer prior to 2021-22 Course Name	Credit hours	Course number and section	No. of students per course/section who received a grade
PSY-101-ON (19556) Intro Psy: Biologicl & Cognitiv	4	PSY101	9

**B. 2021-22 Teaching: include independent study, special study, internships, etc.**

Fall 2021-22 Course Name	Credit hours	Course number and section	No. of students per course/section who received a grade
PSY/BIO-285-A (19614) Animal Behavior	4	PSY/BIOA	29
Animal and Human Learning	4	PSY311A	30
Introductory Psychology: Cognitive Processes and Biological Foundations	4	PSY101A	36
PSY440	2	Directed Research	3

Spring 2021-22 Course Name	Credit hours	Course number and section	No. of students per course/section who received a grade
Research Methods	4	PSY207A	31
Research Capstone	2	PSY480-R3	9
Research Methods	4	PSY207-B	15

Directed Reading and Directed Research	between 2 and 4 depending on student/classes	PSY410 and PSY440	3 (note, there weren't enough spaces for spring courses, so I lumped these together. I also taught a SCALE course which isn't included because there isn't enough space))
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**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.**

As with all classes, there was a significant shift in re-creating courses to support our learners as the transitioned from fully online to back in person for 2021-22. This required significant restructuring of various elements as well as many modifications that were required for the students who were absent from class for Covid exposure or illness. I also taught Directed Reading and Directed Research overloads. An additional overload was the SCALE Summit course. (\*sorry, there weren't enough spaces above for the courses I taught). In the fall, I developed a new task focused on using operant training techniques to increase wellness oriented behaviors (in part to help students mitigate the ongoing stress of the pandemic, but moreso as a real world application of the principles of learning being applied to everyday life).

**D. List on-campus guest lectures**

I was a panelist on the "Reference Letter" session by the CTL.

**E. General and major advising**

Number of students for whom you are the <b>MAJOR</b> academic adviser	Number of students for whom you are the <b>MINOR</b> academic adviser	Number of <b>SELF-DESIGNED MAJORS</b> for whom you are the academic adviser	Number of <b>UNDECLARED MAJORS</b> for whom you are the academic adviser
34	0	0	0

**F. List other on-campus advising roles**

Mentored a number of students who were not my official advisees including those who hadn't yet declared the major, some who were debating between Psychology and Neuroscience, so who were undecided, and some students who were not psychology majors, but sought advice on careers.

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

Two teaching talks at a regional conference, the Southeastern Psychological Association

**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
Continued membership in the Society for the Teaching of Psychology	Society for the Teaching of Psychology	2021-22

## II. Scholarship

A. **Scholarly publications (broadly defined), performances, and exhibitions: published, performed, or exhibited between June 1, 2021 and May 31, 2022. 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.*

Maple, T. L. & Perdue, B. M. (in press). Zoos and Aquaria. In A. Knight (Ed) The Routledge Handbook of Animal Welfare. (in press)

Bryer, M. A., Koopman, S. E., Cantlon, J. F., Piantadosi, S. T., MacLean, E. L., Baker, J. M., Beran, M. J., Jones, S. M., Jordan, K. E., Mahamane, S. and Nieder, A., Perdue, B. M., Range, F., Stevens, J. R., Tomonaga, Ujfalussy, D. J. & Vonk, J. (2022). The evolution of quantitative sensitivity. *Philosophical Transactions of the Royal Society B*, 377(1844), 20200529. <https://doi.org/10.1098/rstb.2020-0529>

Perdue, B. M., & Robinson, B. (2021). Does exposure to animal cognition research influence the zoo visitor experience? *Animal Behavior and Cognition*, 8(4), 601-618. <https://doi.org/10.26451/abc.08.04.11.2021>

Kelly, A. J., Williams, M. C., Parrish, A. E., Perdue, B. M., Little, S., & Beran, M. J. (2021). Focality and prospective memory in preschool children. *The Journal of General Psychology*. doi:10.1080/00221309.2021.1978921

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.*

Perdue, B. M. (March, 2022). Cognitive Bias in the Classroom. In J. L. Hughes, Using innovative teaching techniques in undergraduate psychology courses. Presentation at the 68th annual meeting of the Southeastern Psychological Association, Hilton Head, SC

Gilkesson, C. Christmas, L., Gilmore, M. and Perdue, B. M. (2022). Effects of episodic future thinking on the monitoring behaviors of preschoolers. Presentation at the 68th annual meeting of

the Southeastern Psychological Association, Hilton Head, SC

Howington, J., Lue, C. Gilmore, M., and Perdue, B. M. (March, 2022). Studying prospective memory and external cues in preschool children using eyetracking technology. Presentation at the 68th annual meeting of the Southeastern Psychological Association, Hilton Head, SC

**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.*

n/a

**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.*

n/a

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

Invited Talk - I was invited to present a talk on "Cognitive Bias" to the Yerkes National Primate Research Center, Behavioral Management Unit in February, 2022.

**B. Publications, performances, or other works accepted for publication, performance, exhibition, etc. between June and May of the academic year.**

n/a

**C. Collaborative research with students**

Summer 2021: I worked with two students in the STEM Scholars Summer Research Program.

Fall 2021: I had three students complete a 440 Directed Research course and carry out independent and grant sponsored research

Spring 2022: My research lab had 9 students and I also sponsored a 410 (Directed Reading) and 440 (Directed Research) experience for 3 students.

I had five student present posters at the Spring Annual Research Conference at Agnes Scott.

I had two students give poster presentations (with a total of five student authors) at the Southeastern Psychological Association.

I had four students present at the Scotties with Nerves Neuroscience conference in 2022, with my students winning the best presentation award.

**D. Professional development related to scholarship**

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

n/a

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

Southeastern Psychological Association

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

**1. Grants received or requested:**

Source and status	Title, purpose	Date begin/end	Amount
National Science Foundation - grant funded and began in 2021	Cognitive Self-regulation and Metacognition in Comparative and Developmental Perspective.	2021-2024	\$692,694.00
National Endowment for the Arts (submitted with Toby Emert)	Proposed a pilot research study that investigates the effects of using theater to teach young learners about money and the economy.	Proposed Spring 2023 - Spring 2025	\$197,792.00

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

Award or honor	Source	Date

**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.**

I began service as the Chair of the Psychology Department in the summer of 2021. One of my first tasks was conducting searches, hiring and training new faculty in the roles of Visiting Assistant Professor and Adjunct professors to cover the courses of two faculty who left the College during the Pandemic. As chair, I also helped to manage the drastically increased role of the remaining department members (3 of us total) in regards to student engagement and success including tasks such as advising, student clubs, departmental events. This is in addition to standard departmental tasks including assessment, course restructuring, peer evaluations of teaching and more. We also restructured our major requirements this year which required a number of course changes.

I also continued my role as co-director of the Neuroscience program. Jennifer Larimore and I have co-directed this highly successful program and offer substantial support to our majors in terms of advising, courses, departmental activities and more. We are also in the process of offering a new capstone experience for students next year that we have been developing.

-Served on the curriculum committee

-Accepted mid-semester nomination to shift to the Faculty Executive Committee as the 2nd VP.

-Participated in a Community Conversation for the Social Science for our Admissions group.

-Psychology and Neuroscience Club – co-advisor (2013 to present): Attended meetings and assisted students with event planning and execution.

-Nu Rho Psi (Neuroscience Honor Society) – co-advisor (2014 to present): Attended meetings and inductions

-Pre-vet club – Advisor from inception (2016 to present)

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

-I served for three years on the American Psychological Association's National Standards for High School Curricula working group: "For the first time in more than a decade, the American Psychological Association has revised its National Standards for High School Psychology Curricula, with an increased focus on the scientific underpinnings of the field and the importance of incorporating diversity into understanding psychological science and mental health."

See press release here:

<https://www.apa.org/news/press/releases/2022/03/high-school-psychology-curricula>

-I consulted with Emory Psychology's Justice Equity Diversity Inclusion (JEDI) as we are planning a Better Together event. The event has the goal of bringing the Psychology/Neuroscience community from the greater Atlanta area together for a day of learning, sharing, and connecting.

Various institutions from the area are included (Emory, GT, GSU, etc), and I have been and will continue to represent Agnes Scott in this effort.

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

Newsletter editor for the Society of Behavioral Neuroscience and Comparative Psychology

Editorial board of Frontiers in Comparative Psychology

Editor for special edition on Volume II - The Science and Practice of Captive Animal Welfare (this was a special request from the Journal following our successful first edition and now runs as an ongoing special edition for the journal)

Writing second edition of book at editor's (Springer-Verlag) request with Terry Maple. Our first edition was one of the best sellers of their Welfare series

Ad hoc reviewer for various scientific journals

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

n/a

**E. Community service**

Conducted a comprehensive program review of a department at Wesleyan College  
\*I'm not sure if this is the best category for this

Continuing to foster relationships with Zoo Atlanta, Yerkes National Primate Research center, Emory, GSU and GT

I also remain active in schools in the community.

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

n/a

**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