

CURRICULUM VITAE

Daniel Jonathan Bernstein

Education

1964 - 68 Stanford University, A.B. 1968 with Departmental Honors in Psychology
1968 - 73 University of California at San Diego, Ph.D. 1973 in Psychology

Academic Appointments

2002 - present Director, Center for Teaching Excellence, University of Kansas
Professor of Psychology, University of Kansas
1993 - 2002 Professor of Psychology, University of Nebraska-Lincoln
1979 - 1993 Associate Professor of Psychology, University of Nebraska-Lincoln
1992 Visiting Professor, Department of Psychology, University of Trier, Germany
1983 - 1986 Lecturer in Psychiatry, Johns Hopkins University
1982 - 1983 Visiting Associate Professor, Department of Psychiatry, Johns Hopkins
University
1973 - 1979 Assistant Professor of Psychology, University of Nebraska-Lincoln

Honors

2011 President-Elect, International Society for the Scholarship of Teaching and Learning
2008 Fred Keller Award for Contributions to Education, Div 25, APA
2007 J.M. Young Academic Adviser Award, University of Kansas
2001 Outstanding Teaching and Instructional Creativity Award for the
University of Nebraska system
2001 University of Nebraska-Lincoln Scholarly Teacher Award
1998 - 1999 Pew Scholar, Carnegie Academy for the Scholarship of Teaching and Learning
1997 - 1999 President, Society for the Experimental Analysis of Behavior
1995 Charter Member of UN-L Academy of Distinguished Teachers
1992 Fulbright Fellowship
1992 University Foundation Trustees Teaching Award
1983 Association of Community Professionals Award for Service to Persons with
Mental Retardation
1982 Bereuter Distinguished Teaching Award
1974 Maude Hammond Fling Research Fellowship

Research and Creative Activity

Publications

Books:

Bernstein, D., & Howe, H. (Eds.). (1983). Nebraska symposium on motivation. Lincoln: University of Nebraska Press.

Bernstein, D.J. (Ed.) (1999). Nebraska symposium on Motivation. Lincoln: University of Nebraska Press.

Bernstein, D., Burnett, A.N., Goodburn, A. and Savory, P. (2006). Making teaching and learning visible: Course portfolios and the peer review of teaching. Bolton, MA: Anker.

Articles and Chapters:

Bernstein, D., & Ebbesen, E. (1978). Reinforcement and substitution in humans: A multiple-response analysis. Journal of the Experimental Analysis of Behavior, 30, 243-253.

Bernstein, D. (1979). Reliability and fairness of grading in a mastery program. Teaching of Psychology, 6, 104-107.

Bernstein, D., & Livingston, C. (1982). An interactive program for observation and analysis of human behavior in a long-term continuous laboratory. Behavior Research Methodology and Instrumentation, 14, 231-235.

Bernstein, D. (1985). Internal events as behavior, not causes. The Behavioral and Brain Sciences, 8, 55-56.

Bernstein, D. (1986). Correspondence between verbal and observed estimates of reinforcement value. In L. Parrot & P. Chase (Eds.), Psychological aspects of language: The West Virginia lectures. New York: Charles Thomas.

Bernstein, D., & Brady, J. V. (1986). The utility of continuous programmed environments in the experimental analysis of human behavior. In H. Reese & L. Parrott (Eds.), Behavior science: Philosophical, methodological, and empirical advances. Hillsdale, NJ: Erlbaum.

Bernstein, D. (1987). A volume in honor of Kenneth MacCorquodale: A review of Analysis and integration of behavioral units. The Behavior Analyst, 10, 89-94.

Bernstein, D. (1988). Laboratory lore and research practices in the experimental analysis of human behavior: Session logistics: How long, how often, how many? The Behavior Analyst, 11, 51-58.

Brady, J.V., Bernstein, D.J., Foltin, R.W. & Nellis, M.N. (1988). Performance enhancement in a semi-autonomous confined micro-society. Pavlovian Journal of Biological Science, 23, 111-117.

Foltin, R.W., Fischman, M.W., Brady, J.V., Kelly, T.H., Bernstein, D.J., and Nellis, M.N. (1989). Motivational effects of smoked marijuana: Behavioral contingencies and high-probability recreational activities. Pharmacology, Biochemistry, and Behavior, 34, 871-877.

- Bernstein, D.J. and Michael, R.L. (1990). The utility of verbal and behavioral assessments of value. Journal of the Experimental Analysis of Behavior, 54, 173-184.
- Foltin, R.W., Fischman, M.W., Brady, J.V., Bernstein, D.J., Capriotti, R.M., Nellis, M.N., and Kelly, T.H. (1990). Motivational effects of smoked marijuana: Behavioral contingencies and low-probability activities. Journal of the Experimental Analysis of Behavior, 53, 5-19.
- Foltin, R.W., Fischman, M.W., Brady, J.V., Bernstein, D.J., Nellis, M.J., and Kelly, T.H. (1990). Marijuana and behavioral contingencies. Drug Development Research, 20, 67-80.
- Navarick, D., Bernstein, D.J. and Fantino, E. (1990). Human operant behavior. Journal of the Experimental Analysis of Behavior, 54, 159-162
- Michael, R.L. and Bernstein, D.J. (1991). The transient effect of acquisition history on generalization in a matching-to-sample task. Journal of the Experimental Analysis of Behavior, 56, 155-166.
- Welsh, D.H.B., Bernstein, D.J. & Luthans, F. (1992). Application of the Premack principle of reinforcement: Analysis of the impact on quality performance of service employees. Journal of Organizational Behavioral Management, 13, 9-32.
- Foltin, R.W., Fischman, M.W., Brady, J.V., Bernstein, D.J., and Kelly, T.H. (in press) Marijuana and behavioral contingencies. In S.I. Dworkin, S.T. Higgins, and W.K. Bickel (Eds.), Contemporary research in behavioral pharmacology.
- Bernstein, D.J. (1996). A departmental system for balancing the development and evaluation of college teaching: A commentary on Cavanagh. Innovative Higher Education, 20, 241-247.
- Bernstein, D.J. (1998). Establishment of a laboratory for continuous observation of human behavior. In K.A. Lattal and M. Perone (Eds.), Handbook of human operant behavior (pp. 509-539). New York: Plenum.
- Ward, M. C. and Bernstein, D.J. (1998). Promoting academic performance among students with special needs. Ethics and Behavior, 8(3), 277-281.
- Bernstein, D.J. (1998). Using assessment in the peer review of effective teaching. In P. Hutchings (Ed.), The course portfolio (pp. 77-83). Washington, D.C.: AAHE.
- Bernstein, D.J. (1999). Introduction to the symposium. In D. Bernstein (ed.) Nebraska symposium on Motivation (pp. vii-xiii). Lincoln: University of Nebraska Press.
- Bernstein, D.J., Jonson, Jessica, & Smith, K.L. (2000). An examination of the implementation of peer review of teaching. New Directions for Teaching and Learning (no.83), pp 73-85.
- Mason, B.J., Patry, M., and Bernstein, D.J. (2000). An examination of the equivalence between non-adaptive computer-based and traditional testing. Journal of Educational Computing Research, 24 (1) 29-38.

- Bernstein, D. and Edwards, R. (2001). Rigorous peer review of teaching. The Chronicle of Higher Education, 5 Jan, p. B24.
- Bernstein, D. (2002). Representing the intellectual work in teaching through peer-reviewed course portfolios. In S. Davis & W. Buskist, (Eds.), The teaching of psychology: Essays in honor of Wilbert J. McKeachie and Charles L. Brewer (215-229). Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Bernstein, D. (2003). Analysis of socially important behavior: Don Baer's influence on teaching. In K.S. Budd & T. Stokes, (Eds.), A small matter of proof: The legacy of Donald M. Baer. (241-248). Reno, Nevada: Context.
- Pfeifer, J.E. and Bernstein, D.J. (2003). Expressions of modern racism in judgments of others: The role of task and target specificity on attributions of guilt. Social Behavior and Personality, 31(8), 749-766.
- Bernstein, D.J. and Wert, E. (2004). Making visible the intellectual work in teaching. Tomorrow's Professor (#544), Stanford University Center for Teaching and Learning online distribution.
- Bernstein, D.J. (2005). Disciplining the minds of students: The study of psychology. Change, 37 (2), pp. 38-40.
- Bernstein, D. and Bass, R. (2005). The scholarship of teaching and learning. Academe, 91(4), 37-43.
- Bass, R. and Bernstein, D. (2008). The middle of open spaces: Generating knowledge about learning through multiple layers of open teaching communities. In T. Iiyoshi and V. Kumar (eds.), Opening up education: The collective advancement of education through open technology, open content and open knowledge. (303-317). Cambridge, MA: MIT Press.
- Bernstein, D., Addison, W., Altman, C., Hollister, D., Komarraju, M., Prieto, L., Rocheleau, C.A., and Shore, C. (2009) Toward a scientist-educator model of teaching psychology. In D. Halpern (Ed.), *Undergraduate education in psychology: A blueprint for the future of the discipline*, pp 29-45. Washington, D.C.: American Psychological Association.
- Halpern, D.F., Anton, B., Beins, B.C., Bernstein, D.J., Blair-Broeker, C.T., Brewer, C.L, Buskist, W., Casad, B.J., Dixon, W.E., Harper, Y.Y., Hailstorks, R., Kite, M.E., Puccio, P., and Rocheleau, C.A. (2009) Principles for quality undergraduate education in psychology. In D. Halpern (Ed.), *Undergraduate education in psychology: A blueprint for the future of the discipline*, pp 29-45. Washington, D.C.: American Psychological Association.
- Dotson, W. and Bernstein D. (2009). A method for putting a teaching center in context: An informal comparison of teaching centers at large state universities. To Improve the Academy, 28, 82-97.
- Bernstein, D. and Dotson, W. (2010) Promoting teaching excellence in professional education of behavior analysts. *European Journal of Behavior Analysis*. 11(2), 277-288.

Bernstein, D. (2010). Finding your place in the scholarship of teaching and learning. *International Journal for the Scholarship of Teaching and Learning*, 4(2).

http://academics.georgiasouthern.edu/ijstol/v4n2/invited_essays/_Bernstein/index.html

Bernstein, D. (2011). A scientist-educator perspective on psychological literacy. In J. Cranney and D.S. Dunn (Eds.), *Educating the psychologically literate citizen: Global perspectives*. (281-295). Oxford, England, UK: Oxford University Press.

Greenhoot, A.F. and Bernstein, D. (2012). Using the VALUE rubrics as a tool in evaluating a teaching innovation. *Peer Review* (Fall 11/Winter 12), 22-26.

Bernstein, D. and Chase, P.N. (in press). The contributions of behavior analysis to higher education. In G. Madden (Ed.), *Handbook of Behavior Analysis*. Washington, D.C.: American Psychological Association.

Reviews:

Bernstein, D.J. (1990). Of carrots and sticks: A review of Deci & Ryan's *Intrinsic Motivation and Self-determination in Human Behavior*. *Journal of the Experimental Analysis of Behavior*, 54, 323-332.

Bernstein, D.J. (1991). Book review of *Harry Kirke Wolfe: Pioneer in psychology*. *Great Plains Research*, 1, 347-348.

Bernstein, D.J. (2005). Review of Becker and Moya, *The scholarship of teaching and learning in higher education*. *Review of Higher Education*, 28 (3), pp. 425-426.

Bernstein, D.J. (2008). Resource Review: Peer review and evaluation of the intellectual work of teaching. *Change*, Mar/Apr, 48-51.

Invited Weblog Postings:

Gust Host for February 2010

(<http://www.teaglefoundation.org/liblog/archive.aspx?bid=1&id=2010&year=1>):

Bernstein, D. (2010). Preparing students for new wave higher education. Teagle Foundation Liblog, 1 February.

Bernstein, D. (2010). Attaining quality education via flexible paths to learning. Teagle Foundation Liblog, 8 February.

Bernstein, D. (2010). Making intellectual development reflexive. Teagle Foundation Liblog, 16 February.

Bernstein, D. (2010). What can sustain systemic enhancement of learning? Teagle Foundation Liblog, 22 February.

External Funding

Research Grants from Federal Sources:

1976 & 78	\$2,100	National Science Foundation Undergraduate Research Participation – Stipend for fellows and expenses
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1977 - 78	\$5,759	National Institute of Mental Health Research Grant – Subject expenses and hourly research help (Principal Investigator)
1983 - 86	\$250,000	National Institute of Drug Abuse – Research on marijuana and the amotivational syndrome (Co-Principal Investigator)
1992	\$1,500 (plus expenses)	Fulbright Research Grant – Cross-cultural study of children's flexibility in learning

Teaching Grants:

1995 - 98	\$159,000	Department of Education, Fund for the Improvement of Postsecondary Education – Peer review of teaching (Project Director)
1999 - 2001	\$119,000	Hewlett Foundation – Peer review of general liberal education (Co-project Director)
1999 - 2004	\$750,000	Pew Charitable Trusts – Building a community for external peer review of teaching (Project Director)
2006 – 2009	\$300,000	National Science Foundation – University of Kansas Initiative on Ethics Education in Science and Engineering (Co-principal investigator)
2008 -- 2011	\$80,000	Spencer and Teagle Foundations -- Strategic improvement of undergraduate education at the University of Kansas (Principal investigator)
2011 -- 2014	\$128,800	Spencer Foundation -- Use of assessment findings for educational improvement (Principal Investigator)

Professional Presentations in the last six years:

Workshops

2006	Workshop on the scholarship of teaching and learning (with Carnegie Foundation), for the University Grants Committee, Hong Kong
	Workshop on the scholarship of teaching and learning (with Randy Bass), for the Vice-Chancellor's office, Maricopa Community Colleges
	Workshops on the scholarship of teaching and learning for the Schreyer Institute of Pennsylvania State University
	Workshop on peer review of teaching and representing teaching and learning for the School of Nursing at Emory University
	Conversations on teaching recorded by Oregon State University for use in preparation

- of faculty members for course portfolios and peer review
 Workshop on representing teaching conducted by distance technology for the
 University of Missouri New Faculty Teaching Scholars
 Three workshops on technology in teaching, scholarship of teaching, and representing
 teaching given to the Center for Teaching and Academic Growth at the
 University of British Columbia
- 2007 Three workshops on course portfolios and representation of teaching given to the
 LeBow School of Business at Drexel University
 Colloquium given to School of Education at University of California, Los Angeles
 Scholar in residence at Hong Kong University; three workshops given on representing
 learning and teaching Two
 workshops given at University of Alaska, Anchorage Consultation
 on social pedagogies with Center for New Designs in Learning and Scholarship,
 Georgetown University
- 2008 Workshop on scholarship of teaching and learning at St. John's University
 Workshop on course portfolios for Academy of Distinguished Teachers at Arizona State
 University
 Invited presentations on accreditation of teaching and on faculty development for
 teaching at a Teagle Foundation conference on teaching leadership, Duke University
 Invited lecture on course portfolios and the intellectual work in teaching; workshop on
 developing electronic course portfolios, Eastern Michigan University
- 2009 Workshops on course portfolios and peer review of teaching, St. Olaf College, Northfield
 MN.
 Making learning visible: Representing the intellectual work in teaching. Invited
 workshop, Association of American Colleges & Universities. San Diego, CA.
 Workshops on course portfolios and peer review of teaching, Elon University, Elon, NC.
 Workshops on scholarship of teaching and meta-cognition in higher education,
 Associated Colleges of the Midwest Collegia, St. Paul, MN and Chicago, IL
 Workshops on teaching, learning, course portfolios, and scholarship of teaching,
 Augustana College, Rock Island, IL
 Contributions of behavior analysis to higher education, Invited comments at Summit on
 training autism professionals, University of North Texas, Denton, TX.
 Invited comments on teaching projects funded by the Teagle Foundation, Duke
 University, Durham, NC.
- 2010 Workshops on inquiry into teaching, evaluation of teaching, and representation of
 teaching effectiveness in e-portfolios. Juniata College, Huntingdon, PA
 Three public lectures: Trends in higher education, Preparing graduate students for
 teaching, Preparing students for 21st century living. National University of
 Singapore.
 Research lectures on science of organization, AILUN, Sardinia, Italy
 Inquiry into learning: A source or purpose and a model of excellence. Invited keynote
 at CLEAR Redesign Conference, Denton, TX

Behavior analytic contributions to current challenges in higher education. Presentation and workshop at the University of California, San Diego.
 KU cognitive apprenticeship framework. Presentation to Spencer-Teagle grant holders at Duke University, Durham, NC.

- 2011 Workshop on Peer Review of teaching. Mount Royal University, Calgary, Alberta (Canada)
 Workshops on teaching efficiently and on peer collaboration and review of teaching. University of Cincinnati, Cincinnati, OH.
 Colloquium on representing teaching and peer view. University of Cincinnati, Cincinnati, OH.
 Workshops on engaged learning with contemporary students. National University of Singapore, Singapore.

Conferences (last seven years only)

- Bernstein, D.J. (2004). Ten reasons not to engage in the peer review of teaching. Presented to Making Learning Visible, Lincoln, NE.
- Bernstein, D.J. (2004). Representing the intellectual work in teaching. Presented to Making Learning Visible, Lincoln, NE.
- Bernstein, D.J. (2004). Moving beyond performance: Peer review of the intellectual work in teaching. Presented to the Great Plains Professional and Organizational Network conference, St. Louis.
- Bernstein, D.J. (2004). Teaching and learning centers: An opportunity and a challenge for psychology. Invited symposium at American Psychological Association, Honolulu.
- Bernstein, D.J. (2004). Using electronic portfolios to capture and share the intellectual work in teaching. Presented to Carnegie Academy for the Scholarship of Teaching and Learning cluster conference, Kansas City.
- Bernstein, D.J. and Bass, R. (2004). Walking the talk: Living with the consequences of getting what we wished for. Invited keynote address to the International Society for the Scholarship of Teaching and Learning, Bloomington, IN.
- Bernstein, D.J. (2005). Beyond whining: Sustainable scholarship of teaching and learning. Presented to the Carnegie Academy for the Scholarship of Teaching and Learning Colloquium, Atlanta.
- Bernstein, D.J. (2005). Behavior analysis, internet technology, and conceptual learning. Invited presentation to the Association for Behavior Analysis, Chicago.

- Bernstein, D. J. (2005). Reflective evaluation of learning using complex student performance: Tracking understanding over time. Presented to the Carnegie Academy for the Scholarship of Teaching and Learning Colloquium, Atlanta.
- Bernstein, D., Richardson, C. & McGowan, S. (2005). E-representations of the scholarship of teaching and learning. Presented the International Society for the Scholarship of Teaching and Learning, Vancouver, BC.
- Kapp, S.A. & Bernstein, D.J. (2005). Discovering community: Supporting and applying service learning in a public university setting. Presented the International Society for the Scholarship of Teaching and Learning, Vancouver, BC.
- Bernstein, D.J. (2006). Finding your place in the scholarship of teaching and learning. Keynote address to Kansas City Professional Development Council conference on enhancing teaching and learning, Overland Park, KS.
- Bernstein, D.J. (2006). Developing scholarship of teaching and learning at the local level. Presentation to the Carnegie Colloquium on the Scholarship of Teaching and Learning, Madison, WI.
- Bernstein, D.J. & Huber, M.T. (2006) What is good teaching? Raising the bar through *Scholarship Assessed*. Invited presentation to the International Society for the Scholarship of Teaching and Learning, Washington, DC.
- Bernstein, D.J. (2006). Assessment to enhance the scholarship of teaching and learning. Invited presentation to the Education Leadership Conference of the American Psychological Association, Washington, DC.
- Bernstein, D.J. (2006). Making learning visible: Representation and review of the intellectual work in teaching. Invited presentation to the Association of American Colleges and Universities, Chicago, IL.
- Bernstein, D.J. (2007). Re-energizing my teaching: How I turned off the auto-pilot and learned that accountability is our friend. Keynote address to the Teaching Renewal Conference, University of Missouri System, Columbia, MO.
- Bernstein, D.J. (2007). Building community. Invited presentation to the New Faculty Teaching Scholars Conference, University of Missouri System, Columbia, MO.
- Bernstein, D.J. (2007). Engaging departments in consideration of student learning. Presentation to Great Plains Professional and Organization Networks, Kansas City, MO.
- Bernstein, D.J. (2007). Making teaching and learning visible. Keynote address to the Carnegie Academy for the Scholarship of Teaching and Learning Insitute. Chicago, IL.

- Bernstein, D.J. and Bunnell, S. (2007). The impact of asynchronous web-based preparation on content learning, application of concepts, perspective taking, and general intellectual development. Presented to the International Society for the Scholarship of Teaching and Learning, Sydney, NSW, Australia.
- Bernstein, D.J. and Bunnell, S. (2007). Improving self report methods in the scholarship of teaching and learning through consideration of research evidence. Presented to the International Society for the Scholarship of Teaching and Learning, Sydney, NSW, Australia.
- Bernstein, D.J. (2008). Behavioral and constructivist teaching and learning: Contradictory, complementary, and congruent. Invited address to American Psychological Association, Boston MA.
- Bernstein, D. (2008). Balancing student and peer judgment to generate maximum scholarly teaching. Presented to the International Society for the Scholarship of Teaching and Learning, Edmonton, AL, Canada.
- Bernstein, D., Bunnell, S., and Collins, C. (2008). The academic program as a unit of analysis for scholarship of teaching and learning. Presented to the International Society for the Scholarship of Teaching and Learning, Edmonton, AL, Canada.
- Bernstein, D. and Dotson, W. (2008). Scholarly teaching at the unit level. Presented to the Professional and Organizational Network, Reno, NV.
- Dotson, W. and Bernstein, D. (2008). A comparison of teaching centers across the country. Presented to the Professional and Organizational Network, Reno, NV.
- Bernstein, D. (2009) Making learning visible: Representing the intellectual work in teaching. Invited workshop, Association of American Colleges & Universities. San Diego, CA..
- Bernstein, D. (2009) Panel on Expanding the Commons. Carnegie Academy for the Scholarship of Teaching and Learning Colloquium, Bloomington, IN.
- Bernstein, D., Shopkow, L., Greenhoot, A, and Bunnell, S. (2009). Sustainable development of reading, integration, and synthesis of professional literature. Featured session at the International Society for the Scholarship of Teaching and Learning, Bloomington, IN.
- Bunnell, S. and Bernstein, D. (2009). Evaluating on-line tools: A lexical analysis of meaning making in students' writing. Presented to the International Society for the Scholarship of Teaching and Learning, Bloomington, IN.
- Shore, C. and Bernstein, D. (2009). SOTL as a matrix for undergraduate education in psychology. Presented to the International Society for the Scholarship of Teaching and Learning, Bloomington, IN.

- Goodburn, A., Savory, P., and Bernstein, D. (2009). Developing processes and criteria for external reviews of scholarly teaching. Workshop presented to the International Society for the Scholarship of Teaching and Learning, Bloomington, IN.
- Bernstein, D. & Greenhoot, A.F. (2010) Team designed cognitive apprenticeship at the University of Kansas. Presented to the Association of American Colleges and Universities, Washington, DC.
- Bernstein, D. & Bunnell, S. (2010). Tracking the impact of online writing on critical thinking and intellectual development. Presented to the London SoTL Conference, London, UK
- Linkon, S., Bernstein, D.J., Bunnell, S.L., & Bloch-Schulman, S. (2010). *Disciplinary variations on a theme: A conversation about methods, theories, and findings*. Workshop presented at the 7th annual meeting of the International Society for the Scholarship of Teaching and Learning, Liverpool, UK
- Bernstein, D. (2011). Assessment and the Scholarship of Teaching and Learning: Parallel tracks in faculty development. Keynote address to the IUPUI Assessment Institute Conference, Indianapolis, IN.
- Bernstein, D. (2011). Addressing higher education's enduring challenges: What a scholarship of teaching and learning can offer. Keynote address to the International Society for the Scholarship of Teaching and Learning, Milwaukee, WI.
- Bunnell, S.L. & Bernstein, D. (2011). Analyzing individual contributions to collaborative construction of written argument. Presented to the International Society for the Scholarship of Teaching and Learning, Milwaukee, WI.
- Bernstein, D. (2011). ACM-Teagle Colloquium: An evolving model of collaborative inquiry. Presented to the International Society for the Scholarship of Teaching and Learning, Milwaukee, WI.
- Bernstein, D. (2011). Constructing understanding from the inside out. Keynote address to the International Conference on Teaching and Learning in Higher Education, Singapore.

Courses Taught at the University of Kansas

Psychology 616, Learning (three times)
 Psychology 499, Conceptual Issues in Psychology (seven times)
 Psychology 805, History of Psychology (twice)
 Psychology 981, Teaching of Psychology (once)
 Chemistry 716, Teaching in Science (with Joe Heppert, (once)
 L&AS 792, Being an effective college teacher (twice)

Professional Service

University Service

Psychology Department Committees: Promotion, Tenure and Merit Committee; Executive Committee; Ethics Committee (for review of human research procedures), member and chair; Director, Social-Personality Graduate Program; Undergraduate Curriculum Committee, member; Committee on Student Research Participation, member and chair; Colloquium Committee, member and chair; Search Committees, member and chair; Ad hoc Committee on Teaching, member and chair.

Other Committees: Chair, Faculty Governance Task Force on Evaluation of Teaching; Chair, Faculty Governance Task Force on Measuring Student Learning; University Publications Board; Academic Senate Teaching Council; Chancellor's Salary Advisory Committee; Chancellor's Commission on General Liberal Education – Arts & Social Sciences Sub-committee; Arts & Sciences Faculty Instructional Development Committee; Arts & Sciences Ad Hoc Committee on Grade Inflation, Dean's Advisory Committee on Undergraduate Education, Dean's Advisory Committee on Assessment, Chair, NU System Committee for Department Teaching Award, UN-L Committee on Grading and Examinations; Arts & Sciences Dean's Search Committee

Editorial service:

1992 - 2000 Board of Directors, Society for the Experimental Analysis of Behavior
 1983 - 1989 Board of Editors, Behavior Analyst.
 1996 - 1998 Editor, Behavior Analyst
 1995 - 1996 Co-editor of Special Issue of Innovative Higher Education
 1987 - 1990 Board of Editors, Social Psychology Quarterly
 1983 - 1986 Board of Editors, Journal of the Experimental Analysis of Behavior
 1988 - 1991 Co-editor of Special Issue, JEAB.
 1991 - 1994 Associate Editor, JEAB
 1998 - 1999 Board of Editors, Journal of the Experimental Analysis of Behavior;
 1988 - 2000 Board of Editors, Journal of Organizational Behavioral Management
 2002 - present Board of Editors, Change
 2004 - 2008 Board of Editors, Journal of Cognitive and Affective Learning

Additional manuscripts refereed for:

American Journal of Mental Deficiency; Journal of Experimental Psychology: Animal Behavior Processes; Organizational Behavior & Human Performance; Personality & Social Psychology Bulletin; Journal of Applied Behavior Analysis; Journal of Experimental Social Psychology; Learning and Motivation.

Grants reviewed for:

National Science Foundation.
 National Institute of Mental Health
 Spencer Foundation
 Sloan Foundation