KENNESAW STATE UNIVERSITY ORAL HISTORY PROJECT

INTERVIEW WITH AMY M. BUDDIE

CONDUCTED BY THOMAS A. SCOTT

EDITED AND INDEXED BY THOMAS A. SCOTT

for the

KSU ORAL HISTORY SERIES, NO. 93

WEDNESDAY, 8 SEPTEMBER 2010

Kennesaw State University holds legal title and all literary property rights, including copyright, to this oral history. It is not to be reproduced without permission from the director of the Kennesaw State University Oral History Project.

Kennesaw State University Oral History Project
KSU Oral History Series, No. 93
Interview with Amy M. Buddie
Conducted, edited, and indexed by Thomas A. Scott
Wednesday, 8 September 2010
Location: Bentley Rare Book Gallery, Sturgis Library, KSU

TS: Today the interview is with Amy Buddie who won the Distinguished Teaching Award in 2010. Amy, why don't you just begin by talking a little bit about your background, where you grew up and went to school and things like that?

AB: Sure. I grew up in a suburb of Cleveland—North Olmsted, Ohio. I was born in 1974, so I'm thirty-six now. I had a fairly traditional childhood. I grew up in a suburb. I went to Catholic school for eight years. I went to a public school for high school. My parents divorced when I was around eleven or twelve. I lived with my mom, but my dad didn't live very far away. My mom went back to school when I was real young, I think around first grade. Right when I went to school, she went back to college. She was a big influence on me because she taught me how to study and taught me love of learning, I think. I didn't have any friends who had mothers who went to college. That was so rare where I grew up.

TS: Non-traditional students were rare at that time?

AB: Yes. All my friends' parents were homemakers. They didn't have jobs outside the home, so this was a unique thing. Every night she would come home and....

TS: So even in the 1980s you're talking about a very traditional society where you were.

AB: Where I was, exactly.

TS: Even though the world maybe was changing, but not where you were.

AB: Yes. Cleveland is a little behind the times sometimes! I love it there though; that's where my home is.

TS: Just so you don't freeze.

AB: Yes. But she would come home every night from school, and she and I would study together. I would quiz her, and she would quiz me, and I think that's where I learned how to really study.

TS: Was she working on an undergraduate degree?

AB: She was at a community college. She became a respiratory therapist, but she loved school so much that she kept changing her major. She was going to do

education for awhile and medicine and switching back and forth and eventually settled on one.

TS: Were you a traditional student going on to college straight out of high school?

AB: Yes, straight out of high school. Then I was a traditional graduate student too, straight out of college.

TS: When did you know that you wanted to major in psychology?

AB: I went to Ohio University to major in telecommunications, and I switched after my first or second semester at college when I took Intro to Psych and fell in love. I think that's a story for a lot of people that you take Intro to Psych, and you just switch. It was my first year in college that I switched to psychology.

TS: At Ohio University did you have the huge general education classes?

AB: Yes. My Intro Psych class was probably about 500 people.

TS: You fell in love with it despite that.

AB: Yes. I sat up front, so I wouldn't get distracted!

TS: You got your undergraduate degree in psychology from Ohio University. Any mentors while you were there that stood out?

AB: Yes. I worked on research with Dan [G. Daniel] Lassiter. He's a social psychologist there. That was my first exposure to research where I started to really like that. At traditional R-1 universities the model for undergraduate research is more of being supervised by graduate students, and they are being supervised by the professors, so I really felt very close to several of the graduate students at Ohio University. Kevin [J.] Apple was a big mentor of mine, and he's now the chair of the psychology department at James Madison University. He's done well for himself. I think he's won these kinds of awards too, so he was a big influence on me. When I was a senior in college I took a class called Experimental Design and Analysis. I hadn't liked statistics before that. There's a mandatory statistics class that I took when I was a sophomore, and I had a graduate TA for it, and she wasn't very good, and I didn't like it. Then I had Bruce Carlson for Experimental Design in my senior year, and it was the first time it dawned on me that someone could be excited about statistics and make it fun and make it interesting. I count him as one of my mentors too. He was interesting too because he told us to call him Bruce, which was completely strange to all of us. We were used to "doctor". He was very casual and fun, and we would see him out at the bars, and so he was just a nice, fun guy. He made me fall in love with statistics, which is my favorite class to teach now.

TS: You got your degree in '96 at Ohio University, and then you went straight to graduate school from there?

AB: Yes.

TS: That was Miami University, so you stayed in Ohio.

AB: Yes.

TS: Why don't you talk about that a little bit?

AB: Sure. I ended up in social psychology, and that was a decision that was hard to make because I had taken Intro Psych, and then I started taking other classes, and every class I loved. So, for awhile I was going to be a developmental psychologist because I loved that class, and then for a while I was going to be a cognitive psychologist because I liked that class, but social psychology, when I took it as an undergraduate with Dr. Lassiter was the first class where I read the whole book cover to cover within the first four weeks of the quarter. I couldn't put it down; it was like a novel for me. I decided that was what I needed to do. I applied to a lot of different schools, but it just turned out that Miami had a professor who worked there that I really enjoyed his work, Art [Arthur G.] Miller. He had worked with some of the greats in social psychology. He knew Stanley Milgram. Those are famous experiments with the fake shocks—you've probably heard of them; they're on TV all the time on Dateline; they do re-enactments of it. Basically, that's the research on obedience to authority. Milgram wanted to understand why people in the Holocaust would obey; why they would do the awful things they were doing. He thought it was partly because they were told to. Humans have a tendency to just obey authority.

TS: The German personality and all that kind of stuff.

AB: Yes, but he didn't think it was a personality thing. He thought anybody in the situation of being a subordinate would obey an authority figure. He did not think it was specific to Germany because he did this research over in the United States, and he still found high rates of obedience where people thought they were shocking someone but they really weren't. Participants would shock another person to what they thought was death just because they were told to by an experimenter, 65 percent of them. My mentor at Miami had worked with that guy, so I just thought that's the coolest thing in the world. So I went to Miami and had a great five years there.

TS: How closely related is social psychology and sociology?

AB: There's a track of sociology that's like a sociological social psychology, and then there's psychological social psychology. They're pretty closely aligned. Psychology is more individually focused and sociology is more societal focused.

TS: What did you do your dissertation on?

AB: I did my dissertation on ambivalent attitudes toward rape victims. There had been a lot of research on rape myths.

TS: Ambivalent attitudes by whom?

AB: By perceivers—people who might encounter rape victims. I wanted to examine people's reactions to the victims.

TS: They brought it on themselves and that kind of stuff.

AB: Yes, they were dressed a certain way or they shouldn't have been walking alone or why were they drinking. There's a lot of research on that. My research was suggesting that that wasn't the whole picture. Before I did my dissertation I did a study with Art looking at this, and the attitudes didn't seem solely negative to me. There was a lot of, "I feel sorry for her, but she shouldn't have been walking home alone." Or, "I feel sympathy for her. It must have been horrible, but she was drinking, so she brought it on herself." I was interested in that combination.

TS: Like the Mel Gibson thing recently.

AB: Yes, because it's bigger than that. Like attitudes toward gay men and lesbians: "I'm not prejudiced, but they shouldn't be allowed to get married." Or, just last year there was a case of a judge who wouldn't marry an inter-racial couple. "I'm not racist, but I just don't think people should marry outside of their . . ."

TS: He said he wasn't racist?

AB: Yes. He said he wasn't racist. So I've become more interested in that sort of thing—it's almost a communication question now as opposed to social psychology. It's what's going on when people do that, that whole, "I'm not a racist but...."

TS: Your study was of the ambivalent attitudes that they had?

AB: I just wanted to see if people had them. There were two studies. One was just about if college undergraduates exhibit what I'm calling ambivalence—do they express sympathy toward victims AND prejudice. And the results did suggest that more people are ambivalent than solely negative or solely sympathetic. Then we did a follow up study to see how people react when they hear ambivalence. If I say to you, "I'm not a racist, but I don't think people should marry outside their races." What's your reaction to that? Do you focus on the first part—the, "I'm not a racist," or do you focus on the second part?

TS: Oh, how do people react to the people that have those reactions?

AB: Yes, it's almost this meta-kind of study.

TS: What did you find on that?

AB: People focus on the negative part. They discount the "I'm sympathetic" part.

TS: They become very judgmental?

AB: Yes.

TS: Was there a difference—I would think there would be a difference between males and females in their level of ambivalence.

AB: Yes. In attitudes toward rape victims, women are much more sympathetic than men are, overall.

TS: What you would expect to find, I suppose.

AB: Yes.

TS: Any surprising findings in your study?

AB: In the second study, the students read several different statements about rape victims. Some of the participants read solely sympathetic statements, some read solely prejudicial statements, and some read a mix of both. For these latter students, we actually manipulated the order, so some people heard, for example, "I feel sympathetic toward rape victims, but she shouldn't have been drinking," and some people heard the opposite order, "She shouldn't have been drinking, but I have sympathy for her." There's a negative component and a positive component here – does it matter which comes first?

TS: You're saying how do you word the scenario?

AB: Yes. I thought the order effects were very interesting. If you put the negative stuff first, people perceive that very negatively. It's a negativity bias. You're influenced by what you hear first. So if people say that they blame the rape victim, but then they say that they're sympathetic, people don't buy it. They totally discount the sympathy part. If you switch it so that the sympathy comes first, people think that's much more appropriate.

TS: That's interesting.

AB: I guess if you're going to be prejudiced, you want to couch it with some positive language first, so people won't totally discount what you're saying.

TS: I guess I was just thinking that whatever you heard last is what would stick with you.

AB: It tends to be that whatever you hear first sticks with you.

TS: And then you just shut your mind to the rest?

AB: Yes.

TS: Okay. Well, you finished your dissertation. You mentioned Art Miller. Why don't you talk about him a little more? Was he a mentor while you were there, would you say?

AB: Yes. He had a reputation for being somewhat difficult to work with. I found that okay. We worked fine together. We're not real close right now, but he was a great research advisor for me. I learned a lot under him and got some publications while I was still in graduate school because of him. Then subsequently, even after I went to my post-doc after I graduated, we worked together a little bit. He's retired now, but we had a good five years, I think.

TS: Any others at Miami?

AB: I would count Ann Fuehrer. She retired recently from Miami. I took a class from her. She was another social psychologist on staff when I was there. There weren't very many. I took a class from her called Feminist Social Psychologies which completely, I feel, changed my life. It eventually changed my life. Now, I'm the associate coordinator of Gender and Women's Studies. That class stuck with me more than any other class, I think, that I took as a graduate student and influenced the trajectory of my career a little bit.

TS: In your academic career, were there any role models for how you've taught since then?

AB: Bruce Carlson is probably the biggest person in that regard in terms of being excited. That's the message I took is be excited about what you teach, really like what you teach, and convey that to the students. It'll be infectious, and they'll become excited. I became excited about statistics, and I didn't think that was possible. Being excited, being enthusiastic about teaching. I had another class as an undergrad where we had a textbook, but we also read fun books. It was a cognitive psychology class, so there was the traditional stuff, and then we would read things like Oliver Sacks, [author of] *The Man who Mistook His Wife for a Hat* [1985]. It's just a collection of short biographies of people who have very interesting brain damage and how that affected their behavior, and that I took with me too. I thought, that's a great way to teach. You have the traditional information that you're imparting in the textbook, but then you supplement it with

something that's fun. I've done that in my Social Psych class. We have our textbook, but they also read a book about influence by Robert [B.] Cialdini [*Influence: The Psychology of Persuasion* (1st ed., 1984)]. They love it. I'll have people coming up to me at graduation. "Here's my husband. Honey, this is the teacher who made me read that persuasion book that I made you read." "Oh, I love that book!" They tell me they don't sell it back; they're making their kids read it; so I found that to be useful. Art Miller did that too, that we would read traditional journal articles in his seminars, but we would also read something that was for a popular audience to get you excited.

TS: Okay, so you finish up in 2001; you did both the MA and the Ph.D. there. Did you have to do a master's thesis or were you in a Ph.D. program from the beginning and just went straight through?

AB: You had to do a master's thesis even though you were accepted into the Ph.D. program. So after two years I did a master's thesis actually still on attitudes toward rape victims, but counterfactual thinking, which is when victims say things like, "Well, if only I hadn't been drinking, if only I hadn't worn those clothes," and how prevalent that is. That's really prevalent for any negative event that people experience, but I think it's particularly pronounced for victims.

TS: You finished your degree, and then you went to University of Buffalo for awhile. It wasn't that far from Cleveland.

AB: No, I really just made a little circle around Cleveland until I came down here. Buffalo is about three and a half hours from Cleveland, a little colder, a little snowier.

TS: Snowier than Cleveland? My wife's first ten years were in Buffalo before the family moved down here. My father-in-law always said it was a good place to be from with the emphasis on "from."

AB: It gets a bad rap. However, it's really affordable there. The summers are fantastic. It's not very humid and hot; there's a lot to do, surprisingly. There are a lot of places to bike and hike, and there are art museums, so if it wasn't for the winters I might have stayed.

TS: I've had several enjoyable trips up there. There's a Marietta connection with Buffalo because of the aviation industry. Bell Aircraft moved from Buffalo, built a branch down here during World War II, so I've been up there several times to talk to some of the old executives from Bell Aircraft that are still in the area. They've given me a lot of photographs for the [KSU] Archives here of the plant down here. So I've had some pleasant trips up there and of course to visit my wife's relatives as well. It's not a bad place, Buffalo.

AB: It's really not.

TS: I haven't been there when it was really, really cold.

AB: My first winter there it snowed seven feet in two days. Everything was just buried. You couldn't move. I had never experienced anything like that.

TS: My wife's grandfather was a purchasing agent for Our Lady of Victory Basilica in Buffalo—

AB: I can picture it.

TS: My wife's got a book about Father [Nelson Henry] Baker who was up there for a long, long time.

AB: Excellent.

TS: At any rate, so what exactly were you doing at the University of Buffalo?

AB: University of Buffalo has a research institute affiliated with it, which is not on campus. The research institute is off campus near downtown. It's called the Research Institute on Addictions. It's a building full of people who are doing research on various aspects of addictions or substance abuse, gambling addictions—people doing that—very, very prolific researchers.

TS: Which I guess in cold weather maybe you have more addictions to gambling and things like that.

AB: And proximity to Niagara Falls where all the casinos are.

TS: Oh, I didn't know there were casinos at Niagara Falls.

AB: On the Canada side. I was working primarily with two people, Kathleen Parks and Maria Testa.

TS: What were you doing with them?

AB: Both of them were doing research on the linkages between sexual victimization and alcohol and drug use. With Kathleen she and I worked on some research on bars—characteristics of the bar that could lead to different kinds of victimization for women.

TS: It sounds almost funny that "we did research on bars."

AB: We never went to the bars. It was more self-report from women—what kind of bars do you go to? Do you get victimized at those bars?

TS: What did you find out?

AB: It's not surprising—for example, if the ratio of women to men is more men than women at the bar, then women have a higher likelihood of being victimized.

TS: Isn't that true of most bars?

AB: Probably, yes. Strangely, if there are games like pool and darts, then women are more likely to get victimized. We don't know why. We think maybe that the men are getting into fights over games, and then the women are somehow getting involved or something. I'm not exactly sure why. So there are certain characteristics.

TS: But it was true at any rate.

AB: Yes. Then we wrote a grant that got funded to look at women—it was a daily diary kind of thing. They had to call a 1-800 number every day and report, "Did you go to a bar; what kind of bar was it; did you get victimized at that bar or afterwards? That's still an on-going project. That was my first experience with grant writing. I hadn't done any of that in graduate school. That was really good.

TS: I see. You did that for two years, and did you get some papers out of that?

AB: Yes. It's a great place to do a post-doc in my opinion because it's all soft money, so all the researchers have to worry about is getting the next grant. So what they do with their post-docs is they say, "Here's our data set; you write it up; you can be first author; you get it out while we work on the next grant." It was an opportunity to get a lot of publications in a short period of time and get a lot of experience because everybody's an expert at something. If there was some stat that I didn't know how to do, I could go down the hall and find someone to help me.

TS: But basically you did all the work and they were working on the next project.

AB: Yes. And then eventually you start working on the next project. I got involved in grant writing in my last year there.

TS: That's good experience to have.

AB: Definitely. It was a three year post-doc, and I left after two years because this job opened up at Kennesaw. It was like, at the end of my second year I thought, I don't know if I really fit here. I'm not solely a researcher. I want to be a teacher. So I went on the job market.

TS That's what you concluded?

AB: Yes. I wasn't real happy. I would have been happy at University of Buffalo if I were able to teach and interact with students, but we were removed from the campus. It was all about research all the time, and I just didn't really feel like that was me.

TS: Did you do any teaching while you were at Miami?

AB: Yes. Miami has a Preparing Future Faculty program; have you ever heard of that?

TS: No.

AB: It's a national thing where R-1 universities pair up with partner institutions. KSU is actually one too, one of the partner institutions for UGA. So Miami University was the R-1, and then there were area colleges like Earlham College, which is about forty-five minutes away in Indiana, or Northern Kentucky University, or some of the branch campuses of Miami. The idea is that the students who are at the R-1 can get an experience of teaching at different kinds of campuses. You know, it's really different.

TS: Where they may actually have a job some day?

AB: Exactly. We would do that; we would teach at a partner campus. I taught at Earlham for a semester. We would also have brown bags on teaching. We would go to teaching conferences, all the students involved. It was a great program. Cecilia Shore was running it when I was there. She's actually been promoted. She's the director of the [equivalent to KSU's] CETL [Center for the Enhancement of Learning, Teaching, and University Assessment] now at Miami. They're doing great things in terms of training future faculty members at Miami.

TS: When you went to the partner colleges you taught your own course?

AB: Yes.

TS: You say we're involved in a partnership at Kennesaw?

AB: Yes, Kennesaw is one of the partner institutes for University of Georgia. I'm the coordinator of that for Kennesaw. University of Georgia students come over, and they teach typically Intro to Psych or Developmental Psych, whatever they are comfortable with. I supervise them. I sit it on their classes, occasionally give them feedback, review their syllabus, that kind of stuff.

TS: So they're almost like adjunct faculty. Well, I guess they are adjunct faculty.

AB: They are adjunct. They get paid as adjuncts, yes, but they get special supervision for being PFF-ers.

TS: That sounds like a great program. Do we do it anything other than psychology?

AB: Not that I know of.

TS: That would be a perfect fit for history because we've got zillions of adjuncts, and a lot of them are graduate students.

AB: It's not specific to psychology, it just happens that I've been involved with it in psychology.

TS: I wouldn't think it would be, but I hadn't heard about it in history. I know we don't have a coordinator in the history department.

AB: You can look into it maybe. It's a great program. I love meeting these graduate students. They have so much energy, and they're so excited. Our students—especially in psychology, we don't have a graduate program, and so they never interact with graduate students. This is a way for some of them to see, this is what a graduate student looks like. They can ask questions, what's it like.

TS: That's a great idea. I guess we need to talk to each other more often. I've never heard of that in history.

AB: I'll send you a link. You can look at it up, and maybe you can partner with UGA.

TS: Now that we've moved in the direction of teaching practically all of our general education classes with adjuncts, this actually looks like we'd get a better product by using supervised graduate students than unsupervised. I mean, we do have a coordinator now, Gerrit Voogt, in our department works as a coordinator for the adjunct faculty.

AB: Yes, and we have one of those too, but this is a separate, special thing.

TS: How many of them do we bring to Kennesaw?

AB: This semester we have three. It's around three or so per semester.

TS: And they're all from the University of Georgia?

AB: All from the University of Georgia, all from the counseling program.

TS: Georgia State doesn't do anything like that?

AB: Not that I know of.

TS: When you were at Miami, were all graduate students eligible for the program or was it competitive or how did it work?

AB: Anyone in psychology who wanted to could do it. Some faculty supervisors were against it. This is that old school idea that teaching is not important; why are you wasting your time; you should be in the lab doing research. That was a rare group, but there were some students who wanted to be involved, and their research advisors told them you're not allowed because we need you to be doing research all the time.

TS: Doesn't sound like they're very much interested in their future careers?

AB: Right.

TS: Unless there are a lot of jobs just pure research in psychology; maybe there are.

AB: There are, but a lot of them wanted to teach. So they had to wait until they graduated to do what they wanted to do because of their advisors. That was rare though. Miami was a very good institution in terms of preparing people for teaching. We had a class devoted to learning how to teach with Cecilia Shore. We all taught labs, like a stat lab or a research methods lab. Some of us then went on to teach as instructors of record, but not everybody did. I did.

TS: I would have loved that if they had had that when I was in graduate school. I was a TA for one year and hated that. It's actually somebody else's course and you're just doing . . .

AB: It's difficult because you want to do things your way.

TS: Exactly. You knew that if a student had any complaint they were going to go immediately over your head, but having your own course has to be very exciting for any graduate student, I would think.

AB: Oh, I was so nervous! The most nervous I've ever been in my life was before I taught my first lab my second year in grad school.

TS: Better to do it in graduate school and find out whether you like it or not before you get out.

AB: Yes.

TS: You're there two years. You probably would have been thinking three years and it's up anyway. I better be looking for a job somewhere.

AB: But a lot of the post-docs at the Research Institute on Addictions would stay. They would get grants, and now they'd be principal investigators there. That was

the model that was typical. I broke the model in terms of leaving, but they thought that was great. They were very supportive, so it wasn't a problem at all.

TS: A little weird that you wanted to teach but . . .

AB: Yes! [laughter]

TS: You're looking around for jobs, and how did you hear about the job at Kennesaw?

AB: It came over a list serve I was on, probably a social psych list serve because it was advertised for a social psych position. When I went on the website, I thought, this is probably the kind of place that I really want to be. It's focused on teaching, but they value research, and they value research with undergraduates. I got that message when I interviewed, and that was something I felt really passionate about. It was growing at that time—I came in 2003—it was kind of on the cusp of….

TS: Was the job advertised for social psychology or what?

AB: Yes, social psychology with an emphasis on teaching research methods in experimental psych, which were the stat classes…

TS: Right down your alley.

AB: It was like the ad had been written for me! Luckily, they interviewed me and liked me so….

TS: Were there lots of jobs in 2003 or was it a very tight job market at that time?

AB: There were lots of jobs, actually. It wasn't too bad; there were a lot of openings. I had several interviews.

TS: So you didn't have to go to the South if you didn't want to.

AB: Right, yes. But I wanted to, especially after two years in Buffalo.

TS: You probably interviewed about February for that job, or January.

AB: Actually it was early March. Patrick [J.] Devine was the interim chair at the time. When you interview, you meet for an hour with the chair. We're in his office, and he said, "It's a nice day, let's have our interview outside." I thought, "Ohhh, I want to come here where you have meetings outside in March."

TS: I was trying to think where Patrick Devine was from.

AB: He actually spent some time in Ohio too. He went to John Carroll [University in suburban Cleveland], so we have that Ohio connection.

TS: Last interview I did was Tim Hedeen who grew up in Cincinnati.

AB: He and I have talked about that as well. My first week here I had a sticker on the back of my car that was a radio station in Cincinnati, and he left a note on my car saying, "I love that station; let's talk." That's how I met Tim Hedeen.

TS: That sounds like Tim!

AB: Exactly.

TS: So you came here in 2003, and weather attracted you here.

AB: Yes, but I really liked the perfect fit. It was, you're going to teach—and the psychology department here really has a reputation for excellence in teaching. We have Bill Hill, Val Whittlesey, Linda Noble, Randy Smith, my former chair, all just power houses in the teaching of psychology, so that really attracted me as well.

TS: I was trying to think in 2003 why Pat would have been interim at that time. Was that when Val moved into the administration?

AB: Yes, exactly.

TS: It seems like whoever became chair of the psychology department moved over to Kennesaw Hall before long it seemed like because Bill was chair and Linda Noble was chair before she became dean. She was an administrative assistant to the Vice President for Academic Affairs while she was still department chair.

AB: She was at CETL for awhile, she was an associate director.

TS: Yes, that was after she was dean. At any rate, psychology is almost humorous on our campus. They didn't keep chairs very long because they move them somewhere else on campus.

AB: Yes, they just moved up.

TS: Linda and Bill and Val. And then I guess Randy Smith came in; they were recruiting for him that same year.

AB: Yes, that same year. They brought three of us in. When I interviewed there were six full-time faculty, and then they brought in three.

TS: I was thinking it was small at that time.

AB: It was very small. Patrick Devine, Chris Ziegler, Ginny Zhan, Beth [Elizabeth E.] Parks, Sharon Pearcey, and Mike Firment. That's it. Then they brought myself, Randy Smith, and Jeff Helms in that year. So that made us nine, and now we're twenty-one.

TS: That's a lot of growth in seven years.

AB: It's just unbelievable in seven years that we went from six to twenty-one.

TS: But there were always a lot of psychology majors even when it was a small department. You didn't have a general education course that everyone had to take. It was one of the social science electives, I guess.

AB: It was the Social Issues [requirement—PSYC 2105].

TS: For a long time history would grow because of the general education courses, and I guess all the new faculty teach general education for awhile and then generally don't teach it any more.

AB: Well, I actually think that a lot of the new people have never taught Intro to Psych or the Social Issues class because they were brought in specifically because we have no one to teach, for example, Cognitive Psych, so you're going to teach Cognitive Psych and that's it. And Research Methods and Experimental—those are required, and we have to offer tons of sections every semester. So people get sucked into that, and then they get sucked into their specialty courses, and it's all adjuncts basically teaching intro classes.

TS: But you were teaching the Psychology 2201?

AB: Yes, I taught that.

TS: We also have a, there's another psychology, like 2105 or something like that.

AB: That's the Social Issues, that's the general education requirement. You can either take the psychology, the sociology, geography, anthropology, or criminal justice version of that. Then Intro to Psych is an automatic substitution for that, so a lot of people just take the Intro class and substitute it in.

TS: So you taught both of those when you first came?

AB: I taught both of those.

TS: Did you enjoy teaching those?

AB: I did, yes. My first semester was brutal. I was teaching Intro to Psych, Social Psych, and Research Methods. I had taught Research Methods as a graduate student, but that had been a good three years ago, and plus I had taught it different than the way it's taught here. At Kennesaw we teach it very uniquely and I think good. We combine the statistics and the research methods. That's an excellent way to teach it, but it's very rare.

TS: Most people do two courses?

AB: Separate courses, yes. I had never taught it the way it's taught at Kennesaw. I had never taught Intro Psych, and Social Psych was the one class that I knew really well and could teach. I would spend hours and hours. I'd be spending all nighters at the office, and Randy would come in in the morning, and I'd try to scoot out, so he wouldn't see me that I'd been there all night. I thought that didn't look professional.

TS: Didn't look professional that you were working so hard?

AB: That I was working so hard and was spending the night.

TS: Oh, that you're supposed to know all this stuff already?

AB: Yes, exactly. So it was a rough first semester. I didn't do any research. I just spent all of my time on teaching, which was fine. I really like that. Then, once I got into a groove of, I've taught this class before, I can teach it better the next time.

TS: Right. How big were the Psychology 2201 classes when you started?

AB: Small, fifty people tops, because that was the biggest room we had in the building.

TS: That was small, fifty?

AB: I thought that was small, coming from Ohio University with my five hundred.

TS: I guess so compared to that.

AB: We had been keeping the 2105, the Social Issues classes, smaller. They were I think thirty-five when I came. I think they might be up a little bit by now.

TS: Did you do any writing in those classes?

AB: All of them, yes. They all had assignments because I'm very big on making connections to the real world. We'd read about concepts in the book, and then they'd have to write some kind of reaction or connect it to their personal lives or

connect it to something going on in the world. That was in my Intro class and my Social Psych class, lots of those assignments. Research Methods is very writing intensive, so they were always writing papers and things.

TS: So lots of works for those numbers.

AB: Yes, lots of grading and lots of prepping that first semester.

TS: I well remember my first few years of teaching. I didn't have a doctorate when I started to teach, and I didn't know anything really when I started.

AB: Well, nobody does their first year! You're learning on the fly!

TS: I didn't do anything but prepare for classes and grade papers I think the first few years.

AB: That's exactly right.

TS: What was your overall impression of the faculty and the campus when you came in 2003?

AB: Very positive. I got along with everybody in my department. When you first come, you do the touring with the other first-year people, and everybody seemed really nice. My first semester, my first year actually, I was going to a lot of CETL workshops on teaching and meeting good people there and feeling like this is great, everybody wants to be a good teacher, and that's valued here. I really liked it here. I think I'm here for good. I can't imagine going somewhere else. This is my home, I think.

TS: I guess the fact that you came a year before your three years, your post-doc was up, you'd already made the decision you wanted to be at a place that valued teaching?

AB: Yes, I missed it so much. I missed being around students. The research was starting to become drudgery to me by the end of the second year, and I didn't want that to happen because I really like doing research, but doing it every day, forty or fifty hours a week was not for me. Yes, so this was a good transition for me.

TS: Outside the psychology department, what was your impression when you came here in 2003?

AB: I loved Betty Siegel. She was in Psychology, as I'm sure you know, so when she met me we started talking psychology. I only met her a couple of times really briefly, but I love that we had a woman president too. The feminist in me really

enjoyed that, and that she had been president for so long and she had been the first woman.

TS: She was getting near the end by then.

AB: Yes. I don't remember what year. I don't know how long I overlapped with her; do you know when she retired?

TS: Yes, 2006.

AB: Okay, so three years I overlapped with her. I liked the leadership, and I liked that there were psychologists all over the place. When I came in Linda Noble was the dean, Bill Hill was the director of CETL, so I felt like psychologists have their tentacles all over this campus; we're doing good things here.

TS: Psychologists have pretty much controlled CETL over the years.

AB: Yes, unfortunately, that's a negative perception for some. I see it as, well, psychologists are just really good at this, so of course!

TS: Well, the ones that have been there have been really good at it. So you found a place where you were happy.

AB: Yes, and I liked the students here too. I loved….

TS: I was going to ask you about the students.

AB: I hadn't had virtually any non-traditional students. At Miami it's very, very traditional, so when I taught there it was 99 percent traditional-aged students, and when I taught at Earlham College, it's a very small Quaker college in Indiana, and they're all traditional-aged as well. And Ohio University too was another kind of traditional campus. At least it was when I was there. So the idea of having people older than me in class, at first I was scared—they're not going to respect me, who am I, this little twenty-something coming in and trying to teach them, but that's not how it is at all. They just bring so much to the class. Do you know who Arthur Harris is? He was the oldest graduate . . .

TS: Oh yes, sure.

AB: From Kennesaw. He took my Social Psych class, and we'd talk about the *War of the Worlds* thing that happened back in, when was that, the 1930s or the 40s or something.

TS: Oh yes. I believe it was the 1930s, the Orson Welles [30 October 1938].

AB: Yes, the Orson Welles. I talk about that in my Social Psych class, and he raises his hand, and he says, "I remember that!" So he starts talking and that's just so fantastic. I talk about the Holocaust in my Social Psych class, and he can talk about living through that. And the non-traditional students are often very serious about their studies, and they try really hard. They mentor their younger cohorts, so I really enjoy the mix of students. Actually, that's one of the reasons I—I taught in learning communities for a long time, three or four years straight, to teach the general psych as part of a learning community, and I backed out because you have all traditional-aged students, and I missed the mix. I like teaching in learning communities though. That was hard for me to back out of that. I had done research on learning in learning communities with Keisha Hoerrner and Brian Wooten and Nancy Prochaska and Emily Holler and a bunch of people, Ruth Goldfine. I was meeting all these cool people, and we were doing great research, so I might end up back into the learning communities at some point, but for now I want to stick to having a mix of people in my classes.

TS: You came at a time when the culture of the campus was beginning to change because we just had our first residence halls in 2002, the year before you got here. I think the general perception is that students are getting younger on campus nowadays. Well, if you've got 3,000 people living on campus most of them are going to be traditional aged students. Have you seen that in your psychology classes at all?

AB: Oh yes, absolutely. They're definitely getting younger.

TS: Has that changed the relationship between the non-traditional and the traditional aged students, do you think?

AB: I don't think so. I feel like the non-traditional students are still role models for the traditional aged students. Maybe there are just fewer of them or maybe they're a little bit younger, like they might still be non-traditional, but they're twenty-seven as opposed to in their fifties. It seems like the non-traditional students are getting a little bit younger too, so the whole campus is shifting.

TS: Even the non-traditional are younger than they used to be, or at least percentage-wise?

AB: Yes. What I remember from my first year—and I taught at night a lot in my first year, so that might also be factoring into this—

TS: So they gave you the worst schedule the first year?

AB: Yes. I didn't know it at the time, but now I know that it was a terrible schedule. I had a lot of older women, like mothers coming back. I have less of that now than I had that first and second year. I miss them a little bit.

TS: Even the older non-traditional students are looking younger and younger to me all the time.

AB: Yes, as I get older, the gap widens.

TS: But the whole concept of learning communities I don't believe came in before we had residence halls, even though students that aren't in residence halls get in learning communities according to Keisha.

AB: If I remember the history of this—and [Rebecca] Becky Casey was the person who was in charge of this when I first came to campus, and she and I taught in a learning community together, so she and I would talk all the time—she had said that it was optional, I think. Students could do it, and there were a couple on campus, but it really didn't blossom to what it is today until it became mandatory.

TS: I was going to say, you were in almost on the ground floor if you did them right off the bat.

AB: I didn't do one my first year, but I started my second year and did them every fall up until about two years ago. But that was a great experience because I taught with Becky Casey, whom I love, Keisha Hoerrner, I taught in the learning community with, Michael Sanseviro. So I was meeting all these people on campus that I'd heard of, and it was fun.

TS: Good way to have connections across campus. What courses was psychology teamed with in the learning communities?

AB: We had typically Psychology, KSU 1101, and English [ENGL] 1101. That was a typical pairing. I've also taught with Katherine Kinnick. She taught a Communication course, I taught Psychology, and then somebody else would teach the KSU 1101. So we've done that too. I think those are the only pairings I've been involved with. I could be wrong.

TS: How long did it take—you said you started taking these workshops at CETL right from the beginning when you got here?

AB: Yes. I thought this is a free resource; I'm going to take advantage.

TS: Yes. Well, when did you become the Faculty Fellow for Advancing Undergraduate Research?

AB: I am at the beginning of my third year of that.

TS: I gather you were having students do research all along. You talked about having some experiences with undergraduate research when you were at Ohio University as well.

AB: Yes, as an undergraduate researcher.

TS: So that became the inspiration, I guess, for what you do?

AB: Well, when I came to Kennesaw, in the fall Val Whittlesey was teaching a senior seminar, and she invited me to come in and just talk about my research to the students. I said okay. I was supposed to talk for five minutes, and it ended up being about a half hour. They kept asking questions, and it was so fantastic. Afterwards—this was in the fall—a student approached me and wanted to do research with me, and I said, "Okay, let's do that. I have some projects that are left over from my post-doc. We can analyze data, write stuff up." We did that, and she also worked on her own research. As a result of that—her name is Colette Jacquot—she was my very first undergraduate researcher. She had been planning to go to graduate school for clinical psych. Working with me she changed her mind and became a social psychologist, went to University of Texas at Arlington, and last year got her Ph.D. in social psych. My very first experience was so positive, and I thought these people are smart. The students I was working with were really bright, really motivated. So after her I just continuously was working with multiple students every semester on different research projects. I found I liked that as much or maybe even more than being in the classroom—the one-on-one interaction with the students and how excited they were to analyze their data and learn things. I really, really enjoyed it. I had been involved heavily in undergraduate research before I became the faculty fellow. I had hooked up with Marina Koether who was in my position before me. A couple of times we had gotten together. We wrote a grant—it didn't get funded—with several other people on campus, and we had gone to a conference on undergraduate research together in Phoenix. So when her term came to an end, she asked me if I was interested, and I said, "Yes!" So I applied and got it.

TS: She's in biology?

AB: Chemistry.

TS: I know the chemistry faculty members do a lot of undergraduate research with students.

AB: I would say chemistry and psychology are the two departments doing the most research with undergraduates right now. Geography is up there as well. Biology is up there as well. So it's the sciences and the social sciences, which is one of the things I want to work on this year. Technically, this is my last year. I might be renewed, I hope.

TS: You can do it as many terms as you want?

AB: I can do another term potentially. It depends on Michele [DiPietro—CETL executive director]], what he wants. But one of the things I want to work on is broadening the scope of what undergraduate research is considered to be because it's not just traditional kinds of lab stuff like they do in chemistry or what we do in psychology. What they're doing in art, what they're doing in theater, that's also scholarship. I changed my title this year. I'm now the Faculty Fellow for Advancing Undergraduate Research and Creative Activity to bring in some of the people who haven't been maybe applying for the undergraduate research funding or they haven't been coming and presenting at the Symposium of Student Scholars. I want to make it more really university-based this year.

TS: Art has been doing that all along, I guess, and music and so on.

AB: They've been doing great things. So it's just a matter of them coming and realizing that they could get funding for this from CETL, and they could be presenting to fellow students and faculty members at the Symposium.

TS: Do the students in psychology get credit for this research? Is it like directed studies?

AB: Typically, directed studies, but some of them just volunteer if they don't have room in their schedule to do another class.

TS: Do you get credit for it? If you've done ten directed studies does that count for a course or anything like that?

AB: Not until recently. Sharon Pearcey, my current department chair, wrote a document—she and other department chairs, I think, but she was in charge of it—wrote a document to help with that problem because that was not happening. A lot of us in Psychology were doing in a year maybe fifteen directed studies, and it was coming out of our hides. We were not getting any credit for it. So now there's a form you fill out, and it depends on how intense the experience is and how much the students are doing and how many credits and all that kind of stuff. But eventually you can get a course release if you do so many of these. That's very brand new. It just started this semester.

TS: Are your directed studies where students do their own papers or where you're co-authoring a paper?

AB: They're both, often. Typically co-authoring. Most students aren't to the point where they can just run with a project. They need a lot of mentoring.

TS: It would never get published and so need your credentials to get it published and what-have-you as well as not knowing how to do it, I guess, or being novices at it.

AB: Exactly. Publishing with undergrads is something we haven't been doing a lot of at Kennesaw. We have a lot of students going to conferences and presenting their research at national and international and regional conferences, and that's great. We need to work more on taking that next step and getting their stuff published. Chemistry's doing a little bit of it. We're doing a little bit of it in psychology. There are little pockets of people working with students and getting their research published.

TS: Right. History would be a natural fit too.

AB: Yes, history doesn't come to the Symposium of Student Scholars that much, and I want you guys to show up and tell us what you're doing.

TS: No we don't. And it's not because there isn't undergraduate research taking place, so it's just a matter of getting people like Jim Piecuch and others that are working very closely with the students to go.

AB: Yes, he actually applied for funding for this year.

TS: Did he? That's good. There are some others too in history.

AB: One of the things I want to do—I started it last year, but I didn't get to too many departments—is go to actual department meetings, and just do a little plug for CETL. Maybe people just don't realize that it's out there and that they're eligible for it.

TS: I was trying to remember, did you come to the history department last year?

AB: I don't think I did come to history? I went to Geography. I don't remember which ones I went to, but I don't think history was one of them.

TS: Maybe not.

AB: So maybe I'll make an appointment. Who's your chair now? Tom Keene?

TS: Well, this year. We're searching for a new chair, and he's the interim for the second year actually this year. Yes, it's Tom Keene. So right off the bat though you started working with students, and I gather in Psychology that there are others that are doing this too, so it's pretty common in our psychology department here to do these kinds of projects.

AB: Yes.

TS: Of course, Bill Hill was getting all these awards and Randy Smith from the Society for the Teaching of Psychology of the American Psychological Association, so I gather it was a culture here to do that kind of thing.

AB: Yes. And the students have gotten the message. We have one thousand majors and twenty-one faculty, so it's unfortunate that we're not able to reach as many students as we need to.

TS: I guess not.

AB: This last Maymester I tried an experiment of teaching a class where it's almost like a directed study, but it's a group-based kind of thing. I had nine students in there, and I had two research projects. They got into teams; four of them worked on one project and five of them worked on the other project because I thought, I can't do these one-on-one directed studies any more. I mean, there are a thousand majors, a lot of them want to do research, and I have to say no to so many people every semester. So I thought if it was a class….It went really, really well. We're working on publishing the results now, so I think that's a model that maybe we could adopt, even in other departments, to have an actual class where lots of students are getting research experience as opposed to one-on-one directed studies. I don't know if that model works in other disciplines though.

TS: What are your senior seminar classes doing? Isn't that research?

AB: Not really. They basically revisit their Intro Psych textbook. They read it as first-year students presumably and now they're, as seniors, reflecting on what they've learned over the course of their college career.

TS: So it's more of a capstone course.

AB: It's more of a capstone experience. Then they write a paper, but it's an integrated literature review; it's not really a research project.

TS: I was just thinking, in history, all of our senior seminars are research classes.

AB: So yes, that's a good model in terms of….

TS: Every history major has to take the senior seminar to get out.

AB: And those students could be presenting their research at the Symposium of Student Scholars.

TS: Right. I had one [Jay Lutz] from the oral history class that did a paper at the symposium, and he's going to do his paper for the Oral History Association that's going to meet in Atlanta next month.

AB: I remember that actually. I put together the booklet, so I do remember that.

TS: Why don't you talk about your philosophy of teaching?

AB: In Psychology we're all about the teaching of psychology; even if you don't come in interested in the teaching of psychology, you get indoctrinated in this culture. So I've read a lot especially in my discipline, but also just the scholarship of teaching and learning. I think for me the most important thing, and I said this before, is being enthusiastic, being passionate, about what you're teaching. That is not a problem because I love this stuff so much.

TS: If you're not enthusiastic, what are you doing it for in the first place?

AB: I know, but how many teachers have we all had that just stood in front of the room and droned on for an hour, and you're trying not to fall asleep.

TS: Passion is number one.

AB: Passion is number one. And then being interested and caring about the students, I think, is number two. They have lives, and a lot of my colleagues are very, very strict. They just have very rigid policies. I have some rigid policies, but I also am flexible. I try to get to class early. I learn all their names by the end of the first week, even in big classes. I have a head for that. I don't know how I do it, but I learn all their names really, really fast, and they appreciate that. I get to know them a little bit.

TS: I'm struggling with just thirty-five in the Georgia History. It takes me at least three or four weeks to learn all their names.

AB: When I taught an eighty person class, it took me about five or six weeks to learn them all, but I did. I don't know them now; that empties out of my brain every semester at the end, and then I start over. So learning their names, taking an interest, how's it going, what did you do this weekend?

TS: So you must have a photographic memory for names.

AB: For names, yes.

TS: That's good.

AB: For student names. Sometimes when I meet people randomly, I sometimes forget their names, but for students....but then if they sit in different seats, it's very spatial, and it messes it up. Or if I see them outside of class sometimes I can't remember who they are because they are not sitting where I expect them to sit.

TS: Right, come into your office, it's, "Now which class are you in?" "Is it this semester or last semester?"

AB: So just taking an interest and they appreciate that. I feel very strongly that you can't just stand in front of the room and lecture for an hour and fifteen minutes. You have to break it up. So there might be a little bit of lecture, and then I get them into little groups, and they work on something for a while, and then we come back. Then we do another little activity, and then we watch a little five-minute video on this, and then we talk about the video, and then we have small group discussions about this. So it's not just one thing for the entire class period. I have to break it up. Those are some of the more important things.

TS: What about testing policy? How does that fit in with your philosophy?

AB: I try to test more than just a mid-term and a final, have multiple modes of assessment. So there might be three or four big tests, but there's also going to be quizzes. There's also going to be small assignments that are due all throughout the semester. I have cut back on some of those. My first year, like I said, I was crazy with that. There would be four or five tests; there would be quizzes all the time; there would be ten assignments. The grading got a little overwhelming. So I have cut back a little bit from my first year, but I still feel strongly that it's not just a mid-term and a final. You have to do a lot of different things. I've also changed, as I've gotten older. I've become more concerned about writing and the lack thereof of skills. So I actually spend time in all of my classes teaching some basic grammar, which is boring for people who know it, but for some students they really haven't had it in a long time, and they've forgotten it. There's no shame in that.

TS: Particularly the non-traditional students?

AB: Yes. But actually sometimes it's the traditional students more so than non-traditional students. The non-traditional students are sometimes really good writers. So I talk about grammar, and I do a lot of developmental things with their papers. They have to turn in these little drafts periodically, and in my Research Methods and Experimental Psych classes, we spend a day toward the end of the semester just talking about proofreading and bring in your paper and these are common errors and let's revise right here in the computer lab. So taking a more developmental approach—I can't just say, "You have a fifteen-page paper due at the end of the semester, and I'll see you." I don't get very good papers that way.

TS: No, I wouldn't think so.

AB: Holding their hand a little, but teaching them things that they might not know, basic grammar rules or that you have to rewrite; you can't just write at the last minute.

TS: I like the tracking feature in Word. I have my students send in their papers electronically to track the changes and start pointing out their grammar. Usually after a few times they get the point and start getting it right.

AB: I'm a little old school. I'm not really comfortable grading on the computer. I love just having a piece of paper and a red pen—I switched to green because I thought that was nicer.

TS: Oh, because everybody gets . . .

AB: Red has connotations! It has negative connotations, so green or purple I use now, but I just really like actually writing on a piece of paper.

TS: I've never used red. I just use my black ink all the time to mark up a paper. I guess if you do the tracking, it comes out red, doesn't it, so I'll have to think about that; maybe that's not a good thing.

AB: I think that's the way to go. I really need to switch to—first of all it saves a lot of paper, and I think it's more effective for the students. I did the track changes thing in that Maymester research class that I taught, so they would turn in drafts, and I would just do the track changes to return it back to them, but I haven't done it since then.

TS: I still give weekly quizzes in part because if I didn't do that I'd never learn their names. I get those papers to grade once a week, and then I've got to return them to them, so after awhile I get embarrassed having to ask who's who in here. Have you developed any new courses while you were here? What all do you teach? You talked about coming in to teach the statistics class and the social psychology, and I guess those are the staples along with the general education. Have you developed any new courses?

AB: I developed one new course this past summer in gender and women's studies, a class called Violence against Women, so an interdisciplinary course, and it was really, really fun for me to teach that class. I got out of Psychology. There's always going to be a little bit of psychology in there, but there's also history, there's philosophy, all kinds of disciplines. That's been the only class that I've actually developed in terms of no one has ever taught that before. I also teach Psychology of Gender pretty regularly in my department. I think that's about it. Intro, Social Issues, Social Psych….

TS: Does Psychology of Gender mean psychology of women or psychology of women and men?

AB: Women and men. It in fact was Psychology of Women before I came, and it got switched over to gender, which is fine.

TS: Would you prefer it the old way?

AB: Honestly, yes. [laughter]

TS: Keep the men out of the class?

AB: No, I like having the men in the class, but I like the focus on just women, and to me the Psychology of Women textbooks are better than the Psychology of Gender textbooks; they're written better. I haven't found a textbook that I like. When I teach Psych of Gender, I've taught it three times and every single time has been radically different from the last time, and I just keep switching it up because I'm not satisfied.

TS: You won the Distinguished Teaching Award this year. What do you think were your attributes that got you this award? Maybe you've already listed that in your philosophy of teaching, I don't know.

AB: Yes, good question because I was surprised that I got it given some of the heavy weights that I was up against, but when [interim provost] Ken Harmon starts talking [at the Opening of University awards ceremony], and you don't know right away that it's you, and the first thing he mentions is passion, that's what he said first.

TS: And you began to think, well, maybe.

AB: It could be me, but it's probably true of everybody, so I don't think that's going to be a good criterion.

TS: I don't know who's writing the scripts now. Bill Hill used to write the scripts, and he used to try to write them to make it deliberately difficult for anybody to figure out who it was.

AB: It was. It wasn't until toward the end that I figured, because he mentioned undergraduate research, and I thought, that's probably me.

TS: Yes. Well, it's probably still Bill writing it.

AB: Yes. So that was my clue as to maybe what they were interested in looking at. He talked a little bit about some of the evaluations I've gotten. I don't know where they got them. I think they went on "ratemyprofessor.com" or something and started pulling off some quotes that they were reading because I didn't know where they came from.

TS: You only get about twenty pages in your portfolio, don't you?

AB: Yes, so you don't put too many evaluations in there. He was talking about my high teaching evaluations. He was talking about some scholarship of teaching and learning that I've done. I think that's becoming increasingly important for this particular award. I think in the past, and Bill Hill has said this too, in the past if you were a really good teacher, you could get this award. Now it's shifting to be more of a scholarship of teaching and learning award. I don't know for sure, but I think it can't hurt. He talked about that. He talked about mentoring undergraduates, mentoring graduate students through PFF, so I think those are the kinds of things that helped me get this award.

TS: I think the award has changed. Actually I think it changed when we started the Distinguished Professor Award because it used to be the teaching award was an overall award, overall faculty performance, and it seems that in some ways the Distinguished Professor Award has taken that now. So that the teaching award maybe really is focused more on teaching than ever before nowadays and scholarship of teaching. I know Bill's very interested in scholarship of teaching. It seems like whoever gets the Distinguished Teaching Award every year here is going to win the Regents' Award next year, so you've got some pressure on you.

AB: Yes, I've got some big footsteps to follow!

TS: Yes, from those that have won it. Did you win the College [of Humanities and Social Sciences] award this year?

AB: Yes.

TS: And so this was the first time you were actually up for the Distinguished Teaching Award campus-wide.

AB: Yes. And that was another reason I was surprised because I thought, well, you know, maybe I'll be a finalist or something.

TS: Yes, because that's a three year thing.

AB: It's a three year thing, exactly.

TS: To be in the running for that. It's quite an honor, I think.

AB: Thanks.

TS: Think of how many faculty members we have on campus.

AB: I know. And to go down that list because I was looking at the past winners to get a sense of what you were going to ask me today. Those are some really great people on that list, so I'm humbled to be in that company.

TS: There are some good folks on there. I've interviewed them all, so I've enjoyed that.

AB: Yes, you have!

TS: Sabine Smith from last year was proud of the fact that she was only the second international faculty member to win the award.

AB: Yes, that's great.

TS: We haven't really talked about your scholarship much since you got to Kennesaw other than that you were working with students on their research, so why don't you talk about what you've been doing in the realm of scholarship at Kennesaw. You said the first year you didn't have time to do anything but prepare classes.

AB: I worked with Colette in the first year, and she helped me with some research that had been left over from my previous institution. Then she also did her own project, an interesting look at religious fundamentalism and if that relates to body image in women. She had this theory that because religious fundamentalists maybe have more traditional attitudes toward women, we'll say….

TS: Yes, that's true, I think, isn't it?

AB: Yes. That might spill over into women feeling bad about themselves in a global way, and it might also be about how they feel about their bodies. So that was an interesting thing. I had no expertise in that area. I have never done research like that before. So she had to take the reins on that and really do all the past research and write it up.

TS: What did you find out? Did they have negative images?

AB: It didn't really show. It was unpredictable because there were a lot of questions on religious fundamentalism, there were a lot of questions on body image, and some of them showed the relationship, and some of them didn't. So it was a little bit inconclusive, and maybe we just needed a bigger sample size. It was somewhat hard to get—she had to try to find people….

TS: It was hard to find people to cooperate? So she wasn't a religious fundamentalist herself?

AB: No, she wasn't, so she had to try to find them.

TS: So you had to come in as outsiders then.

AB: Yes. Although she is from here, and she had known people who were, and so she had some [contacts] that way.

TS: Right now the research is inconclusive?

AB: Inconclusive, yes, but I thought it was a really interesting question, and she learned a lot in terms of designing research and collecting data and analyzing and writing it up, so it was good.

TS: Were you doing fundamentalists compared to other groups in society?

AB: Yes, she had some college students; she had some older women who were religious but not fundamentalist; so she had all these different kinds of groups that she was comparing.

TS: I guess she's talking about Christian fundamentalists?

AB: Yes.

TS: So you worked with her, and I know you've published in a bunch of different journals. Why don't you talk about that?

AB: I've just worked on a lot of different projects. I think when you get involved in undergraduate research, you just end up all over the map because they might start out helping you on your research, but if they're really good and motivated, they might go do something new that they're interested in. So I've just done so much different stuff. It's been very intellectually stimulating, to be honest, but right now I'm working with several students. I've got several different data sets on something called consenting to unwanted sex. Why do people agree to have sex when they don't want to?

TS: Consenting?

AB: Consenting. They actually say yes. They never refuse. Their partner wants to have sex, and they just do it even though they don't really want to. I became interested in that actually on my post-doc because one of the projects I had worked with Maria Testa on was interviews with women who had experienced verbal sexual coercion. There was a fairly substantial percentage of those women, less than 10 percent, but I think it was around 7 or 8 percent of the women who never said no. I thought, well, you didn't want to do it, why didn't you just—you were being pressured, you were being coerced, but you didn't ever refuse, and I thought that was interesting what was going on there.

TS: What was going on?

AB: It turns out that almost everybody who's ever had sex has at some point consented to unwanted sex. It's astronomically high. Some of the research suggests like 90 percent of people have consented to unwanted sex for varying reasons, and there

are gender differences there as well. When you look at a college population the men are saying things like, "I didn't want her to think I was gay. If you refuse sex, they'll think I'm gay."

TS: Oh you're saying the men consented to unwanted sex.

AB: Men are consenting to unwanted sex, too, at really high rates. It's not manly to refuse sex, and sometimes they just don't want to, and they don't feel like they're able to say no because of traditional gender roles, I suppose. Women are often doing it more for relationship maintenance things, like they want to please their partner. I love him, so I do this for him, kind of thing. It's interesting. So I've got several teams of students working on various projects there. Then I've continued, although I've stopped recently looking at the attitudes toward rape victims. I've just shifted my direction, especially with the CETL fellowship. Now I'm doing more research on undergraduate research, so I work with a student to….

TS: That's your scholarship of teaching.

AB: Yes. I have some other stuff too, like research on learning that occurs in learning communities. I've also done some research on attitude change in particular classes. When I taught in a learning community….

TS: Oh, what do students learn from the class or how do they perceive things differently?

AB: How do their attitudes change? In social psychology one of the main principles is the power of the situation—that sometimes we behave not because of our personalities but because we find ourselves in particular situations and we're reacting to our situations. I became interested in looking at do students buy that? Are they going to be convinced by that at the end of the semester? I did a study looking at pre and post tests in social psych and, yes, by the end of the semester they are getting that idea, buying into it. So, I'm doing that research in addition to the now undergraduate research focus.

TS: The faculty and student perceptions of undergraduate research—what did you conclude? You had mentioned some faculty earlier on that had negative perceptions about the value of undergraduate research in your graduate school days.

AB: At Kennesaw I don't see that really. It's very popular. If anything, faculty are saying things like I wish I could do more of this, but I don't have time, and that's a function of they're not getting course credit for it. I think we as an institution need to move more toward a model of giving people credit for doing this.

TS: There should be some kind of policy for five directed studies that are intense.

AB: Yes, it takes a lot of time. It takes a lot of time to train the students, to get them to a point where they're ready to do things on their own. If they started when they were juniors, they're ready to graduate, and so you have to start over with a new crowd. It's just a very time intensive endeavor. I'm trying to do workshops. I did a couple last year to talk about ways of making it less time intensive. Maybe you need to work in groups. For example, a couple of people in my department do a group model where they have senior students who have been working with them for several years, and the senior students train the more junior members of the lab.

TS: Which is good teaching experience for them.

AB: Exactly. It's good experience for them. They're constantly working on different projects at different stages with teams of students as opposed to individuals. Teaching in classes like I did in the Maymester, if we can get that going that will help because that's teaching credit as a class. So trying different ways of making this less onerous on the faculty.

TS: What did you teach in the Maymester? What was the course?

AB: It was a special topics course called Research Experiences in Teams. I had collected data the previous semester on some big data sets. I had the students break out into teams and just analyze the data sets and write up for publication during the Maymester. They did, and they did a great job.

TS: I wonder sometimes if we don't really have an advantage that we don't have a lot of graduate programs right now, so we put all of our passion and interest into the undergraduates. Maybe if we had more graduate programs we'd do less undergraduate research.

AB: That's my worry or that the undergraduates would become mere data collectors, not doing anything—in chemistry they might just be washing beakers as opposed to actually doing experiments.

TS: Right. I notice you had a chapter in a book on what social psychology can teach us about the Holocaust. First of all, let me just ask you, what did you find out that social psychology can do? I remember Bruno Bettelheim years ago had all that stuff about the personality of the survivors in the concentration camps, and I know that was very controversial stuff, and probably didn't fit everybody under the sun that came out of those places, but is that kind of a jumping off point? Does anybody even pay any attention to Bruno Bettelheim anymore?

AB: Well, we came at it more from the power of the situation. That's historically where social psychologists come from. We look at what are situational kinds of constraints that can influence people to act in ways that might be contrary to their

personality. That's what that chapter was about—the power of being in a particular situation, having people tell you what to do. It's conformity too. Everybody else's doing these things.

TS: You're talking about the guards though.

AB: Right, not the survivors.

TS: So what you were talking about earlier in the interview. So you really weren't focusing on what it can tell us about the inmates.

AB: No, not us.

TS: I was just wondering since we have a group of faculty members that have been taking people on these Footsteps of Anne Frank during Maymesters with the Holocaust museum here.

AB: Catherine Lewis. Was Sabine involved in that last year?

TS: Yes, she's been involved, and I know Keisha Hoerrner's been involved in some of those tours of Holocaust sites. Of course, Catherine Lewis, and I think Hugh Hunt was involved.

AB: Yes, Hugh Hunt.

TS: Have you been involved in those at all?

AB: I haven't. It's on my list of things I want to get involved in, but I've got so much other stuff going on that I haven't gotten to it yet.

TS: You've done a ton of service too, I think. Certainly what you've done with CETL would fit in the realm of service as well as scholarship. Why don't you talk about service on campus here and to the profession, what you've done?

AB: In my department I've had several leadership roles. I was the coordinator of, we call it the sequence; that's Research Methods and Experimental Psych; those are the two stat/methods classes, so I coordinated that for a few years with Pam Marek. The two of us did it together. I've chaired several search committees. In fact, this year I'm on a search committee, and I said, "Please don't make me chair it. I'm burned out. It's so hard to chair search committees." I'm the coordinator of PFF. I've been doing that since the very beginning because we actually had the Preparing Future Faculty program here under Val; but then when she moved into administration, it fell by the wayside, and nobody took it up. So when I came, because I was a PFF person, I made the contact at the University of Georgia, and we started that back up again. That's been one of my favorite things to do. It's probably time for somebody else to start doing it, but I haven't been willing to

give it up yet. We have an undergraduate research conference in psychology called GURP, Georgia Undergraduate Research in Psychology, and that's grown immensely. I coordinated that for a little while, but I've always been involved with helping to put it together, and maybe that experience helped me get that position at CETL too. That's been really fun. It's called GURP, but it's really become very regional, like students from South Carolina, Alabama, and Florida come and present their research either in posters or oral presentations. It's usually in April some time. That's been good.

TS: You've been associate coordinator of Gender and Women's Studies.

AB: Oh yes, that's huge!

TS: How long have you been doing that?

AB: I think a little over a year now. I think I started last spring. Not this past spring, but the spring before that. Before that I was chair of the curriculum committee in Gender and Women's Studies, and we started thinking about a major—we have a minor now and no major or no master's program; that's all we have is a minor. So we're working right now on the paperwork, the volumes and volumes of paperwork that the Board of Regents requires to get a new program up and running. That's nearing completion. Ugena Whitlock and Stacy Keltner and I have been really instrumental in putting that all together, and we're getting there.

TS: You're going to have a major?

AB: We're going to have a major, I hope. There are certain factions on this campus who will fight us tooth and nail on that.

TS: Why?

AB: Because they're anti-feminist. They don't think Gender and Women's Studies is a real discipline.

TS: Really?

AB: Yes. So we have to be very careful in terms of how we—we just have to have that in our minds that we need to make a really strong case for this program, so we're working really, really hard on it.

TS: Do you think service is adequately rewarded on campus now or have we moved to a stage where it's all teaching and scholarship?

AB: We have a Distinguished Service Award, so we definitely laud it. I think it's changed a little bit, even in just the short time I've been here because I think before you could get tenure if you were a really good teacher and you had a lot of

service. I don't think you can now. At least in our college, I think you have to have publications. So for junior faculty I try to tell them, cut back on service a little bit. If you have to get publications to get tenure, focus on that.

TS: There was a time when you could choose between service and scholarship and that's gone by the boards some years back, I think.

AB: Yes. I do think unintentionally it's had the effect—there's only so much time in a day, and if you spend all of it on teaching and service and not on scholarship, you're not going to get tenure, but if you avoided service I think you could get tenure. You can't avoid it entirely. Everybody's got to be on committees and do their share, but certainly you could cut back enormously from what people in the past have done. That's sad because I know there are a lot of people, and there was a transition period right around the time I came in and maybe a little bit afterwards where you still could choose. I was told in my interview, you choose either research or service as your second area.

TS: Okay, so in 2003 you could still do that then?

AB: Yes. And even up until I think 2005 because I remember there are a few people who came in under a teaching and service model, and they were told, you have to switch because you aren't going to get tenure that way. That's sad.

TS: Do you think teaching is honored sufficiently on campus nowadays?

AB: I think so, I hope so. CETL is always giving out awards and putting on workshops. I know that that seems to be the primary thing. I feel like it is. I don't know if that's going to shift. It might shift to be more research oriented as we start getting graduate programs and that sort of thing.

TS: You said early on that you thought this might be your last job here at Kennesaw.

AB: Yes, I hope.

TS: What holds you at Kennesaw? What keeps you here?

AB: I like that I can go off and do a CETL fellowship for three years, and I can go off and be associate coordinator of Gender and Women Studies, and my department is 100 percent behind me in all of this. If I decided to go in a different direction and do some new thing there's support for that. I feel like there's a lot you can do on this campus. You're only constrained by how much time you are willing to give to these various things. I feel like there's a lot of support for being creative, doing what you love. I can teach the classes I want to teach. I'm not being forced to teach classes I don't want to. When I said I wanted out of learning communities, no one fought me on it. The research sequence, the Methods and the Experimental can burn you out, and I remember being burned out one

semester and asking my chair, "Can I just take a semester off?" "Yes." So I feel good about this place. I feel like we're pro-faculty and pro-student, and everybody is on the same page in terms of wanting it to be a really great place to work.

TS: I'm just about out of questions and just about out of tape as well. Anything we've left out that you'd like to have on the record?

AB: I can't think of anything. Like I said before, I'm really honored to have gotten this award. I love this project that you're doing, the oral histories. It's been fun spending the morning with you.

TS: It's been fun for me to. Thank you very much.

AB: Thank you.

INDEX

Apple, Kevin J., 2

Buddie, Amy M.
    Background, 1
    Mother, 1-2
    Decision to major in Psychology, 2
    Undergraduate education, 2
    Mentors, 2, 6-7
    Graduate school, 3-4
    Dissertation, 4-6
    Master's thesis, 7
    Post-doc at Research Institute on Addictions, 7-10
    Desire to teach rather than work full time as a researcher, 9-10, 17
    Teaching experience in graduate school, 10, 12, 18
    Coordinator of Preparing Future Faculty program at KSU, 10-11, 34-35
    Reasons for coming to KSU, 13-14
    Teaching Intro and Social Issues classes, 15-16
    Heavy first-year teaching load, 16-17
    Use of writing assignments, 16-17
    First impressions of KSU, 17
    Teaching non-traditional students, 18-19
    Teaching in learning communities, 19-20
    CETL Fellow for Advancing Undergraduate Research, 20-23, 35
    Maymester student research class, 24
    Philosophy of teaching 24-27
    Scholarship of teaching and learning, 25, 29, 32
    Violence against Women and Psychology of Gender classes, 27-28
    Distinguished Teaching Award, 28-30
    Scholarship with undergraduates, 30-34
    Workshops on undergraduate research, 32
    Service activities, 34-35
    Coordinator of Georgia Undergraduate Research in Psychology conference, 35
    Associate coordinator of Gender and Women's Studies, 35
    Reasons for staying at KSU, 36-37
Buffalo, New York, 7-8, 10

Carlson, Bruce, 2, 6
Casey, Rebecca S., 20
Cialdini, Robert B., 7

Devine, Patrick J., 13-15
Di Pietro, Michele, 22

Earlham College, Richmond, Indiana, 10, 18

Firment, Michael J., 15
Fuehrer, Ann, 6

Goldfine, Ruth Ann, 19

Harmon, W. Ken, 28-29
Harris, Arthur, 18-19
Hedeen, Timothy K., 14
Helms, Jeffrey L., 15
Hill, G. William (Bill) IV, 14, 18, 23, 28-29
Hoerrner, Keisha L., 19-20, 34
Holler, Emily K., 19
Hunt, Hugh C., Jr., 34

Jacquot, Colette, 21, 30
John Carroll University, University Heights, Ohio, 14

Keene, Thomas H., 23
Keltner, Stacy K., 35
Kennesaw State University
    Participation in Preparing Future Faculty program, 10-11
    Psychology department, 13-15, 25, 36
    Center for Excellence in Teaching & Learning (CETL), 10, 14, 17-18, 20-23, 32, 34-36
    Non-traditional students, 18-20
    Learning communities, 19
    Symposium of Student Scholars, 22-24
    Faculty attitudes toward undergraduate research, 32-33
    Relative importance of service, teaching, and scholarship, 35-36
Kinnick, Katherine N., 20
Koether, Marina C., 21

Lassiter, G. Daniel, 2-3
Lewis, Catherine M., 34
Lutz, Jason (Jay) C., 24

Marek, Pamela J., 34
Miami University, Oxford, Ohio, 3, 7, 10, 12, 18
Milgram, Stanley, 3
Miller, Arthur G., 3-4, 6-7

Noble, Linda M., 14, 18
Northern Kentucky University, Highland Heights, Kentucky, 10
North Olmsted, Ohio, 1

Ohio University, Athens, Ohio, 2, 16, 18, 20

Parks, Elizabeth (Beth) E., 15
Parks, Kathleen, 8
Pearcey, Sharon M., 15, 22
Piecuch, James R., 23
Preparing Future Faculty program, 10
Prochaska, Nancy A., 19

Research Institute on Addictions, Buffalo, NY, 8-10, 12-13

Sacks, Oliver, 6
Sanseviro, Michael, 20
Shore, Cecilia, 10, 12
Siegel, Betty L., 17-18
Smith, Randolph A., 14, 23
Smith, Sabine H., 30, 34

Testa, Maria, 8, 31

University of Buffalo, 7
University of Georgia, Athens, 10-11, 34
University of Texas, Arlington, 21

Voogt, P. Gerrit, 11

Welles, Orson, *War of the Worlds*, 18-19
Whitlock, R. Ugenda, 35
Whittlesey, Valerie D., 14, 21, 34
Wooten, Brian M., 19

Zhan, Ginny Q., 15
Ziegler, Christine B., 15