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Curriculum Vitae
Kandi Jo Turley-Ames, Ph. D.

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Professional Experience

2007 – present	Full Professor of Psychology, Department of Psychology, Idaho State University, Pocatello, Idaho
2006 – present	Affiliate Faculty Member, Informatics Research Institute, Idaho State University
2003 – present	Department Chair, Department of Psychology, Idaho State University, Pocatello, Idaho
2007 – 2008	Interim Assistant Dean, College of Arts and Sciences, Idaho State University, Pocatello, Idaho
2007 – 2007	Acting Graduate Dean, Idaho State University, Pocatello, Idaho (covered for summer vacations)
2002 – 2007	Associate Professor of Psychology Department of Psychology, Idaho State University, Pocatello, Idaho
1997 – 2002	Assistant Professor of Psychology Department of Psychology, Idaho State University, Pocatello, Idaho

Educational History

1996	Ph.D., Psychology with major emphasis in cognition and memory Washington State University, Pullman, Washington <u>Dissertation</u> : Individual Differences in Working Memory and Comprehension: A test of the Strategic Allocation Hypothesis
1993	M.S., General Experimental Psychology Idaho State University, Pocatello, Idaho <u>Thesis</u> : Subjective Predictions into the Future and the Past
1990	B.S., Psychology Idaho State University, Pocatello, Idaho High Honors

Professional Affiliations

Council of Graduate Departments of Psychology
Psychonomics Society
Women in Cognitive Science
American Psychological Science
Midwestern Psychological Association
Society for Personality and Social Psychology

Honors and Awards

Graduate:

1996	Summer Graduate Research Grant, Washington State University
1995	Graduate Student Travel Award, Washington State University
1995	Graduate and Professional Student Association Research Award, Washington State University
1993	Psychology Department Recognition Award, Idaho State University

Post-Graduate:

2007-2008	Nominee for the US Professors of the Year Award
2007	Selected to Represent the Council of Graduate Departments of Psychology at Education Leadership Conference sponsored by the American Psychological Association, Washington DC
2006-2007	Distinguished Teacher, Idaho State University
2006	Outstanding Experimental Faculty Member, Idaho State University
2006	Most Influential Professor-Masters, Idaho State University
2006	Most Influential Professor-Undergraduate Social Sciences, Idaho State University
2006	Humanities and Social Science Travel Grant, Idaho State University
2006	Humanities and Social Science Research Grant, Idaho State University
2005	Outstanding Experimental Faculty Member, Idaho State University
2005-2006	Master Teacher, Idaho State University
2004-2005	Nominee for Distinguished Teacher, Idaho State University
2002-2003	Nominee for Distinguished Teacher, Idaho State University
2001-2002	Master Teacher, Idaho State University
1999	Most Influential Professor, Idaho State University
1999	Humanities and Social Science Research Grant, Idaho State University
1999	University Research Grant, Idaho State University

Grant Activity

- Turley-Ames, K. J. (2008). "Strong Women and How They Did It." Mini-grant funded by the Cultural Affairs Council to bring in Emily Toth as a guest speaker for Women's History Month (\$500).
- Turley-Ames, K. J. (2007). Human Performance and Human Reliability Analysis. Funded by the Idaho National Laboratory in support of their NASA Performance, Safety, and Mission Success Tools Grant (\$23,789).
- Turley-Ames, K. J. (2007). National Science Foundation (NSF) EPSCoR Project for Undergraduate Research. Funded by the Office of Research, Idaho State University (\$4,369.52).
- Strickland, A., Turley-Ames, K. J., & Schou, C. (2006). Improving the Mathematics Performance of Hispanic Students: An Informatics Web-based Mathematics Instructional and Assessment System Capitalizing on Receptive Language Learning and Working Memory. Under review at National Science Foundation (NSF 06-535): Advanced Learning Technologies (ALT) (\$598,943). Unfunded.
- Lohse, E. S., & Turley-Ames, K. J. (2006). Knowledge Elicitation Study with the Texas Archeological Research Lab in Austin, TX. Funded by the Office of Research thru the Humanities/Social Sciences Travel Fund (\$1,700).
- Lohse, E. S., Turley-Ames, K. J., Sammon, D., Strickland, A., Frost, J., & Schou, C. (2006). Construction of a Projectile Point Classification For the Northwestern Plains Through a Knowledge Elicitation Protocol Utilizing a Computer-Based Anonymous Decision Tool. Funded by the Humanities/Social Sciences Research Committee (\$15,297).
- Turley-Ames, K. J. (2004-2005). Implementation and Expansion of Online Learning Tools for "Gateway" Courses in Psychology. Funded by the Gateway Technology Incentive Grant (\$37,400).
- Turley-Ames, K. J., & Toussaint, L. (2003-2004). Development on Online Instructional Materials for Introduction to Psychology. Funded by the Gateway Technology Incentive Grant (\$62,000).
- Turley-Ames, K. J., Adkinson, S.R., & Lai, J. C. (submitted May, 2002). Working Memory and Critical Literacy: Cognitive, Metacognitive, and Neural Dimensions of Reading Comprehension in College Students (\$340,934). U.S. Department of Education, Office of Educational Research and Improvement: Program of Research on Reading Comprehension. Unfunded.
- Turley-Ames, K. J., Adkinson, S. R., Lai, J. C. & Cellucci, A. (submitted April, 2002). Individual and Social Contexts for Learning: Cognitive, Metacognitive, and Neural Dimensions of Learning Strategies in College Students (\$315,589). U.S. Department of Education, Office of Educational Research and Improvement: Cognition and Student Learning (CASL) Research Grant Program. Unfunded.
- Turley-Ames, K. J. (1999). Individual Differences in Working Memory and Reading Strategies. Funded by the Humanities/Social Sciences Research Committee (\$7,558.80).
- Turley-Ames, K. J. (1999). Individual Differences in Working Memory and Reading Strategies. Funded by the University Research Committee (\$13,118.00).

Peer-Reviewed Publications

- Ricks, T., Turley-Ames, K. J., & Wiley, J. (2007). Effects of working memory capacity on mental set due to domain knowledge. *Memory and Cognition* 35, 1456-1462.
- Guajardo, N. R., & Turley-Ames, K. J. (2004). Preschoolers' generation of different types of counterfactual statements and theory of mind understanding. *Cognitive Development*, 19, 53-80.
- Turley-Ames, K. J., & Whitfield, M. M. (2003). Strategy training and working memory task performance. *Journal of Memory and Language*, 49, 446-468.
- Sanna, L. J., Meier, S., Parks, C. D., Kassin B. R., Lechter, J. L., Turley-Ames, K. J., & Miyake, T. M. (2003). A game within inches: Spontaneous use of counterfactuals by broadcasters. *Journal of Applied Social Psychology*, 33, 455-475.
- Sanna, L. J., & Turley-Ames, K. J. (2000). Counterfactual intensity. *European Journal of Social Psychology*, 30, 273-296.
- Sanna, L. J., Turley-Ames, K. J., & Meier, S. (1999). Mood, self-esteem, and simulated alternatives: Thought-provoking affective influences on counterfactual direction. *Journal of Personality and Social Psychology*, 76, 543-558.
- Sanna, L. J., Meier, S., & Turley-Ames, K. J. (1998). Mood, self-esteem, and counterfactuals: Externally attributed moods limit self-enhancement strategies. *Social Cognition*, 16, 267-286.
- Sanna, L. J., & Turley, K. J. (1996). Antecedents to spontaneous counterfactual thinking: Effects of expectancy violation and outcome valence. *Personality and Social Psychology Bulletin*, 22, 906-919.
- Sanna, L. J., Turley, K. J., & Mark, M. M. (1996). Expected evaluation, goals, and performance: Mood as input. *Personality and Social Psychology Bulletin*, 22, 285-303.
- Turley, K. J., Sanna, L. J., & Reiter, R. L. (1995). Counterfactual thinking and perceptions of rape. *Basic and Applied Social Psychology*, 17, 285-303.
- Budd, D., Whitney, P., & Turley, K. J. (1995). Individual differences in working memory strategies for reading expository text. *Memory and Cognition*, 23, 735-748.

Manuscripts Under Revision

- Guajardo, N. R., Parker, J., & Turley-Ames, K. J. Associations among false belief understanding, counterfactual reasoning, and executive function. *British Journal of Developmental Psychology*. (Revise and resubmit)
- Miyake, T. M., & Turley-Ames, K. J. Degree of intimacy and counterfactual focus: Assessment of the assignment of blame, guilt, and punishment.
- Turley-Ames, K. J., & Thompson, H. M. Preventing strategy use via distraction: Implications for WM theory and the assessment of individual differences in working memory.

Manuscripts in Preparation

Miyake, T. M., & Turley-Ames, K. J. Rape myth acceptance and group interaction: Whose counterfactuals change over time, and does it influence blame, guilt, and punishment?

Traughber, D. L., Turley-Ames, K. J., & Ricks, T. R. Inhibitory mechanisms associated with individual differences in working memory.

Manuscripts in Progress

Turley-Ames, K. J. Individual differences in working memory and reading strategies.

Turley-Ames, K. J. & Thompson, H. M. Strategies and time allocation: Individual differences in working memory and the operation span test.

Turley-Ames, K. J., & Miyake, T. M. Working memory and controlled processing of counterfactual statements.

Turley-Ames, K. J., & Traughber, D. L. Working memory, motivation, and strategy use.

Turley-Ames, K. J., & Thompson, H. M. Working memory, reading strategies, and metacognitive awareness.

Safford, S., Turley-Ames, K. J., & Thompson, H. M. Relation of working memory span and higher-order cognitive process to depression and anxiety symptomatology.

Studies in Progress

Becker, C., & Turley-Ames, K. J. The impact of working memory strategy training on assessment of higher cognitive function.

Dimmer, C. J., & Turley-Ames, K. J. Effects of stimulus presentation and strategy on working memory performance.

Drayton, S., & Turley-Ames, K. J. Working memory, inhibitory control, and the relationship between counterfactual thinking and theory of mind.

Traughber, D., & Turley-Ames, K. J. Activation and inhibition as fundamental mechanisms underlying individual differences in working memory.

Hambrick, D. Z., Turley-Ames, K. J., & Swenson, E. Domain general and domain specific variance in the assessment of complex span.

Professional Peer-Reviewed Presentations

- Lohse, E. S., Turley-Ames, K. J., Lohse, K., Schou, C., & Strickland, A. (2007, April). Archaeological Classification Explored: The Gault Site. Paper presented at the Annual Meeting of the Society for American Archeology.
- Thompson, H. M., & Turley-Ames, K. J. (2006, November). *Working Memory and Controlled Allocation of Time*. Paper to be presented at the 47th Annual Conference of the Psychonomics Society, Houston.
- Dimmer, C., & Turley-Ames, K. J. (2006, November). *Effects of Stimuli Presentation and Strategy on Working Memory Performance*. Paper to be presented at the 47th Annual Conference of the Psychonomics Society, Houston.
- Lohse, K. R., Thompson, H. M., & Turley-Ames, K. J. (2006, May). *Working Memory and Reading Comprehension: Assessing the Intersection Between Metacognition and Executive Function*. Paper presented at the 18th Annual Meeting of the American Psychological Science, New York.
- Ricks, T. R., & Turley-Ames, K. J. (2005, November). *Effects of Working Memory and Domain Knowledge in Overcoming Mental Sets in Creative Problem Solving*. Paper presented at the 46th Annual Conference of the Psychonomics Society, Toronto.
- Guajardo, N. R., Parker, J., Hallett, K., Wignall, J., Silvent, J., & Turley-Ames, K. J. (2005, October). *An Examination of Association Among Physical Counterfactuals, Social Counterfactuals, and Theory of Mind Performance*. Paper presented at the Biennia Meeting of the Cognitive Development Society, San Diego.
- Turley-Ames, K. J., & Thompson, H. M. (2004, November). *Assessment of working memory and strategy prevention*. Paper presented at the 45th Annual Conference of the Psychonomics Society, Minneapolis.
- Traughber, D. L., Ricks, T. R., & Turley-Ames, K. J. (2004, November). *Fundamental working memory processes predicting inhibitory errors*. Paper presented at the 45th Annual Conference of the Psychonomics Society, Minneapolis.
- Turley-Ames, K. J., & Thompson, H. M. (2003, November). *Working memory, metacognitive awareness, and reading comprehension*. Paper presented at the 44th Annual Conference of the Psychonomics Society, Vancouver, B.C.
- Turley-Ames, K. J., Thompson, H. M., & Traughber, D. L. (2003, May). *Working memory and motivation to use a strategy: Implications for controlled processing*. Paper presented at the 15th Annual Meeting of the American Psychological Society, Atlanta.
- Miyake, M. M., Turley-Ames, K. J., & Brooks, C. (2003, May). *Group interaction and rape myths' influence on counterfactual focus and social judgments*. Paper presented at the 15th Annual Meeting of the American Psychological Society, Atlanta.
- Traughber, D. L., & Turley-Ames, K. J. (2002, November). *Inhibitory mechanisms associated with individual differences in working memory*. Paper presented at the 43rd Annual Conference of the Psychonomics Society, Kansas City.

Professional Peer-Reviewed Presentations (cont.)

- Turley-Ames, K. J. (2001, November). *Working memory span and instruction set during reading comprehension*. Paper presented at the 42nd Annual Conference of the Psychonomics Society, Los Angeles.
- Miyake, T. M., & Turley-Ames, K. J. (2001, June). *Rape scenarios: Independent effects of degree of intimacy and counterfactual focus*. Paper presented at the 13th Annual Meeting of the American Psychological Society, Toronto.
- Traughber, D. L., & Turley-Ames, K. J. (2001, June). *Working memory and motivation: Implications for spontaneous semantic clustering*. Paper presented at the 13th Annual Meeting of the American Psychological Society, Toronto.
- Guajardo, N. R., & Turley-Ames, K. J. (2001, April). *Theory of mind and counterfactual thinking: Mutating the antecedent vs. the consequence*. Symposium presented at the Biennia Meeting for the Society in Research Child Development.
- Turley-Ames, K. J., & Whitfield, M. M. (2000, February). *Working memory and controlled processing of counterfactuals*. Paper presented at the 1st Annual Meeting of the Society for Personality and Social Psychology, Nashville.
- Arnold, N. G., & Turley-Ames, K. J. (2000, February). *The implications of positive mood and social desirability for adolescents and adult counterfactual thinking*. Paper presented at the 1st Annual Meeting of the Society for Personality and Social Psychology, Nashville.
- Miyake, T. M., & Turley-Ames, K. J. (2000, February). *Perceptions of Rape: Degrees of intimacy and counterfactual focus*. Paper presented at the 1st Annual Meeting of the Society for Personality and Social Psychology, Nashville.
- Read, D. W., & Turley-Ames, K. J. (2000, February). *Consideration of future consequences and counterfactual thinking*. Paper presented at the 1st Annual Meeting of the Society for Personality and Social Psychology, Nashville.
- Turley-Ames, K. J. (1999, November). *Distribution of working memory resources and strategy instruction*. Paper presented at the 40th Annual Conference of the Psychonomics Society, Los Angeles.
- Turley-Ames, K. J., & Read, D. (1999, June). *Self-esteem and counterfactual strategy: The implications of global versus specific counterfactual thinking*. Paper presented at the 11th Annual Convention of the American Psychological Society, Denver.
- Whitfield, M. M., Turley-Ames, K. J., & Miyake, T. M. (1999, June). *Individual differences in working memory and self-esteem: Implications for counterfactual thinking*. Invited paper presented at the 11th Annual Convention of the American Psychological Society, Denver.
- Turley-Ames, K. J., & Mitchell, G. (1999, April). *Individual differences in strategic allocation of working memory resources*. Invited symposium presented at the annual meeting of the Eastern Psychological Association.

Professional (Peer-Reviewed) Presentations (cont.)

- Guajardo, N. R., & Turley-Ames, K. J. (1999, April). *Social cognitive development: Theory of mind and counterfactual thinking*. Paper presented at the Biennial Meeting for the Society in Research Child Development.
- Turley-Ames, K. J., & Whitfield, M. M. (1998, November). *The benefits of strategy instruction and individual differences in working memory*. Paper presented at the 39th Annual Conference of the Psychonomics Society, Dallas.
- Turley-Ames, K. J. (1997, November). *Strategy use and the working memory span test*. Paper presented at the 38th Annual Conference of the Psychonomics Society, Philadelphia.
- Turley-Ames, K. J., & Sanna, L. J. (1997, May). *Mood, self-esteem, and counterfactual direction: Effects of correctly attributed mood*. Paper presented at the 69th annual meeting of the Midwestern Psychological Association, Chicago.
- Sanna, L. J., & Turley-Ames, K. J. (1997, May). *Mood and self-esteem as antecedents of counterfactual direction*. Paper presented at the 69th annual meeting of the Midwestern Psychological Association, Chicago.
- Sanna, L. J., Meier, S., & Turley-Ames, K. J. (1997, May). *Mood, self-esteem, and counterfactuals: Effects of cognitive load*. Paper presented at the 69th annual meeting of the Midwestern Psychological Association, Chicago.
- Sanna, L. J., & Turley, K. J. (1996, November). *Mood as input to counterfactual thinking*. Paper presented at the annual meeting of the Society for Judgement and Decision Making, Chicago.
- Turley, K. J., & Sanna, L. J. (1996, June). *Counterfactuals and just missing: Close but yet so far*. Paper presented at the eighth annual convention of American Psychological Society, San Francisco.
- Turley, K. J., & Sanna, L. J. (1996, June). *Counterfactuals and anticipated regret in a resource dilemma*. Paper presented at the eighth annual convention of American Psychological Society, San Francisco.
- Sanna, L. J., Parks, C. D., & Turley, K. J. (1995, November). *Counterfactual thinking and social dilemmas*. Paper presented at the annual meeting of the Society for Judgement and Decision Making, Los Angeles.
- Turley, K. J., & Sanna, L. J. (1995, June). *Counterfactuals and rape: Victim and perpetrator judgements*. Paper presented at the seventh annual convention of American Psychological Society, New York.
- Turley, K. J., & Sanna, L. J. (1995, June). *Counterfactual thinking: The effects of closeness and number of tries*. Paper presented at the seventh annual convention of American Psychological Society, New York.
- Sanna, L. J., Turley, K. J., & Mark, M. M. (1995, June). *Affect and goals as moderators of social loafing*. Paper presented at the seventh annual convention of American Psychological Society, New York.
- Sanna, L. J., Gunther, D. C., & Turley, K. J. (1995, June). *Expectancy violation and outcome valence as antecedents to spontaneous counterfactual thinking*. Paper presented at the seventh annual convention of American Psychological Society, New York.

Professional (Peer-Reviewed) Presentations (cont.)

Budd, D., Whitney, P., & Turley, K. J. (1994, November). *Individual differences in working memory strategies for reading expository text*. Paper presented at the 35th Annual Conference of the Psychonomics Society, St. Louis.

Other Professional Presentations

Turley-Ames, K. J. (2006). *Departmental Training Opportunities*. Invited presentation to Idaho State University chapter of Psi Chi National Honor Society.

Turley-Ames, K. J. (2005). *Working Memory and Optimization of Human Performance*. Invited presentation to the Human Factors Division at the Idaho National Laboratory, October.

Turley-Ames, K. J. (2005). *Don't Jeopardize Your Future: Career Choices for Psychology Majors*. Invited presentation to Idaho State University chapter of Psi Chi National Honor Society, April.

Turley-Ames, K. J. (2003). *Applied Cognition: Working Memory, Counterfactual Thinking, and Eyewitness Testimony*. Invited guest speaker to the Applied Techniques course at Idaho State University, April.

Turley-Ames, K. J. (2001). *Individual Differences in Working Memory and Counterfactual Thinking*. Invited presentation to Idaho State University chapter of Psi Chi National Honor Society, February.

Turley-Ames, K. J. (2000). *Preparing a Personal Statement for Graduate School*. Invited presentation to Idaho State University chapter of Psi Chi National Honor Society, November.

Turley-Ames, K. J. (2000). *Making the Most of the First Years at ISU*. Invited presentation to the New Faculty Orientation Meeting, August.

Other Professional Presentations

Turley-Ames, K. J. (2006). *The History of Localization of Function*. Invited guest lecture for History of Psychology course, February.

Turley-Ames, K. J. (2000). *Executive Function*. Invited guest lecture for Occupational Performance course, Pocatello, April.

Turley-Ames, K. J., & Mitchell, G. (1999). *Individual Differences in the Strategic Allocation of Working Memory Resources*. Invited symposium presented at the annual meeting of the Eastern Psychological Association, Rhode Island, April.

Turley-Ames (1997). *Individual Differences in Working Memory*. Invited presentation to Idaho State University chapter of Psi Chi National Honor Society, October.

Turley-Ames (1997). *Learning from a Cognitive Perspective*. Invited guest lecture for Learning course, Pocatello, August.

Other Professional-Related Activities

- 2006-present Ad hoc Reviewer for *Memory and Cognition*
- 2006-present Ad hoc Reviewer for *Quarterly Journal of Experimental Psychology*
- 2006-present Ad hoc Reviewer for *British Journal of Developmental Psychology*
- 2005-present Ad hoc Reviewer for *Child Development*
- 2005-present Ad hoc Reviewer for *Psychonomics Bulletin and Review*
- 2003-present Ad hoc Reviewer for *Journal of Memory and Language*
- 2003-present Ad hoc Reviewer for *Journal of Social Psychology*
- 2003-present Ad hoc Reviewer for *European Journal of Social Psychology*
- 1997-present Ad hoc Reviewer for *Basic and Applied Social Psychology*
- 2006 Interview on Schemas for the Post Register
- 2004 Ad hoc Reviewer for *Economic & Social Research Council-Grants Board* (Requested amount \$371,284)
- 2001 Provided Expert Testimony on Eyewitness Testimony, Pocatello
- 1998-2000 Research collaboration with the Idaho National Engineering and Environmental Laboratory (INEEL) Human Factors Division
- 1999 Graduate Student Recruitment Presentation at U of I / WSU for Psychology Department

Other Professional-Related Activities (cont.)

- 2006 Interview on Schemas for the Idaho Post Register (2006)
- 1999 Provided Expert Testimony on Object Perception, Idaho Falls
- 1997 Interview on Memory for Channel 3 News

Professional-Related Service

Community:

- Interview for special on Schemas for Post Register (2006)
- Supervised Placement of a Highland High School Student interested in Experimental Psychology as part of the Experienced Based Career Education Program (2005)
- Presentation to the Human Factors Division at the INL (2005)
- Program Assessment for Domestic Violence Group at Family Services Alliance (2004-current)
- Presenter for Take Our Daughters and Sons to Work Day at ISU (2003)
- Expert Witness in Idaho Falls on Visual Perception
- Expert Witness in Pocatello on Eyewitness Testimony
- Interview on Memory for Channel 3 News

College/University:

- Tenure and Promotion Workshop (2008)
- Tenure and Promotion Committee for Jennifer Holst in Communication Sciences and Education of the Deaf (2008)
- Assisted with Retention Recruitment Calls (2008)
- Participate in Business Plan Analysis for New ERP System (Advising Students and Workload Sessions) (2008)
- Presenter at New Freshman Registration for the College of Arts and Sciences (2008)
- Future Scholars Event (2008)
- Exoficio Member of the General Education Committee (2007-2008)**
- Advising Coordinators Committee (2007-2008)
- Early College Program Advisory Committee (2008)
- Interim Director, General Studies Program (2007-2008)
- Interim Director, Bachelors of University Studies (2007-2008)
- Interim Director, Arts and Sciences Scholarship Committee (2007-2008)
- Graduate School Medical Leave/Childbirth Subcommittee (2007-2008)
- Distinguished Teacher Selection Committee (2008)
- Steering Committee for Neuroscience Notice of Intent (2007)
- Dean of Arts and Sciences Search Committee (2007, 2007-2008)
- Invited Presenter at a Tenure and Promotion Workshop Sponsored by the NSF WeLead Grant (2006)
- Graduate Education Steering Committee (2006)
- Chaired the Selection of Presenters for Research/Creativity Event-Social Science Division (2006)
- Graduate Student Childbirth Sub-Committee of Department Chairs (2006)
- Participation in Honor Students Campus Visitation (2006)
- Organizational Committee for Honor Students Campus Visitation (2006)
- Honors Student Recruitment Sub-Committee (2006)
- Consultation on Assessments of Self-Esteem for College of Education (2006)
- Organizational Committee for Research Integrity Conference (2005)

Recruiting Meeting for Juniors from the Meridian Medical Arts Charter School (2005)
Recruiting Meetings with Potential Students for the Athletic Department (2005)
New Freshman Orientation and Advising in Idaho Falls (2005, 2006)
Selection Committee for Outstanding Alumni Award for Social Science (2004-2007)
Representative for the Graduate School to the Research Coordinating Council (2001)
Social Sciences Representative to Graduate Council (1999-2001)
Invited Guest Speaker for New Faculty Orientation (2000)
Invited Guest Lecture for MOT 622 Occupational Performance (2000)
Arts and Sciences Tenure and Promotion Advisory Committee (1999)

University: Graduate Faculty Representative

GFR for MBA student (2008)
GFR for Anthropology student (2007)
GFR for MBA student (2007)
GFR for Physical Therapy student (2006)
GFR for MBA student (2005)
GFR for Masters student in Deaf Education and Communication Sciences (2005)
GFR for Masters student in Deaf Education and Communication Sciences (2004)
GFR for Masters student in Occupational Therapy (2003)
GFR for Doctorate student in the Department of English and Philosophy (2003)
GFR for MBA student (2003)
GFR for Masters student in Education Department (2002)
GFR for Masters student in Human Resource Training and Development (2001)
GFR for Masters student in Education Department (2000)
GFR for the Education Specialist Program (1999)
GFR for Masters Student in Counseling Department (1998)

Department:

Participate in Phonathon (2008)
Dean of Arts and Sciences Search Committee (2007)
Qualifying Examination Committee (2007)
Invited Presenter at a Tenure and Promotion Workshop Sponsored by the NSF WeLead Grant (2006)
Chaired the Selection of Presenters for Research/Creativity Event-Social Science Division (2006)
Graduate Student Childbirth Sub-Committee of Department Chairs (2006)
Participation in Honor Students Campus Visitation (2006)
Organizational Committee for Honor Students Campus Visitation (2006)
Honors Student Recruitment Sub-Committee (2006)
Consultation on Assessments of Self-Esteem for College of Education (2006)
Invited Presentation for Psi Chi Induction Ceremony on Departmental Training Opportunities (2006)
As Chair, Lead the Department in the Development of a Notice of Intent (NOI) for a Ph.D. Program in Experimental Psychology (2006)
As Chair, Lead the Department in the Development of a Workload Policy (2004-2006)
As Chair, Lead the Department in the Successful Hire of 4 New Faculty Members (2005)
Invited Presentation for the Psychology Club and Psi Chi on Careers in Psychology (2005)
Department Training in WebCT and Online Supplement for Introduction to Psychology Course (2005)
As Chair, Lead the Department in the Successful Hire of 4 New Faculty Members (2004)
Organized External Review of the Undergraduate and General Experimental Masters Program (2004)
Attend/Participate in the Annual Meeting of the Council of Graduate Departments of Psychology (COGDOP) (2004, 2005)
Developed First On-line Psychology 101 Introduction to Psychology Course at the Request of the Dean (2003)
Guest Speaker for Applied Techniques Course (2003)
Subcommittee to Examine Learning Outcomes for General Education Goal 12 (2003)
Chair, Graduate History and Systems Course Description Committee (2002)
Introductory Psychology Textbook Selection Committee (2002)
Psi Chi Research Presentation (2002)
Subcommittee on Graduate Research Assistant Responsibilities (2001)
Accreditation CoA Report, Sections B & F, Subcommittee (2001)
New Clinical Faculty Advertisement Committee (2001)
Co-Director of the Psychology Departments Research Forum (2001, 2002)

Psychology Department Grievance Committee (2000-2002)
 Qualifying Exam Committee (1997, 1998, 2000, 2004, 2006)
 Undergraduate Outcome Assessment Committee (2000)
 General Experimental Masters Program Outcome Assessment Committee (2000)
 Crystal Dehle's Tenure and Promotion Committee (2000)
 Peter Vik's Tenure Committee (2000)
 Linda Hatzenbuehler's Promotion Committee (2000)
 Co-Director of the Psychology Departments Outcome Assessment Program (1999-2003)
 Director of the Psychology Departments Outcome Assessment Program (1997-1999)
 Graduate Student Recruitment Presentation at UI/WUS (1999)
 Qualifying Exam Procedures Committee (1998)
 Undergraduate Curriculum Committee (1998)
 Undergraduate Honors Committee (1998)
 Graduate Student Work Committee (1997)
 Graduate Student Research Development Committee (1997)
 New Experimental Faculty Advertisement Committee (1997)

Department: Doctoral and Master's Research Committees

Cindy Dimmer	Dissertation Committee, Chair
Todd Overman	Dissertation Committee, Chair
Daniel Traughber	Dissertation Committee, Chair
Allison Joe	Dissertation Committee, Co-chair
Karli Ghering	Dissertation Committee, Member
Greg Synder	Dissertation Committee, Member
April Fritch	Dissertation Committee, Member
Carol Brooks	Dissertation Committee, Member
Karen Mansfield-Blair	Dissertation Committee, Member
Diana Menchaca	Dissertation Committee, Member
Tina Gremore	Dissertation Committee, Member
Brandon Foster	Dissertation Committee, Member
Cheri Atkins	Dissertation Committee, Member
Jennifer Mayer	Dissertation Committee, Member
John Lander	Dissertation Committee, Member
Teri Ross	Dissertation Committee, Member
Heather Nash	Dissertation Committee, Member
Todd Overman	Third-Year Paper Committee, Chair
John Lander	Third Year Paper Committee, Member
Teri Ross	Third Year Paper Committee, Member
Heather Nash	Third Year Paper Committee, Member

Jeremy Clark	Thesis Committee, Chair
Tessa Anderson	Thesis Committee, Chair
Colleen Becker	Thesis Committee, Chair
Cindy Dimmer	Thesis Committee, Chair
Heather Thompson	Thesis Committee, Chair
Stefane Drayton	Thesis Committee, Chair
Travis Ricks	Thesis Committee, Chair
Ginger Mitchell	Thesis Committee, Chair
Nancy Arnold	Thesis Committee, Chair
Tina Miyake	Thesis Committee, Chair
Daniel Traughber	Thesis Committee, Chair

Michelle Whitfield	Thesis Committee, Chair
Carol Brooks	Thesis Committee, Co-chair
Lyn Gibson	Thesis Committee, Member
Rachel Cutler	Thesis Committee, Member
Allison Clark	Thesis Committee, Member

Teaching Philosophy

I view my teaching philosophy as a work in progress. The way I teach is a product of my background in human learning, my experiences as both a student and a teacher, feedback from students and colleagues, and the advice of many great teachers who have influenced my life in a variety of ways. It is my expectation that my teaching philosophy will continue to evolve for the betterment of students. I refuse to accept mediocrity, as both a teacher and professional; therefore, I continuously look for ways to improve my teaching skills and enhance student learning.

Teaching Goals and Teaching Techniques

As a teacher, I train, above all else, critical thinking (e.g., problem solving) and communication skills. If students learn these skills, they can approach any topic with a discerning eye and communicate with others their perspective. It is my belief that students will demonstrate a greater appreciation for the perspectives of others and develop innovative and integrative perspectives of their own, regardless of the topic. Unfortunately, too often students are resistant to learning how to think for themselves. In many educational settings, students are encouraged and rewarded for regurgitating information provided by the instructor. Because teachers are often seen as an authority on a given topic, students take what is said at face value with little or no thought. Therefore, getting students to think for themselves can be a challenge. I want students to learn the content and, more importantly, use what they have learned. I know from the cognitive literature that memory is enhanced as function of active processing. Rote rehearsal provides limited memory traces that are less integrated. After learning the content, I believe that students should be encouraged to apply their knowledge and create connections with other information they have learned. For that reason, in each and every class, there is some sort of interactive learning opportunity. This could be an in-class demonstration (e.g., reproduce the serial position curve), generation of relevant examples (e.g., flashbulb memories for 9/11, how children learn to distinguish between a cow and dog for organization of concepts), an example from a video clip/cartoon/other popular media, discussion of critical primary source readings (e.g., paper on strategy training and ADHD), or debate over critical issues that effect everyone's life (e.g., assisted suicide for moral development). The literature teaches us that retention of information is more likely when people can apply the concepts they are learning to their own life or situation. In psychology, the application is what makes the abstract theories we discuss concrete and real to the student. I believe that it is under these conditions that students are more willing to accept the challenge of thinking for themselves.

I use what I know from the cognitive psychological literature to design my courses and enhance student learning. I often discuss with the class my pedagogical decisions (e.g., what materials to make available on WebCT) based upon what we know about memory and learning. This is a great opportunity for me to show students how and why I teach the way I do, and I invite discussion about whether or not they believe these techniques are effective.

Finally, my examinations encourage the development of critical thinking and communications skills. For most of my upper division courses, students are asked to answer, in addition to multiple choice and short answer questions, a challenging integrative essay question that requires them to think about the material covered in class differently and use information from the class to defend their perspective or response to a question. The best compliment I have received as a teacher was when after completing one of my exams, a student said to me, "I learned a great deal as a function of taking this test" (rather than preparing for the test). I view exams as both a learning experience and an opportunity to demonstrate what students have learned. Also, I believe that students need constructive feedback in order to develop these critical skills. I provide student with extensive feedback on different components of the course (e.g., presentations, class participation, examinations) throughout the semester in order to foster the development of these skills.

The Need for Passion, Challenges, and Support

Over the years, I have come to believe that teaching should be a challenge for both the instructor and the student. As a teacher, I am challenged to present material in a clear and organized manner, to deliver information in different ways and from different perspectives, to demonstrate how the material applies in the “real world,” and, most importantly, to share my enthusiasm and passion for the topic. Although many students are drawn to the study of psychology, very few report an “innate” interest in the topics I teach (e.g., History of Psychology, Cognitive Psychology, and Sensation and Perception). I have found that sharing my passion for the material is as important as sharing my knowledge of the area. As can be seen in sporting events, enthusiasm is contagious. The more excited the teacher is about the material, the more others will get excited about it. If you enjoy something, you are more likely to spend time doing it. With more exposure to the material, one is better able to assess its value and, as a consequence, walk away with skills that will continue to benefit the individual.

As a student, my greatest growth came from facing difficult challenges. I believe that students benefit tremendously by being challenged in the classroom. But, it is unreasonable to assume that they will meet such challenges without a model and continual support. It is certainly easier to learn something new if you have a model to work from. Each day, I work hard to practice what I preach. In the classroom, I demonstrate the utility of critical thinking and problem solving. I share vivid, and often personal, examples in class. I think one of my favorite sayings is, “Today, I will embarrass myself for the sake of your learning.” It is my hope that such examples will encourage students to use the information from class and see that its use can be both valuable and fun at the same time.

In terms of support, students need to know that they are heard. They need to know that as an instructor you are fair, compassionate, and committed to helping them achieve *their* educational goals. A good teacher, in my opinion, sincerely cares about and for his/her students. Each student is unique. If you can embrace his/her uniqueness, you have a great chance of having a positive impact on his/her life. If students believe the playing field is level, then they will be willing to take risks, risks that will facilitate the learning process.

I have learned a great deal as a function of teaching others. I appreciate the students and colleagues who have provided honest and insightful feedback that continues to shape me as a teacher and mentor. As a consequence, I am better able to give back to the discipline and its students in a meaningful way.

Research Agenda

In general, my research has focused on how individual differences and strategic allocation of cognitive resources influence executive function, namely learning, memory, and information processing. To this end, I have conducted research and collaborated with students and colleagues on numerous projects that explore the relationship between measures of working memory, strategy use, and higher cognitive function. From this line of research, we know that both quantitative (i.e., working memory capacity) and qualitative differences (e.g., strategic allocation of working memory resources) in processing influence immediate memory performance. This line of research has practical implications for both the assessment and enhancement of working memory performance. It also has important theoretical implications for how cognitive scientists conceptual working memory, and how working memory might interact with other cognitive processes.

As result, my lab team has been studying how individual differences in working memory interact with long-term memory (i.e., expertise) and metacognitive awareness. For instance, we have examined how domain knowledge and working memory influence problem solving. Using the Wiley (1998)

methodology, we found that participants who score high on measures of working memory were more likely to experience fixation, possibly due to their sensitivity to context and their ability to inhibit perceived irrelevant information. In our research, this finding was more robust than the fixation effect observed for those high in domain knowledge. In addition, we have studied the relationship between behavioral and self-report indicators of metacognitive awareness, individual differences in working memory, and text comprehension. Both behavioral and self-report indicators suggest that individuals who score high on assessments of working memory have greater metacognitive awareness and are better calibrated when reading for comprehension.

Given the obvious practical implications of my programmatic research agenda, I have initiated interdisciplinary, translational research that will utilize the findings from my laboratory (and others) and address what I perceive as a serious gap in basic and applied cognitive research. Thus, I am now collaborating with faculty from other units, including education, anthropology, information systems, and the informatics research institute. These collaborations have led to numerous new research opportunities, including a NSF research proposal to examine how an informatics web-based mathematics instructional and assessment system impacts student learning and executive control. More specifically, if funded we will assess the efficacy of receptive language learning intervention that targets Hispanic students and determine the extent to which improvements are related to enhancement of working memory management strategies and the allocation of available working memory resources. As a compliment to this research, we are in the process of preparing another grant that will assess how teachers' understanding of receptive language learning and/or working memory processes contributes to the gains observed by students participating in this educational intervention. Our hope is that by demonstrating the role of working memory, and executive processes in particular, and educating teachers about these issues will further enhance student learning. I believe that what we have learned in the laboratory regarding working memory has tremendous potential in enhancing human performance and reducing errors across domains.

In the same vein, I have been collaborating with other colleagues on another interdisciplinary effort. Dr. Lohse and I have received internal funding to conduct a knowledge elicitation study of archeological experts. We are using multiple methods (e.g., knowledge elicitation interviews, multi-dimensional scaling, group knowledge elicitation) to assess individual differences in domain knowledge and immediate memory. As a result of this research endeavor, we will have a more complete understanding of expert classification, and use the data to improve an existing artificial intelligence system for making difficult or ambiguous archeological decisions.

In conclusion, my programmatic research is both basic and applied. I strive to make meaningful contributions to the literature regarding the nature of working memory and executive function, and to facilitate the access and utilization of research in this area by collaborating with other professionals in a manner I believe will enhance human performance across domains.

Professionally Related Service

As indicated above, I have invested much of my professional life to the enhancement of training offered to students by the Department of Psychology at Idaho State University. As Chair of the Department of Psychology, much of each day is spent serving the department, college, community, and profession in one way or another. As a teacher passionate about my discipline, a mentor vested in students accomplishing their stated goals, and departmental leader who has contributed both as a faculty member and over the last few years as Chair of the department, I work everyday to ensure that our department is providing students with high quality training and professional relevant experiences. For this reason, I am frequently asked to chair and serve as committee member on numerous theses and dissertations for students in our department and in other departments. I am happy to serve the department and university in this capacity.

I have also served the department by chairing numerous committees, serving as the Director or Co-director of different departmental activities (e.g., outcome assessment), participating on regular departmental committees (e.g., grievance committee), serving on special departmental committees (e.g., tenure and promotion committees, honors committee), assisting with graduate recruitment efforts, and serving on critical policy making committees. I also advise all new psychology majors. I meet with each student, outline the course work to be completed by each student, and assign a permanent advisor based upon student interest and faculty availability. At any one time, it is not unusual for me to be identified as the major advisor for 200-300 psychology majors. I have also represented the department on several university committees over the years, including the Graduate Council and the Dean's Tenure and Promotion Committee. These contributions have been overshadowed of late by my chairmanship. For a brief summary of my efforts as Chair, please refer to the next section that describes my administrative agenda.

Again, most of my recent University service has been related to my responsibilities as department chair. As one of the chairs for the Social Sciences Division of our college and in addition to my regular administrative responsibilities, I have served on and/or chaired subcommittees made up of department chair (e.g., Outstanding Alumni Selection Committee, Selection of the Presenters for the Research/Creativity event, Graduate Student Childbirth Policy Subcommittee), assisted with the recruitment and retention of students (e.g., honors students, athletic department, new freshman orientation), and served on the organizational committee for the Research Integrity Conference held at ISU in 2005. I have also served on several University/College committees (e.g., Graduate Council, Research Coordinating Council) and as a Graduate Faculty Representative several times. I have also provided presentations to different organization and units on campus, including New Faculty Orientation.

Much of my department and university service provides me with opportunities to aid the community (e.g., New Freshman Orientation in Idaho Falls). I have provided several interviews for different media outlets and been retained as an expert witness for cases involving eyewitness testimony and visual perception. I have supervised students from the high school involved in the Experienced Based Career Education Program and participated in other educational programs. Importantly, I have worked collaborative with colleagues at both the INL and Family Services Alliance. These efforts will likely lead to enhanced programming and research activities at both agencies.

Finally, I highly value my service to the discipline. I have been actively involved in the promotion of quality research as an ad hoc reviewer for nine different journals related to my areas of expertise and for external granting agencies. I have reviewed grants for funding agencies, and I am actively involved in my profession organizations, including American Psychological Sciences, Psychonomics Society, and Women in Cognitive Science, to name a few. All aspects of my service allow me to contribute in a meaningful way to the functions of the department, college/university, community, and my discipline.

Administrative Agenda

In addition to the regular responsibilities as a Chair (e.g., course scheduling, department budget, faculty hiring, faculty evaluations), my administrative agenda has been to provide an environment in which faculty and students can make meaningful contributions to the science through their research, and provide high quality training and opportunities for professional development/involvement. To this avail in the three years that I have served as Department Chair, the department has made great strides. For example, the clinical Ph.D. program was re-accredited for the maximum period; the external review of the undergraduate and master's program was successfully completed; the ISU Psychology Clinic was moved from lower campus to the floor above the department (helping faculty and students use time more effectively and provide more direct clinical supervision); the start-up packages for new faculty (including starting salaries and start-up research funds) have improved; we have successfully hired five new faculty members (the department has 12 FTE faculty lines); we have successfully negotiated a workload policy with the Dean in which faculty members receive credit for forms of instruction that were previously overlooked by upper administration; we have identified and eliminated expenses that have been reallocated to meet other department needs; we established a student computer lab within the department; we adopted the SONA participant management system; we established a more equitable pay schedule for adjunct faculty supervising practicum; we converted the Director of Clinical Training (DCT) program from a 12 month to a 10 month contract; and we have developed an advising system for undergraduates. Recently, we have developed a Notice of Intent for a Ph.D. program in Experimental Psychology that has now been approved by the faculty, the Dean, and Graduate Council.

My most immediate goals are to see the NOI to resolution (and hopefully implementation), establish a formal position analogous to that of the DCT for the Experimental Psychology Program, and hire two new faculty members (one due to retirement and another to replace a faculty member who took a position at another institution) with programs of research that compliment existing faculty and the role and mission of the institution, and whose research is fundable. It becomes more apparent each day that we must provide faculty with the resources necessary to compete for external research funding, especially with the decline in state funds. The retention of our new, young faculty is of the utmost importance in order to provide for the stability the department and students' need. If we fail to retain our faculty members, it will be difficult for the department to prosper and grow in importance ways. Also, we need to increase our number of Graduate Teaching Assistants and convert one of our existing Clinical Graduate Teaching Assistants from a 9 month position to a 12 month position. Our Materials and Supplies budget needs to be augmented to better reflect the current costs of instruction. In the next few years, we will need to identify a suitable replacement for the DCT who hopes to retire, continue to extend programming to our satellite campuses, work to improve student retention, and seek financial support from our successful alumni. Given what we have accomplished in the last few years, I don't believe these goals are insurmountable, but they will require all members of the department to embrace the vision and work cooperatively. The recent change in central administration should help our department and university reach these goals and put ISU in its rightful place on the map.