

LAURA MADSON

Department of Psychology
New Mexico State University
Box 30001/MSC 3452
Las Cruces, NM 88003-8001
Telephone: 505.646.6207
FAX: 505.646.6212
E-mail: lmadson@nmsu.edu

EDUCATION

Ph.D., Social Psychology (August, 1996), Iowa State University
M.S., Social Psychology (1993), Iowa State University
B.A., Psychology and English (1991), Luther College, Summa cum laude

TEACHING

Associate Professor, New Mexico State University
August 2005 - present

Assistant Professor, New Mexico State University
August 2001 – present.

College Assistant Professor, New Mexico State University
August 1996 – July 2001.

TEACHING AWARDS

NMSU Teaching Academy Innovation Award, 2007

This award goes to an NMSU educator who has made an innovation in teaching that has positively impacted student learning.

Donald C. Roush Award for Teaching Excellence, 2006

Annual Roush awards are based on information from students, department heads, deans and branch campus directors.

NMSU Greek Community Professor of the Year, 2003

This award, given to one NMSU professor annually, recognizes excellence in the field of academic instruction.

Patricia Christmore Faculty Teaching Award, 2002

This award, given to two NMSU faculty each year, recognizes and rewards superior junior faculty members for excellence in teaching.

TEACHING

Overall Instructor Rating Across Courses:

Mean = 3.58; Median = 4.00; Mode = 4.00; Std Dev = .76

N=5095 instructor evaluations through Fall '10 on a four-point "grading" scale (4=A, 3=B, etc.)

Courses taught post-tenure

Introduction to Psychology (PSY 201G; N=7565 students taught since Aug 1996). Team-based learning course in which students work in permanent teams on in-class activities that require students to apply their knowledge to complex problems. The course is structured around two puzzles regarding human thought and behavior: 1) why do some people engage in anti-social or maladaptive behavior; and 2) why do some people resist engaging in pro-social or adaptive behavior? Topics include research methods, learning, human development, financial literacy, psychological disorders, psychoactive drugs, and attitudes.

Mean instructor rating = 3.57; Median = 4.00; Mode = 4.00; Std Dev = .76 (N = 4556)

Teaching of Psychology (PSY 570). Graduate-level course focused on best practices in undergraduate education. Topics include backwards course design, assessment, active learning techniques, articulating daily course objectives, and practice teaching. The course culminates in a completed course design and syllabus for an Introduction to Psychology course.

Mean instructor rating = 4.00; Median = 4.00; Mode = 4.00; Std Dev = 0.0 (N = 10; N=8 student enrolled in Spr'11)

Courses taught pre-tenure

Sexual Behavior (PSY 324). Team-based learning course. Topics include research methods, sexual orientation, sexual behavior, male and female sexual anatomy, communication, love and atypical sexual behavior. Class activities include two student-led poster presentations (i.e., sexually transmitted infections and contraceptive methods), challenge activities that require students to make and defend an evaluative decision (e.g., Prostitution does or does not pose the greatest threat to worldwide public health), and completion of nine short papers evaluating research methodology used in studies of sexuality.

Mean instructor rating= 3.71; Median = 4.00; Mode = 4.00; Std Dev = .66 (N = 449)

Psychology of Women (PSY 359). Team-based learning course. Topics include women's development across the lifespan, women and work, women's physical and mental health, sexuality and relationships, the victimization of women, gender stereotypes, and biological, social, and cultural influences on women's behavior. Writing assignments and in-class discussions require students to integrate and critically examine the arguments made in a series of supplemental readings.

Mean instructor rating = 3.66; Median = 4.00; Mode = 4.00; Std Dev = .72 (N = 194)

Testing and Measurement (PSY 460). Topics include reliability, validity, and data analysis, as well as existing instruments used in ability testing, personality assessment, and personnel selection (e.g., MMPI, WAIS-R). Students construct and analyze the psychometric properties of an original measure of the psychological construct of their choice.

Mean instructor rating= 4.00; Median = 4.00; Mode = 4.00; (N = 14)

TEACHING, cont'd

Psychology of Sexual Orientation (PSY 370). Course is team-taught with a graduate student. Topics include historical views of sexual orientation, differences between individuals with different orientations, progression and change in orientation throughout the lifespan, social/legal policies regarding sexual orientation, media portrayal of sexual orientation, stereotypes and discrimination, and family and community life.

Mean instructor rating= 3.69; Median = 4.00; Mode = 4.00 (N = 42)

Experimental Methods (PSY 310). Topics include research design, data analysis, and writing research reports in APA format. Students required to design, conduct, write, and present an original research project. Weekly labs illustrate major topics in research design and analysis, enabling students to complete their original projects. Weekly short-answer quizzes assess students' understanding of class material and ability to apply important concepts to new situations.

Mean instructor rating = 3.80; Median = 4.00; Mode = 4.00 (N = 79)

RESEARCH

Invited Presentations, Papers, and Reviews

Simon, D. A., & Madson, L. (March, 2007) Teaching psychology using team-based learning. Invited column for E-xcellence in Teaching posted to PsychTeacher electronic mailing list, archived at <http://teachpsych.lemoyne.edu/teachpsych/eit/index.html>.

Madson, L., & Simon, D. A. (2007, January). *Using team-based learning to teach psychology*. Paper presented at the meeting of the National Institute for the Teaching of Psychology, St. Petersburg, FL.

Madson, L. (in press). Striving for Greatness. Review of *Is There Anything Good About Men? How Cultures Flourish By Exploiting Men*. Invited book review for *Psychology of Women Quarterly*, A Kahn, Ed.

Books

Madson, L. (in press). *Psychology for Everyday Life (2nd Ed)*. Kendall Hunt: Dubuque, IA.

The 2nd edition is a major revision of the 1st edition. I created the book for use in my team-based learning Introduction to Psychology courses. To my knowledge, it is the only published textbook designed specifically for a team-based learning class. The book alternates between reading assignments (four of which are original and sixteen of which are borrowed from other sources) and 30 original in-class activities. All royalties go to the NMSU Psychology Department and will be used to enhance student learning.

Papers

- Hughes, J. S., Gourley, M. K., and Madson, L. & LeBlanc, K. (2011) Stress and coping activity: Reframing negative thoughts. *Teaching of Psychology, 38*, 36-39.
- Elliot, L, Rice, S., Trafimow, D., Madson, L., & Hipshur, M. (2010). Students' perceptions of their learning due to summarizing articles, attending class, and participating in research. *Teaching of Psychology, 37*, 129-131
- Gray, T. & Madson, L. (2007). Ten easy ways to engage students. *College Teaching, 55*, 83-87.
- Madson, L., and Shoda, J. (2006). Alternating between masculine and feminine pronouns: Does essay topic affect readers' perceptions? *Sex Roles, 54*, 275-285.
- Rehbein, R. R., Garcia-Vazquez, E., & Madson, L. (2006). The relation between self-esteem and sexual functioning in collegiate females. *Journal of Social Psychology, 146*, 250-252.
- Trafimow, D., Madson, L., and Grizdowski, I. (2006). Introductory psychology students' perceptions of alternatives to research participation. *Teaching of Psychology, 33*, 247-249.
- Madson, L. (Winter, 2005). Demonstrating the importance of question wording on surveys. *Teaching of Psychology, 32*, 40-43.
- Trafimow, D., Armendariz, M. L., and Madson, L. (2004) A test of whether attributions provide for self-enhancement or self-defense. *Journal of Social Psychology, 144*, 453-463.
- Madson, L., and Vas, C. J. (2003). Risk factors for suicide: A classroom activity. *Teaching of Psychology, 30*, 123-126.
- Trafimow, D., and Madson, L. (2003). The importance of traits, group memberships, and relationships. *Social Science Journal, 40*, 447-457.
- Madson, L. and Shoda, J. R. (2002). Identifying sexual harassment: A classroom activity. *Teaching of Psychology, 29*, 304-307.
- Madson, L. (2001). A classroom activity exploring the complexity of sexual orientation. *Teaching of Psychology, 28*, 32-35.
- Madson, L., and Hessling, R. M. (2001). Readers' perceptions of four alternatives to generic pronouns. *Journal of Social Psychology, 141*, 156-158.
- Madson, L., and Trafimow, D. (2001). Gender comparisons in the private, collective, and allocentric selves. *Journal of Social Psychology, 141*, 551-559.

RESEARCH, cont'd

Madson, L. (2000). Inferences regarding the personality traits and sexual orientation of physically androgynous targets. *Psychology of Women Quarterly*, 24, 148-160. [Reprinted in Hesse-Biber, S. N., & Yaiser, M. L. (Eds.). (2004). *Feminist Perspectives on Social Research*. Oxford, UK: Oxford University Press.]

Madson, L., and Hessling, R. M. (1999). Does alternating between masculine and feminine pronouns eliminate perceived gender bias in text? *Sex Roles*, 41, 559-575.

Cross, S. E., and Madson, L. (1997). Models of the self: Self-construal theory and gender. *Psychological Bulletin*, 122, 5-37.

Cross, S. E., and Madson, L. (1997). Elaboration of models of the self: Reply to Baumeister and Sommer (1997) and Martin and Ruble (1997). *Psychological Bulletin*, 122, 51-55.

Conference presentations and posters

Hackett, H. R., and Madson, L. (2010, April). *Relationship satisfaction and independent versus cooperative activities*. Poster presented at the annual conference of the Society for Personality and Social Psychology, Albuquerque, NM.

Madson, K., & Chanover, N. (2009, April). *Teach using team-based learning*. Paper presented at the 2009 International Conference on college Teaching and Learning, Jacksonville, FL.

Madson, L., & Simon, D. (2005, October). *Team-based learning in introductory and cognitive psychology courses*. Workshop presented at the Mountain States Conference on the Teaching of Psychology, Albuquerque, NM.

Madson, L., Brown, C., & Mann, A. (2004, September). *Using team-based learning: Lessons from the trenches*. Paper presented at the New Mexico Association of Community Colleges Western States Consortium for Faculty Development 2004 Faculty Development Conference, Dona Ana Branch Community College, Las Cruces, NM.

Madson, L. (2004, March). *Student-designed posters: A fun way to learn about broad topics*. Paper presented at the Sun Conference on Teaching and Learning: Cooperative, Collaborative, and Team-Based Learning, University of Texas-El Paso, El Paso, TX.

Madson, L., and Gray, T. (2003, January). *Peer coaching at New Mexico State University*. Paper presented at the Science, Engineering, & Technology Education Conference "Elevating Recognition for Education Research in Science, Engineering, Technology, and Mathematics", New Mexico State University, Las Cruces, NM.

Duran, A., & Madson, L. (2000, June). *Teaching the psychology of sexual orientation*. Poster session presented at the annual meeting of the American Psychological Society Institute on the Teaching of Psychology, Miami, FL.

RESEARCH, cont'd

Madson, L. (1997, May). *Perceived personality and sexual orientation of physically androgynous people*. Paper presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

Madson, L. (1995, May). *Effects of physical androgyny on ratings of attractiveness*. Poster session presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

Work in Progress

Gray, T., Birch, J., and Madson, L. *Why – and how – teaching centers should work with faculty as writers*. Chapter proposal accepted for publication in *Working with Faculty Writers* (M. Eodice and A. Geller, Eds). Chapter in preparation.

Gray, T., Birch, J., and Madson, L. *Publish and Flourish: Relation between daily writing and scholarly productivity*. Manuscript in preparation.

Hwang, H., and Madson, L. *Does team-based learning prime the interdependent self?* IRB in preparation; data collection begins 8/11.

Jonason, P. K., Li, N. P., and Madson, L. *It is not all about the Benjamins: Understanding preferences for mates with resources*. Manuscript in preparation.

Madson, L., Hughes, J., Gourley, M. K., and Hackett, H. *Team-based learning in Introduction to Psychology*. Conference symposium proposal in preparation.

Madson, L., and O'Hearn, A. *Does greater salience of feminine pronouns explain why readers perceive text that alternates between masculine and feminine pronouns to be gender-biased?* Manuscript in preparation.

Madson, L. K., Klug, B. J. E., Goldman, T., and Madson, L. *Effectiveness of mindfulness-based parenting training on parenting skills*. Data collection begins 9/11.

SERVICE

Psychology Department

- Chair, Graduate Committee, Feb 2005-present. Responsible for all aspects of the graduate program in psychology including admissions, curriculum oversight, policy development, assistantship assignments, and leading faculty evaluations of graduate students.
- Faculty Mentor, Preparing Future Faculty Program, Fall 2010-present. Mentees: Hyeyeon (Ellie) Hwang. My PFF mentees read portions of two books on pedagogy (i.e., *Creating Significant Learning Experiences* by L. Dee Fink and *Team-Based Learning* by Michaelsen, et al) and meet with me weekly. Depending on their interests, mentees observe different instructors and develop materials for a course they are interested in teaching. For example, Ellie observed two sections of Introduction to Psychology taught with very different methods and developed team-based learning materials for the Personality Psychology class she was teaching at the time. As required by the PFF program, I participated in a one-hour panel discussion on “Managing Your Career” in November 2010.
- Faculty Mentor, Scientific Teaching Fellow program, Fall 2010-present. Mentee: Josh Sandry. The Scientific Teaching Fellowship gives selected students training in empirically-validated pedagogy. This fall, Josh was required to give a guest presentation in one of my classes. We met 3 times to develop his plans for those days (e.g., develop learning objectives, plan active learning activities). Josh went the extra mile and taught 2 classes in both of my sections of Introduction to Psychology in November. I’ll continue to advise him on teaching-related issues throughout the spring semester.
- Monologist, Arts & Sciences “Shine On” fundraiser, April 2011. Wrote and presented a 60 second theatrical skit in collaboration with Mark Medoff, organizer of the fundraiser.
- Faculty Advisor, Psychology Graduate Student Organization, Fall 2004-present.
- Coordinator, Psychology Dept. General Education Assessment, Summer ’07-present
- Member, Psychology Dept. Awards Committee, Fall ’10-present
- Chair, Undergraduate Committee, New Mexico State University, Aug 1996-Feb. 2005
- Faculty Advisor, Psi Chi, the National Honor Society in Psychology-NMSU Chapter 1997-2003
- Sponsor, Graduate School Information Meetings, Fall 1998, 1999, 2000, 2001, 2002. Meetings take place once a month during the fall semester and are open to any students considering graduate school in psychology.
- Presenter, Publish and Flourish, April 16, 2002. A 60-minute workshop given to psychology graduate students designed to improve their writing skill and productivity
- Member, Psychology Dept. Strategic Planning committee
- Member, Psychology Dept. Distance Education Exploratory Committee
- Co-Chair, Psychology Dept. Social Psychology Search Committee, 2004-2005

- Co-Chair, Psychology Dept. Experimental Psychology Search Committee, 2002-2003

SERVICE, cont'd

Psychology Department Service, cont'd

- Co-Chair, Psychology Dept. Social Psychology Search Committee, 2001-2002
- Co-Organizer, Dialog between Aggies and Miners, 2004, 2001, 1999. Social psychology faculty and graduate students from NMSU and UTEP alternate hosting a mini-conference where students present their research.
- Faculty Advisor (past and present): Jennifer Shoda, Lisa Crowe, Kristi Young, Robyn Rehbein, Trese Collins, Josh Jones, Daniel Krohn, Yuki Ishikawa, Deborah Russell, Garrett Strosser, Peter Jonason, Mary Gourley, Jessica Richardson, Holly Hackett, Ashley O'Hearn
- McNair Advisor: Erin Johns
- Member of 33 MA committees and 21 PhD committees

NMSU Teaching Academy/ADVANCE

- Co-facilitator, Book Discussion of *Team-Based Learning: A Transformative Use of Small Groups in College Teaching*, edited by Michaelsen, Knight, and Fink (6/6-6/10/11; 5/13-5/16/08; 5/22-5/25/07; 12/13-12/16/05). Ten-hour book discussion focused on helping participants convert a course to team-based learning.
- Presenter, "Setting up the Goal Posts: Developing Learning Goals – Knowing What you Want to Assess and Why" (3/7/11 and 3/8/11). Two 90-minute workshops addressing construction of learning objectives to simplify assessment.
- Mentor, ADVANCE and Team Mentoring (4 junior faculty mentees total)
- Co-presenter, "Teaching large classes" (1/26/09). A 90-minute discussion addressing strategies for successfully teaching large-enrollment courses.
- Co-presenter, "Team-Based Learning" (12/13/06). A two-hour workshop on the basics of team-based learning and ways to integrate its principles into college courses.
- Co-presenter, "Ten Easy Ways to Engage Students" (2/2/06). A 60-minute workshop addressing easy techniques lecturers' can use to engage students in class.
- Facilitator, NMSU Teaching Academy Peer Mentoring program for graduate students (Fall '04-Fall '05). Met for 90 minutes weekly for seven weeks with a small group of graduate students to discuss McKeachie's *Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. Supervised protégés in scheduling two meetings with a mentor of their choice and facilitated discussion of those meetings.
- Participant, NMSU Teaching Academy Open Forum (2/7/03).

SERVICE, cont'd

NMSU Teaching Academy/ADVANCE, cont'd

- Peer Coaching Program (45 hours total). I served as assistant director (Spring 2002), a head coach (Spring 2000), and a participant (Spring 1997).
 - As a participant, my partner (Dr. Alice Chornesky) and I visited each other's classes and provided feedback and suggestions regarding teaching techniques and issues.
 - As a head coach, I received training on effective use of active learning techniques in the classroom, and training for giving and receiving meaningful feedback from colleagues after classroom observations. I also coordinated and exchanged classroom visits with three other faculty members and attended 11 hours of workshops and roundtable discussions examining ways to improve teaching.
 - As assistant director, in addition to fulfilling the duties of a participant and a head coach, I helped the director conduct the opening and closing workshops and was primarily responsible for statistical analysis of participants' evaluations of the program.

- Publish Don't Perish/Thesis Workshop programs (45 hours total). The program is a semester-long workshop designed to facilitate faculty scholarship. I served as assistant director (Spring 2003), group leader (Spring 2001) and a participant (Spring 1999).
 - As a participant, I attended 12 hours of writing workshops and roundtable discussions including training on organizing paragraphs around key sentences, using key sentences when critiquing prose, and skills for giving and receiving meaningful feedback from colleagues on drafts of scholarly work. Participants were encouraged to write daily, keep a record of time spent writing, write one page of finished prose per week, and seek feedback from peers on early drafts by bringing writing samples to roundtable discussions.
 - As a group leader, I worked with a small group of 4-5 participants. I had the same responsibilities to my group that a teacher has to a class including leading roundtable discussions of participants' writing samples, monitoring group members progress as writers, reinforcing and modeling the principles of the workshop. attending all orientations, workshops, and roundtable discussions, and transforming my group into a community of scholars.
 - As assistant director, in addition to fulfilling the duties of a participant and a group leader, I hired graduate students group leaders for the Thesis Workshop, helped the conduct the opening and closing workshops, and was primarily responsible for coordinating participants in the Thesis Workshop.

SERVICE, cont'd

University Committee Work

- Member, NMSU Outcomes Assessment Committee I (now the Advocates for Classroom Assessment) (Fall 2009-present). Charged with facilitating outcomes assessment in instructions unit across NMSU.
- Member, NMSU First-year Entity Steering Committee (Fall 2008-Spr 2009). Charged with articulating the characteristics of an entity that will coordinate and assess all first-year experience programs at NMSU.
- Member, Arts & Sciences Ad Hoc General Education Assessment Planning Committee (summer 2007-present). Charged with assisting A&S departments with developing and conducting assessment of general education courses.
- Member, NMSU Teaching Academy Advisory Board (2003-present). Members are invited to serve on the Advisory Board based on their dedication to teaching and professional development. The Advisory Board provides input on the mission and activities of the Teaching Academy.
- Faculty Advisor, Graduate Student Council (2005-Aug 2006)
- Participant, NMSU Women's Studies Panel Discussion "Celebrating Women's Achievements" (3/10/04).
- Member, NMSU Roles and Rewards Task Force (2002 – 2004). The Task Force is charged with the task of ensuring congruence between the activities required of faculty and staff and the reward systems on campus, including tenure, promotion, and merit pay.
- Consultant, Arts and Sciences Committee on the Improvement of Instruction (Fall, 2002). In collaboration with Tara Gray, I wrote a seven-page document outlining the advantages of using the IDEA instructor evaluation form, a nationally-normed instrument available from Kansas State University.
- Member, Focus Group Survey Sub-committee of the Teaching Academy Committee at Large; Pat Hynes, Chair, Summer-Fall, 2002
- Participant, Teaching Academy Focus Group on Mentoring at NMSU, 6/17/2002
- Sabbatical replacement, NMSU Institutional Review Board July - December, 2000.
- Member, graduate committees: Melissa Chavez (English), Rose Conley (English), Donna Ruble (English), Brie Owen (English), Miranda Miller (Communication Studies).

SERVICE, cont'd

...service to my discipline and the community at large

- Reviewer: *Teaching of Psychology, European Journal of Social Psychology, Sex Roles, Personality and Social Psychology Bulletin, Journal of Social Psychology, Aggressive Behavior, Journal of Social and Clinical Psychology, Personality and Individual Differences, Memory & Cognition, American Journal of Psychology, Applied Psycholinguistics*
- Textbook Reviewer: Wadsworth Publishers, Brooks/Cole, Worth Publishers, Atomic Dog Publishing
- Chair, Family Support Committee, Mesilla Valley Habitat for Humanity (2003-2005)
- Judge, 2004 Miss Las Cruces/Miss Dona Ana Co. Pageant
- Guest presenter, (November 13, 1999). *Working women, multiple roles, and burnout*. Las Cruces Business and Professional Women Sixth Annual Seminar for Working Women, Las Cruces, NM.