

Past Winners of WPA Awards

WPA Teaching Award

Criteria

The WPA Teaching Award is given to a senior-level WPA member (minimum of 10 years in the field) who has demonstrated leadership in teaching and mentoring. Such evidence can come in the form of publications on teaching, grant awards for teaching, teaching awards from one's campus or other regional, national, or international associations, and demonstrated effectiveness in teaching and mentoring of students.

Recent Recipients

2009 WPA Teaching Award: Robert B. Cialdini

This year's selection for the WPA Teaching Award is Robert B. Cialdini. Dr. Cialdini has taught at Arizona State University since 1971. He has won numerous awards in his distinguished career for both his research and teaching. Most relevant for his teaching award are his William James Distinguished Lecturer Award from the American Psychological Society, his G. Stanley Hall Lecturer Distinction from the American Psychological Association, and his selection as an Arizona State University Regents' Professor. He has been a visiting professor and visiting scholar at numerous universities over the years, and his legendary work in the area of persuasion has been translated into grants to help teach and educate the general public about ways to conserve natural resources. Among his 186 publications are his very popular co-authored Social Psychology textbook, now in its fourth edition, and his classic cross-over book, *Influence*, now in its fifth edition.

Dr. Cialdini puts his scholarship into social action. Besides his grants on increasing public compliance with pleas for conservation of natural resources, he has helped blood banks understand how to increase blood donations, he has helped public parks and recreation departments reduce littering via psychologically informed public education campaigns, and he has helped educate monolingual Mexican Americans about pressure techniques for contributions and sales in order to help them resist these predatory practices. As one of his letter writers indicated, "He is one of the great "ambassadors" for social psychology and psychology in general. . . . At Arizona State University, Professor Cialdini has reached 'legendary' status. Students are eager to take his courses, they give him exceptional teaching evaluations, and many of them tell other students that his courses are a 'must take' before graduation."

2008 WPA Teaching Award: Christina Maslach

The 2008 selection for the WPA Teaching Award is Christina Maslach. Dr. Maslach has taught at the University of California at Berkeley for 37 years. She has been recognized for her teaching at

Berkeley, winning the Distinguished Teaching Award in 1987 and the Faculty Award for Outstanding Mentorship in 2001. She has taught a wide range of courses at Berkeley, and she has received extraordinary student ratings. According to Sheldon Zedeck, a previous department chair, she was an amazing department citizen, taking on projects such as being the point faculty member in reorganizing the undergraduate curriculum in psychology, applying for and receiving a grant to support graduate students in their teaching of introductory psychology for non-majors, chairing a committee to reorganize the graduate curriculum and teaching a required course on research methodology and professional development taken by all graduate students as a result of this reorganization, and teaching the course that prepared graduate student instructors for their undergraduate teaching assignments. Dr. Maslach's efforts have gained national recognition. In 1997 she won an impressive teaching award as "Professor of the Year" from the Council for the Advancement and Support for Education (CASE) and the Carnegie Foundation for the Advancement of Teaching. She has contributed several published works on teaching, including a chapter on "microteaching for teaching assistants" published in a TA handbook, and chapters and monographs on undergraduate education. She has also edited collections of readings for the classroom. Although her current position as Vice Provost for Undergraduate Education at UC Berkeley has taken her out of the classroom, she has focused on creating new programs and services for both instructors and students, including innovative uses of educational technology.

2007 WPA Teaching Award: Robert Levine

This year's selection for the WPA Teaching Award is Bob Levine. Dr. Levine has taught at California State University, Fresno, since 1973 and has been Associate Dean for the College of Mathematics and Sciences since 2004. He was his department's chair from 1990–96 and has held visiting positions in Brazil, Japan, and Sweden. He has won numerous teaching awards on his campus, and he was his campus' nominee for the Carnegie Foundation U.S. Professor of the Year in 2000, 2001, and 2003. He has had over 90 publications, reprints, magazine articles, book chapters, and books, and over 70 conference presentations. Many of his publications involve the discussion of important teaching topics (such as Milgram's famous study on obedience to authority) or the presentation of teaching exercises (such as his chapter in Singelis' [1998] classic edited book on teaching multicultural techniques). Many of his conference presentations have been with students. One of his manuscripts has received provisional acceptance in *Teaching of Psychology*. This manuscript was co-authored by one of his advanced students who is now in a doctoral program.

Dr. Levine is clearly deserving of the WPA Teaching Award. He is well respected by his colleagues. In one of the letters of support, his colleague, Aroldo Rodrigues stated, "Dr. Levine has excelled in virtually every domain of teaching: as a lecturer, mentor, advisor, devotee to equity education, developer of new courses (10) for regular and honors students, developer of new programs, and publisher of many articles in professional teaching journals. He was the creator of the Psychology Department Honor's Program and has crafted the first psychology department courses which emphasize and apply cultural diversity and cross-cultural issues. . . . Professor Levine is the most well known professor in our department, his reputation transcending local and national boundaries. It is an honor and a delight to have him among us, and truly a blessing for the students to be able to take advantage of his knowledge and dedication." Another colleague, Thomas Breen, stated, "There is absolutely no doubt that Bob has been

extraordinarily dedicated to undergraduate and graduate teaching. Bob is a model teacher–researcher who has consistently involved his students in his research; his research informs his teaching and visa versa—teaching and research are intimately intertwined.” Finally, former students who now hold faculty positions talked glowingly about Dr. Levine’s teaching style and care for his students.

2006 WPA Teaching Award: Mary J. Allen

This year’s selection for the WPA Teaching Award is Mary J. Allen. Dr. Allen taught at California State University, Bakersfield, for 27 years before she transitioned to emeritus status in 2005. She taught a range of courses, including among potentially the most difficult and intimidating courses in the curriculum (e.g., Psychological Tests and Measurement, Research Methods, and Statistics). She published two textbooks (*Introduction to Measurement Theory* and *Introduction to Psychological Research*), and all of the letters of support indicate that while her courses were potentially intimidating, Dr. Allen’s warm and encouraging teaching style deflated students’ fears. As Beth Menees Rienzi, a former student and colleague, stated, “She was able to teach statistics and research design with such excitement that I thought we were on a trip to Disneyland.” Throughout the years, she published or presented studies with over 80 students, routinely bringing dozens of students to the WPA Conventions over the years. She was selected by her campus as recipient of the Outstanding Professor in 1994–95. She became so involved with the Council of Teachers of Undergraduate Psychology (CTUP) that she co-coordinated CTUP’s Western Regional meetings from 1992 until 1996 and became CTUP’s national President-Elect, President, and Past President from 1995–2001. She was so committed to teaching that she founded WPA’s highly respected Lewis M. Terman Western Regional Teacher’s Conference in 1995 and continued as its organizer through 2001. Her work has been recognized regionally and nationally, as she has received Fellow status from WPA in 1994, Fellow status in the Society for the Teaching of Psychology of APA in 1998, the Bright Idea Award from the Professional and Organizational Development Network in Higher Education in 1998, and the WPA Service Award in 2000. In recent years, she has turned her attention to assessment for accreditation, serving as a Western Association of Schools and Colleges (WASC) reviewer since at least 1997 and being asked to give invited workshops on assessment at the American Association of Higher Education, American Psychological Society, American Association of Colleges and Universities, and WASC Conferences and for over 60 colleges, universities, and college systems.

Dr. Allen is clearly deserving of the WPA Teaching Award. However, to bring it back to the personal, it is her personal qualities that have made her a beloved professor and colleague. In Richard Noel’s letter of support, he stated, “Mary made us realize that we were better than we thought we could be. In my case, I never would have accepted the opportunity to become Chair of the Psychology Department, to become an ‘expert’ on assessment, or to become Director of the Faculty Teaching and Learning Center without her consistent support and prodding. Mary was a brilliant mentor and role model to uncounted numbers of students and faculty. . . . The following words represent my summary of Mary’s influence on those of us who have had the privilege of being a student in her classroom or working with her as a colleague: ‘Teacher, mentor, and friend to students and faculty—her inspiration lives in us all.’” Beth Rienzi stated in

her letter of support, “Mary was a powerful teacher, role model, and mentor for me (and many others). . . . She is a great teacher for how she touches the lives of others—in the class and one-on-one. She also continues to be a great teacher to professionals with her books and her training. I love her deeply.”

2005 WPA Teaching Award: Lori Barker-Hackett

Dr. Barker-Hackett has published a few articles and book chapters on teaching and is a co-author of a textbook on multicultural psychology to be published this year. The strongest part of her application was the fact that she was recognized as the Western Region Psi Chi Advisor of the Year in 1999, an award she also received this year. Additionally, Cal Poly Pomona’s Psi Chi chapter was recognized as the Chapter of the year in both 1999 and 2005. Moreover, Dr. Barker-Hackett has presented with nine students at WPA Conventions over the years, including two this year. Her teacher ratings are among the highest in her department, and she had wonderful letters of support from past students. Perhaps most impressive is that she has been the driving force behind students at Cal Poly Pomona coming to WPA Conventions, as Cal Poly Pomona has averaged over 25 students per year attending this convention. This year, 43 students attended WPA, plus eight past Psi Chi students attended the convention, four of whom were students from last year’s Psi Chi class who did not make a presentation at the convention but attended just to be part of this year’s class.

2004 WPA Teaching Award: Lisa Gray-Shellberg

Dr. Gray-Shellberg began teaching at Dominguez Hills in 1967, where she has taught ever since. She became an Associate Professor in 1971, then a Full Professor in 1975. She has been involved with WPA as a board member and executive board member a number of times throughout the years. She was the Western Regional Vice President of Psi Chi from 1985–1988, the National President of the Council of Teachers of Undergraduate Psychology from 1987–1989, the National President of Psi Chi from 1989–1990 (along with being the president-elect the year before and past president the year after), the Chair of APA Division 2’s Secondary and Undergraduate Committee from 1990–1991, the Coordinator for Teaching and Student Activities for WPA from 1990–1994, and was competitively selected as a participant for an APA National Conference on Enhancing the Quality of Undergraduate Education in Psychology at St. Mary’s College of Maryland in 1991. She has numerous grants and publications related specifically to teaching. In the words of Diane Henschel, the current Chair of Dr. Gray-Shellberg’s department, “Lisa has always given her heart, soul and mind to CSUDH. She has invested an extraordinary amount of energy, enthusiasm and effort into the many programs that she has enhanced during her career at this university. She has clearly made her mark; her students, her colleagues and the university have been enriched by her contributions. I most heartily endorse her candidacy for this great honor, which she clearly deserves.”

WPA Early Career Research Award

Criteria

The WPA Early Career Research Award is given to a WPA member relatively new in her/his career (10 years or fewer post-Ph.D.) who has demonstrated extreme promise in research. Such promise can be demonstrated through success in publishing articles, chapters, and books and through success in obtaining grants for research.

Recent Recipients

2009 Early Career Research Award: James C. Kaufman

Dr. James C. Kaufman from California State University, San Bernardino received the Early Career in Research Award. Dr. Kaufman received his Ph.D. from Yale University under the direction of Robert Sternberg in 2001. In his brief career, he has published 59 articles with an additional 11 in press, nine books with an additional six in press, 17 book chapters with another seven in press, 10 book reviews, and numerous other kinds of publications such as introductions to books and encyclopedia entries, primarily in the area of creativity. He has been part of research grants that have totaled nearly \$400,000 and was even part of a U.S. patented method for evaluating applicants. Moreover, he has been an editor or associate editor of seven journals and on the editorial board of seven other journals. He has delivered 62 conference presentations and invited addresses, and he has conducted seven workshops.

In the words of his nominator, "In the relatively short time since his Ph.D. in 2001 he has produced an amazing record of publications. . . . It is not surprising that he is an internationally recognized expert on creativity and widely in demand in the U.S. as well as abroad as a speaker." This nominator also noted that Dr. Kaufman is creative in non-academic domains, as he is a playwright and lyricist. He is the founding director of the Learning Research Institute at California State University, San Bernardino

2007 Early Career Research Award: Shana Levin

This year's recipient of the Early Career in Research Award is Shana Levin from Claremont-McKenna College in Claremont, CA. In just ten years post-Ph.D., Dr. Levine has compiled an impressive record. She has published 33 articles, books, and chapters, and 45 conference presentations. Moreover, she was the local conference co-chair of the 2006 Biannual SPSSI (Society for the Psychological Study of Social Issues) Conference in Long Beach, CA. She was the co-PI for a major grant from NSF and received two Honorable Mention Awards from SPSSI for the Gordon Allport Intergroup Relations Prize for best paper or article of the year. She has been elected to the governing councils of SPSSI and of the International Society of Political Psychology.

Sam Gaertner, who wrote a letter of support for Dr. Levin, wrote, “A few years ago I served as a Co-Guest Editor for a special issue of *Group Processes and Intergroup Relations* that focused on the Contact Hypothesis in which Dr. Levin (Levin, van Laar and Sidanius; 2003) published 5-year longitudinal study of inter-racial attitudes. This was a very special study in the field of intergroup relations because its design was able to resolve the issue of whether people with more favorable intergroup attitudes develop cross-racial friendships or whether cross-racial friendships reduce inter-racial biases. Rarely, in my experience, does a single study address an issue of such importance so definitively. While I am certainly biased, having participated in the publication process, I am confident that this study will be influential in our field.”

2006 Early Career Research Award: Bradley C. Donohue

This year’s recipient of the Early Career in Research Award is Bradley C. Donohue from the University of Nevada, Las Vegas. Associate Professor and Director of Achievement Center in the Department of Psychology, Dr. Donohue, a clinical psychologist, is most interested in the development of treatment programs relevant to drug abuse and child maltreatment. Indeed, he was one of the primary investigators in the development of Family Behavior Therapy for drug abuse, which is one of the few evidence-based treatment programs espoused by the National Institute on Drug Abuse. In addition to having been an invited Guest Editor for Guidance and Counseling, he is currently Co-Editor of the *Journal of Child and Adolescent Substance Abuse* and Editorial Board Member of 7 other peer-reviewed journals. In just ten years post-Ph.D., Dr. Donohue has compiled an impressive record. He has published 47 articles in refereed journals, 19 book chapters, a treatment manual, a dozen encyclopedia entries, book reviews, and has conducted 123 presentations at professional conferences, including an invited keynote address at the Nordic-Baltic Congress of Cognitive Behaviour Therapy in Finland. His publications have been in such prestigious journals as *Behavior Modification*, *Psychology of the Addictions*, *Psychology of Addictive Behaviors*, *Journal of Clinical Psychology Review*, *International Journal of Neuroscience*, *Behavior Therapy*, *British Journal of Sports Medicine*, and *Journal of General Psychology*. He has been the principle investigator on research grants totaling more than \$1.7 million, as well as co-investigator and consultant on federal grants from NIDA, SAMHSA, and OJJDP. For his work, he has received his University’s Applied Research Initiative Award and the Barrick Scholar Award for Distinguished Research, in addition to the UNLV College of Liberal Arts Research Award and New Investigator Award. Relevant to his encouragement of students in research, he was honored with the Student-Focused Award by the UNLV Alumni Association, and is the only professor at UNLV to receive 2 Alumni Association Student-Centered Project Awards. Recognized nationally for his work, he has reviewed grants for CDC and NIDA. For someone as incredibly young as Dr. Donohue, he has definitely contributed to the science of psychology and looks to contribute to the profession for years to come.

2005 Early Career Research Award: P. Wesley Schultz

Dr. Schultz of California State University, San Marcos has published 22 peer-reviewed articles and 3 book chapters in his very short career. Moreover, he has published four books and was the co-editor of a special issue on environmental psychology in the *Journal of Social Issues*. He has

also received numerous grants, including one grant for over a quarter of a million dollars and another grant for over a half a million dollars, totaling over \$1,000,000 in grant activities all told. He has been an ad hoc reviewer for nine journals and six book companies, and he is on the editorial board of the *Journal of Environmental Psychology*.

2004 Early Career Research Award: Joan S. Tucker

Dr. Tucker received her Ph.D. from the University of California, Riverside, in 1993. She was an Assistant Professor at Brandeis University from 1993 until 1999 and has been at the RAND Corporation since August 1999 after giving up tenure at Brandeis. Her research areas include (1) social network influences on health and engagement in health behaviors across the lifespan, (2) antecedents, patterns, and consequences of substance use in adolescence and young adulthood, (3) prevalence and predictors of HIV risk behaviors in high-risk populations, and (4) mental health issues among HIV-infected individuals. In just 10 years post-Ph.D., she has received grants totaling over \$1.4 million, she is on two editorial boards, has been an ad hoc reviewer for eight other journals, has published 47 peer-reviewed articles with 21 of these being senior author publications, has co-edited three books, and has nine manuscripts currently under review unless they have already been accepted since she had submitted her material last fall. In the words of Howard Freedman at UC Riverside, "With over three dozen high quality research papers in core journals, Dr. Tucker has compiled a record that makes her a rising young star in psychology. She is truly deserving of our junior award. . . . Perhaps the most distinctive aspect of Dr. Tucker's contribution is her beautiful integration of developmental and social conceptualizations of health processes and health promotion. That is, she quite often takes a longitudinal or even a life-span approach to her research. Such research is usually very difficult to do: it is difficult to design, difficult to collect data, and difficult to analyze. Yet these challenges do not deter Dr. Tucker one bit."

WPA Social Responsibility Award

Criteria

The WPA Social Responsibility Award is given to an individual in recognition of substantial and influential work that facilitates peace, freedom, social justice, and/or protection of this planet's natural environment.

2009 WPA Social Responsibility Award: Stuart Oskamp

The recipient of the Social Responsibility Award is Stuart Oskamp, Professor Emeritus at Claremont Graduate University. Over the course of his 40+ year career in the field, Dr. Oskamp has proven to be the quintessential social responsibility psychologist. His years of organizing the Claremont Symposium on Applied Social Psychology and editing the books emerging from these symposia alone should qualify Dr. Oskamp for the WPA Social Responsibility Award. However, his career is much more than this symposium series. He served as president of the Society for the Psychological Study of Social Issues (SPSSI) from 1993–1994 and received that organization's Outstanding Service Award in 1996, he was editor of the Journal of Social Issues from 1988 to 1992 and on the editorial board of that journal along with Basic and Applied Social Psychology, Journal of Personality and Social Psychology: Attitudes and Social Cognition, and Journal of Personality and Social Psychology: Interpersonal Relations and Group Processes. His grants have involved such social responsibility issues as the use of contraceptives, racial attitudes, and social dilemmas. Among his 25 books are his series on applied social psychology, which has covered such topics as international conflict, health, aging, and reducing prejudice and discrimination, and books on gender issues, violence, and helping behavior. He has also written about socially important issues such as international conflict, environmental conservation, and global climate change.

In the words of one of his nominators for this award, "Stuart Oskamp devoted his 40+ year career on the faculty of Claremont Graduate University to the application of psychology to the most pressing problems facing humanity. His impact is felt through his many scholarly contributions, his professional service, and his mentoring of a large cohort of students." Another nominator concluded his letter by saying, "Dr. Oskamp has influenced a generation of psychologists, inspiring students to pursue applied careers, promoting the uses of psychological research and theory in informing policy, providing a forum for psychologists to disseminate applied research, and advancing what is known about the psychological processes that underlie environmental problems. On a more personal level, Stu incorporates his applied work into his own life—living simply, active in local community organizations, civic and university involvement, and limiting his impact of the natural environment. He is, in every respect, the embodiment of Social Responsibility."

2008 WPA Social Responsibility Award: Nancy Segal

Nancy Segal is the recipient of the 2008 WPA Social Responsibility Award. Her research specialty is in investigating aspects of twins, and she has transformed this research interest into pragmatic solutions for the better good of society. She founded the Twin Studies Center at California State University, Fullerton, in 1991 and continues as this center's director. Through this center, she has been able to both conduct research and serve as a center where parents of twins can find out information about what to expect in future years. In 2007, a special Twin Center Library was funded, and it will open in the Spring of 2008. Because of her expertise in this area and her multiple books, chapters, and articles on twins, she has been a much sought-after speaker on the topic, both in academia and in the media. For example, she has been invited to give over 100 lectures at community centers, parent organizations, universities, etc., and she has been a guest on media outlets such as the *Oprah Winfrey Show*, *CNN*, *Good Morning America*, the *Los Angeles Times*, the *New York Times*, *USA Today*, and *National Public Radio*. Such dedication to this topic has yielded her professional recognition, as she has received Outstanding Professor of the Year and the Award for Recognition of Public Service from Cal State Fullerton and the 2006 *International Making a Difference Award*, from Multiple Births Canada. Clearly, many people have benefited from Dr. Segal's work in this area, and we are proud to award her the 2008 WPA Social Responsibility Award.

2007 WPA Social Responsibility Award: Vickie Mays

The recipient of the Social Responsibility Award is Vickie Mays of UCLA. Dr. Mays organized psychology professors to arrive early for the annual APA Convention scheduled for New Orleans to help the community recover from the disaster of Hurricane Katrina. These professionals gave workshops for local mental health counselors, ministers, teachers, and parents to help victims of this natural disaster to recover from their trauma. This project developed into a grant funding the training of psychologists to deal with victims of Hurricane Katrina, Rita, and Wilma. She also developed tool kits for mental health professionals, referral information for mental health professionals and clergy offering services to victims of these hurricanes, and translated information into Spanish, Vietnamese, and Khmer. She is the Director of the UCLA Center for Research, Education, Training and Strategic Communications on Minority Health Disparities, which has become a national center for materials involving intervention for victims of Hurricane Katrina and the related hurricanes.

WPA Enrico E. Jones Award for Research in Psychotherapy and Clinical Psychology

This award honors the late Professor Enrico E. Jones of the University of California at Berkeley. The purpose of this award is to recognize the scholarship of an early career psychotherapy researcher (10 years or fewer post-Ph.D.), broadly defined as research in clinical psychology that has applications to psychotherapy.

The Enrico E. Jones Early Career Award for Research in Psychotherapy and Clinical Psychology was established in 2009. The award honors Dr. Enrico E. Jones who was on the faculty of the Psychology Department at the University of California, Berkeley from 1974 until his death from multiple myeloma in 2003. Dr. Jones practiced psychoanalysis and psychotherapy in Berkeley

and held clinical appointments at the UC San Francisco Langley Porter Institute, Mount Zion Hospital, and the San Francisco Psychoanalytic Institute. He was also Director of Clinical Training at Berkeley. His early research focused on minority and cross-cultural issues in mental health. He was a pioneer researcher in this area with his 1982 book titled *Minority Mental Health*. Throughout his career, he dedicated himself to the education and clinical training of ethnic minority students and was awarded the APA Kenneth and Mamie Clark Award for Outstanding Contributions to the Professional Development of Ethnic Minority Students in 1996. His later research focused on the empirical measurement of elements of the therapeutic process which led to his 2001 book, *Therapeutic Action: A Guide to Psychoanalytic Theory*.

2009 WPA E. E. Jones Award: William K. Lamb

The inaugural Jones Award recipient is Dr. William K. Lamb. Dr. Lamb received his Ph.D. in Clinical Psychology from the University of California, Berkeley in 2004 and was a student of Dr. Jones. His research extends many of the interests of Dr. Jones as it centers on meta-analytic evaluations of the empirical literature on therapy outcomes. The treatments studied include long-term psychodynamic therapy, psychodynamic therapy for children and adolescents, and psychotherapy versus pharmacotherapy for personality disorders. His studies have included outcome studies conducted across nationalities. That research led to an award from the International Psychology Division of the American Psychological Association. Dr. Lamb is currently a post-doctoral fellow in the San Francisco VA Medical Center.