

Curriculum Vitae

John Anthony Bates

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Education:

- Ph.D. Psychology (1980), University of Massachusetts, Amherst, MA
Dissertation: *Measurement of the Organization of Memory*
- M.S. Psychology (1979), University of Massachusetts, Amherst, MA
Thesis: *Effects of Systems of Reward on Subsequent Intrinsic Motivation*
- B.A. Psychology & Sociology (1974), Youngstown State University, Youngstown, Ohio

Awards/Honors:

- SABBATICAL AWARD WINNER (Fall, 1999), Alaska Pacific University
- RESEARCH FELLOW (Fall, 1999), International Center for Inquiry, Amherst, NY
- OUTSTANDING FACULTY MEMBER AWARD FOR UNIVERSITY SERVICE (1999), Alaska Pacific University
- OUTSTANDING FACULTY MEMBER AWARD FOR SCHOLARLY ACTIVITY (1996), Alaska Pacific University, for research on relations among personality/cognitive characteristics and systems of belief

College/University Employment:

- 2006-Present TENURED PROFESSOR OF PSYCHOLOGY, University of Baltimore, Baltimore, MD
- 2000-2006 PROFESSOR OF PSYCHOLOGY, Tiffin University, Tiffin, OH
- 1995-2000 PROFESSOR OF PSYCHOLOGY, Alaska Pacific University, Anchorage, AK
- 1993-1995 ASSOCIATE PROFESSOR OF PSYCHOLOGY, Alaska Pacific University
- 1990-1993 ASSOCIATE PROFESSOR OF EDUCATIONAL PSYCHOLOGY, Georgia Southern University, Statesboro, GA
- 1988-1990 ASSOCIATE PROFESSOR OF PSYCHOLOGY, Berry College, Rome, GA
- 1986-1988 TENURED ASSOCIATE PROFESSOR OF EDUCATIONAL PSYCHOLOGY, UNLV, Las Vegas, NV
- 1980-1986 ASSISTANT PROFESSOR OF EDUCATIONAL PSYCHOLOGY, UNLV

Teaching Experience:

UNDERGRADUATE COURSES TAUGHT

Adolescent Psychology	Introduction to Professional Psychology
Behavior Modification	Lifespan Human Development
Cognitive Psychology	Psychology of Weird Beliefs
Educational Psychology	Research Methods in Psychology
Educational Testing & Measurement	Theories of Learning
Evolution of Consciousness	Theories of Motivation
Evolutionary Psychology	Theories of Personality
Experimental Psychology	Senior Project Coordinator
General Psychology	Senior Psychology Seminar
History & Systems of Psychology	Statistics for the Social Sciences

GRADUATE COURSES TAUGHT

Advanced Educational Psychology	Learning & Cognition
Classroom Discipline & Motivation	Nature & Conditions of Learning
Criminal Justice Research Methods	Personality & Counseling Theories
Descriptive & Inferential Statistics	Psychological Research Methods
Educational Research Methods	Understanding Psychological Research
Graduate Research Methods	

Administrative & Leadership Roles:

2006-Present	OUTCOME ASSESSMENT COORDINATOR, YALE GORDON COLLEGE OF LIBERAL ARTS, University of Baltimore
2006-Present	CHAIR, DIVISION OF APPLIED BEHAVIORAL SCIENCES, University of Baltimore
2006-Present	PSYCHOLOGY BA PROGRAM DIRECTOR, DIVISION OF APPLIED BEHAVIORAL SCIENCES, University of Baltimore

SIGNIFICANT ACCOMPLISHMENTS

- Revised and scope-and-sequenced undergraduate psychology curriculum
- Revised and expanded undergraduate psychology program outcome assessment plan

2005	CHAIR, DEPARTMENT OF SOCIAL & BEHAVIORAL SCIENCES, Tiffin University
1994-1999	CHAIR, DEPARTMENT OF PSYCHOLOGY & HUMAN SERVICES, Alaska Pacific University

SIGNIFICANT ACCOMPLISHMENTS

- Authored department's Unit Analysis and Appraisal for accreditation review
- Won accreditation review commendation for establishing realistic, prioritized, measurable short- and long-term departmental objectives
- Completely revised and scope-and-sequenced undergraduate curriculum
- Established first systematic, annual faculty evaluation of department chair
- Established first comprehensive workload analysis system for department faculty
- Established department's first Psychology Club and first Annual Psychology Student Colloquium for presentations of student research projects
- Established process for annual Outstanding Psychology Student Scholarship

1998-1999 **CHAIR, FACULTY BENEFITS COMMITTEE**, Alaska Pacific University

SIGNIFICANT ACCOMPLISHMENT

- Comprehensive analysis of salary and benefits packages of 21 colleges and universities in APU's cohort

1998-1999 **VICE-CHAIR, FACULTY ASSEMBLY**, Alaska Pacific University

SIGNIFICANT ACCOMPLISHMENT

- Establishing of university's first Faculty Benefits Committee

1996-1998 **CHAIR, FACULTY REVIEW COMMITTEE**, Alaska Pacific University

SIGNIFICANT ACCOMPLISHMENTS

- Completely revised evaluation instruments for annual faculty review
- Standardized review materials and process for promotion applications
- Completely revised procedure and instrument for faculty teaching evaluations

1994-1997 **CHAIR, FACULTY HANDBOOK COMMITTEE**, Alaska Pacific University

SIGNIFICANT ACCOMPLISHMENTS

- Completed revision/rewriting of entire Handbook
- Achieved unanimous approval of new Handbook from Faculty Assembly
- Achieved recommendation of Handbook adoption from Academic Affairs Committee of the Board to the University Board of Trustees

Recent Institutional Service Roles:

2006 – Present **MEMBER, LIBERAL ARTS COUNCIL**, University of Baltimore

2006 - Present **MEMBER, UNIVERSITY OF MARYLAND SYSTEM ARTICULATION COMMITTEE
FOR PSYCHOLOGY**

2006 - Present	MEMBER, UNIVERSITY LOWER DIVISION EDUCATION IMPLEMENTATION COMMITTEE FOR SOCIAL AND BEHAVIORAL SCIENCES, University of Baltimore
2006	CHAIR, FACULTY SEARCH COMMITTEE FOR COUNSELING PSYCHOLOGY, Division of Applied Behavioral Sciences, University of Baltimore
2006	CHAIR, FACULTY SEARCH COMMITTEE FOR INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY, Division of Applied Behavioral Sciences, University of Baltimore
2005	DIRECTOR, FRESHMAN HONORS PROGRAM, Tiffin University
2004-2005	MEMBER, GRADUATE ADMISSIONS REVIEW COMMITTEE, School of Criminal Justice & Social Sciences, Tiffin University
2003-2005	MEMBER, UNIVERSITY FACULTY DEVELOPMENT COMMITTEE, Tiffin University
2003-2005	CHAIR, UNIVERSITY ACADEMIC GOVERNANCE COMMITTEE, Tiffin University
2001-2005	MEMBER, UNIVERSITY OUTCOMES ASSESSMENT COMMITTEE, Tiffin University
2001-2005	PSYCHOLOGY CLUB FACULTY ADVISOR, Tiffin University
2003-04	MEMBER, SCHOOL OF ARTS & SCIENCE STRATEGIC PLAN TASK FORCE, Tiffin University
2003	CHAIR, ENVIRONMENTAL STUDIES PROGRAM DEVELOPMENT COMMITTEE, Tiffin University
2002-2004	FACULTY PARLIAMENTARIAN, Tiffin University
2002-2003	CHAIR, UNIVERSITY INSTITUTIONAL RESEARCH COMMITTEE, Tiffin University
2001-2002	MEMBER, UNIVERSITY HONORS PROGRAM DEVELOPMENT COMMITTEE, Tiffin University
2000-2001	MEMBER, ACADEMIC AWARDS COMMITTEE, Tiffin University
1998-1999	RUSSIAN STUDIES PROGRAM INTERIM DIRECTOR, Alaska Pacific University
1997	FACULTY CHAPERONE, for students enrolled in Intensive Russian Language/Culture Program, Far Eastern State University, Vladivostok, Russia
1996-1997	PSYCHOLOGY CLUB FACULTY ADVISOR, Alaska Pacific University
1996	CHAIR, HUMAN SERVICES SEARCH COMMITTEE, Alaska Pacific University
1995	CHAIR, COUNSELING PSYCHOLOGY FACULTY SEARCH COMMITTEE, Alaska Pacific University

- 1995 MEMBER, SITE VISITATION TEAM TO ESTABLISH GRADUATE STUDENT EXCHANGE PROGRAM WITH FAR EASTERN STATE UNIVERSITY, VLADIVOSTOK, RUSSIA , Alaska Pacific University
- 1995 MEMBER, FACULTY TASK FORCE ON GENERAL UNDERGRADUATE COMPETENCIES, Alaska Pacific University
- 1994-1999 MEMBER, UNIVERSITY COORDINATING COUNCIL, Alaska Pacific University
- 1994-1999 MEMBER/CHAIR, FACULTY REVIEW COMMITTEE, Alaska Pacific University
- 1994-1996 MEMBER, ACCREDITATION SELF-STUDY STANDARD VII COMMITTEE (INSTRUCTIONAL STAFF), Alaska Pacific University
- 1994 CHAIR, GRIEVANCE REVIEW COMMITTEE, Alaska Pacific University

Publications:

- Bates, J. A., & Ickes, J. (in press). Personality, cognitive, and academic factors associated with contradictory pseudoscientific belief. *National Social Science Journal*.
- Bates, J. A. (in press). Relations among college coursework, personal characteristics, and students' scientific and pseudoscientific beliefs. *National Social Science Journal*.
- Bates, J. A. (2004). Social science program assessment: Demands, problems, and a promising new method. *Social Science Perspectives Journal*, 28(1), 1-8.
- Bates, J. A., & Ickes, J. (1997). Personality and cognitive factors underlying pseudoscientific belief. *Social Science Perspectives Journal*, 11(3), 11-25.
- Bates, J. A., & Bates, N. S. (1997). Debunking a paranormal event to teach principles of science. *Social Science Perspectives Journal*, 11(1), 1-12.
- Bates, J. A. (1996). Relations between social science coursework and college students' pseudoscientific beliefs. *Social Science Perspectives Journal*, 9(1), 6-29.
- Bates, J. A. (1994). Graffiti. In V. L. Bullough & B. Bullough (Eds.), *Human sexuality: An encyclopedia*. New York: Garland.
- Bates, J. A., Warkentin, R., & Rea, D. (1993). *Content knowledge structure differences among middle school, high school, and college life science teachers*. The Catholic University of America, Clearinghouse on Assessment and Evaluation. (ERIC Document Rep. Ser. No. TM020529)
- Bates, J. A., & Culpepper, L. (1991, November). Using pseudoscience to teach science: Paranormal powers in the classroom. *Journal of College Science Teaching*, 106-111.
- Bates, J. A. (1991). Teaching hypothesis testing by debunking a demonstration of telepathy. *Teaching of Psychology*, 18(2), 94-97.

- Bates, J. A. (1991). Pseudoscientific beliefs among two populations of education students. *Foundations Monthly Newsletter*, 6(8), 6-7.
- Bates, J. A. (1988). Reinforcement. In M. J. Dunkin (Ed.), *The international encyclopedia of teaching and teacher education*. Oxford: Pergamon Press.
- Bates, J. A. (1988). Grade expectation dissonance and student evaluations of instructors. *Higher Education Abstracts*.
- Bates, J. A. (1987). Degrees of scientific literacy and intellectualism among students in a college of education. *Foundations Monthly Newsletter*, 4(12), 7-9.
- Bates, J. A. (1987). Contexts and constellations of good teaching: A shaggy dog story. *Foundations Monthly Newsletter*, 5(3), 4-6.
- Bates, J. A. (1987). Pseudoscientific beliefs among faculty of a college of education. *Foundations Monthly Newsletter*, 5(3), 4.
- Bates, J. A. (1985). Reinforcement in the classroom. In T. Husen & T. N. Postlethwaite (Eds.), *International encyclopedia of education*. Oxford: Pergamon Press.
- Bates, N. S., & Bates, J. A. (1984, November). Processes in poetry. *Southern Nevada Teacher Education Connections*, 10-12.
- Konold, C. E., & Bates, J. A. (1982). Applying the episodic/semantic memory distinction to the study of instructional effects on cognitive structure. *Contemporary Educational Psychology*, 7(2), 124-138.
- Royer, J. M., Bates, J. A., & Konold, C. E. (1982). Learning from text: Methods of affecting reader intent. In A. H. Urquhart & J. C. Anderson (Eds.), *Reading in a second language*. London: Longman.
- Bates, J. A., & Martin, M. (1980). The thematic content of graffiti as a nonreactive indicator of male and female attitudes. *Journal of Sex Research*, 16, 300-315.
- Bates, J. A. (1979). Extrinsic reward and intrinsic motivation: A review with implications for the classroom. *Review of Educational Research*, 49, 557-576.

National/Regional Paper Presentations:

- Bates, J. A. (2007). *Concept-Network Analysis as a Measure of Learning Outcomes in a History & Systems of Psychology Course*. 29th Annual National Institute on the Teaching of Psychology, St. Petersburg Beach.

- Bates, J. A. (2004). *Social science program assessment: Demands, problems, and a promising new method*. National Social Science Association Fall Professional Development Conference, Baltimore.
- Bates, J. A. (2003). *Measuring students' cognitive structure as a component of academic program assessment*. 25th Annual National Institute on the Teaching of Psychology, St. Petersburg Beach.
- Bates, J. A., & Bates, N. S. (2002). *Student and faculty perspectives on the ideal college student*. 24th Annual National Institute on the Teaching of Psychology, St. Petersburg Beach.
- Bates, J. A. (2001). *Developing a course on the psychology of weird beliefs*. 23rd Annual National Institute on the Teaching of Psychology, St. Petersburg Beach.
- Bates, J. A. (1999). *Scientific, New Age, and creationist beliefs among American and Russian psychology students*. 21st Annual National Institute on the Teaching of Psychology, St. Petersburg Beach.
- Bates, N. S., & Bates, J. A. (1998). *Use of commercial motion pictures to teach principles of psychology*. National Social Science Association Summer Seminar on the Teaching of Social Sciences, Vancouver, BC.
- Bates, J. A. (1998). *Who's who and what's hot in Russian psychology classes*. 20th Annual National Institute on the Teaching of Psychology, St. Petersburg Beach.
- Bates, N. S., & Bates, J. A. (1998). *Psychology goes to the movies*. 20th Annual National Institute on the Teaching of Psychology, St. Petersburg Beach.
- Bates, J. A., & Ickes, J. (1997). *Personality and cognitive factors underlying pseudoscientific belief*. National Social Science Association, Las Vegas.
- Bates, J. A., & Bates, N. S. (1996). *Debunking pseudoscience to teach principles of scientific inquiry*. National Social Science Association Summer Seminar on the Teaching of Social Sciences, Seattle.
- Bates, J. A. (1996). *Relations among social science coursework, personal characteristics, and college students' pseudoscientific beliefs*. National Social Science Association, Reno.
- Bates, J. A., Rea, D., & Warkentin, R. (1994). *Discontinuities in science teachers' knowledge structures, instructional beliefs and practices across academic levels*. National Science Teachers Association, Anaheim.
- Warkentin, R., Bates, J. A., & Griffin, B. (1994). *Relationships between college students' study activities, content knowledge structure, academic self-efficacy and classroom achievement*. Eastern Educational Research Association, Sarasota.
- Warkentin, R., Bates, J. A., & Griffin, B. (1994). *An exploration of the roles of academic self efficacy, study activities and knowledge structure on college students' classroom achievement*. American Educational Research Association, New Orleans.

- Warkentin, R., Rea, D., & Bates, J. A. (1994). *Discontinuities in science teaching: A developmental analysis*. American Educational Research Association, New Orleans.
- Bates, J. A., Rea, D., & Warkentin, R. (1993). *Content-knowledge structure differences among middle school, high school, and college life science teachers*. Eastern Educational Research Association, Clearwater Beach.
- Warkentin, R., Bates, J. A., & Rea, D. (1993). *Discontinuities in science teachers' instructional beliefs and practices across grade levels*. Eastern Educational Research Association, Clearwater Beach.
- Rea, D., Bates, J. A., & Warkentin, R. (1993). *A cognitive-developmental model of science teaching*. Eastern Educational Research Association, Clearwater Beach.
- Bates, J. A., Sjostrom, K., & McBrayer, D. (1993). *Who's done first? Relations between order of test completion and test score in psychology classrooms*. 15th Annual National Institute on the Teaching of Psychology, St. Petersburg Beach.
- Bates, J. A., & Bates, N. S. (1992). *Cooperative learning techniques for psychology classrooms*. 14th Annual National Institute on the Teaching of Psychology, St. Petersburg Beach.
- Bates, J. A. (1991). *Scientific and pseudoscientific beliefs among psychology majors*. 13th Annual National Institute on the Teaching of Psychology, St. Petersburg Beach.
- Bates, J. A. (1990). *19th century notions among 21st century teachers: The challenge of pseudoscientific belief to the preparation of education majors*. Southeastern Regional Assoc. of Teacher Educators, Savannah.
- Bates, J. A. (1990). *Teaching hypothesis testing and rules of scientific evidence by means of a demonstration of psychic ability*. 12th Annual National Institute on the Teaching of Psychology, St. Petersburg Beach.
- Bates, J. A. (1989). *Student characteristics affecting the validity of a teacher-education course evaluation instrument*. American Educational Research Association, San Francisco.
- Bates, N. S., & Bates, J. A. (1989). *Effects of computer use on revisions in writing*. American Educational Research Association, San Francisco.
- Bates, J. A. (1987). *Grade expectation dissonance and student evaluations of instructors*. American Educational Research Association, Washington, DC.
- Bates, J. A. (1982). *Interactive strategies in statistics concept structuring and course achievement*. American Educational Research Association, New York.
- Bates, J. A. (1981). *Differential structuring of statistics concepts as evidence of meaningful learning*. American Educational Research Association, Los Angeles.

Bates, J. A. (1980). *Effects of systems of reward and task type on subsequent intrinsic motivation*. American Educational Research Association, Boston.

Bates, J. A. (1979). *Graffiti contents as nonreactive indicators of men's and women's attitudes*. American Psychological Association, New York.

Konold, C. E., & Bates, J. A. (1978). *The episodic/semantic memory distinction as an heuristic in the study of instructional effects on cognitive structure*. American Educational Research Association, Toronto.

Selected Community Activities:

2005	JUDGE, Northern Ohio Science Fair, Cleveland, Ohio
2004-2005	BOARD MEMBER, Tiffin Developmental Center Citizens' Advisory Council
2003	GRAND AWARDS JUDGE, Intel International Science and Engineering Fair Cleveland, Ohio
2002-2004	FRIEND OF THE LIBRARY, Seneca County Public Library.
2001-2003	BOARD MEMBER, Tiffin Historical Trust.
1999-2000	COMMUNITY REPRESENTATIVE, Alternatives Mental Health Services accreditation review committee
April 1995	HOST, Irkutsk, Russia School District students' visit to U.S.
1991-1992	JUDGE, Effingham County Middle School Science Fair
1989, 1990	KEYNOTE SPEAKER, Winter Meetings of Georgia Skeptics Association
1987-1988	VOLUNTEER GUIDE, Las Vegas Museum of Natural History