Presentations by Dr. Drew C. Appleby

Dr. Appleby’s Biographical Statement, including a link to his Curriculum Vitae, can be viewed at http://psych.iupui.edu/people/drew-appleby

How to Avoid the Kisses of Death in the Graduate School Application Process
A survey of psychology graduate admissions committee chairs revealed seven categories of mistakes otherwise strong applicants (i.e., those with strong GPAs and GRE scores) make that diminish their probability of acceptance. This presentation provides concrete advice about how to avoid these mistakes. Although the data for this presentation were collected from psychology programs, the majority of mistakes they identified (e.g., inappropriate letter of recommendation authors and faulty personal statements) can be made by applicants to any type of graduate program.
Target Audiences: Students planning to apply to graduate school and those who advise them about this process

Skills-Based Advising Strategies to Enable Job-Seeking College Graduates to Be Hired, Be Promoted, and Keep Their Jobs
This research-based presentation provides practical and actionable advice that can enable job-seeking psychology majors—and other nonprofessional majors—to use both the curricular and extracurricular components of their undergraduate education to develop the seven basic skills whose presence or absence determine whether they are hired and, once they are hired, whether they are given more responsibility, promoted, reprimanded, disciplined, or fired.
Target Audiences: Students preparing to enter the job market upon graduation and the faculty/staff who advise them about this process

Students and Faculty as Partners in the Letter-of-Recommendation Process
In their book, The Complete Guide to Graduate School Admission, Keith-Spiegel and Wiederman state that letters of recommendation “are taken very seriously, and sometimes are as important as grades and test scores.” Effective letters of recommendation for both graduate school and employment should be the products of an active, developmental relationship among the students who request them and the faculty who write them. This presentation describes seven crucial stages in the development of this partnership.
Target Audiences: Students who will need letters of recommendation and the faculty who write them.

Can Academic Advising Be Considered a Scholarly Activity?
This presentation makes the case that (1) certain academic advising activities can be considered scholarly activities and (2) that faculty can use these activities to support their requests for professional advancement such as promotion, tenure, salary increases, and awards.
Target Audience: Academic advisors

Showing Them the Way: The Four Stages of Intellectual Development in College Students
Four decades of college teaching have made me aware of three factors that play crucial roles in four intellectual stages through which successful college students progress. This presentation identifies and describes these factors and stages, which culminate in an undergraduate research project, and emphasizes the importance of sharing this information with students so they can become willing and able partners with faculty in the teaching-learning process.
Target Audiences: Undergraduate students and those who teach and advise them

How to Help Students Understand and Prepare for Multiple-Choice Questions That Require Higher-Order Thinking Skills
Students in introductory level college classes have been exposed to thousands of multiple-choice questions in high school, but most of these questions only required them to memorize definitions and facts. Questions that measure their ability to comprehend and apply the information they learn in their classes often frustrate them because (1) they are unfamiliar with these types of questions and (2) they possess no strategies to prepare for them. This presentation consists of procedures created to alleviate these problems.
Target Audiences: High school and college teachers who use multiple-choice questions to assess their students' knowledge

Mentoring in the Classroom: A Career Exploration Class for Psychology Majors
This presentation describes a class designed to enable psychology majors to understand (1) what they can do with a degree in psychology and (2) how they can use their undergraduate educations to create themselves in the image of the people they wish to become. Although this class was created for psychology majors, its content and message can be applied to almost any academic major.
Target Audience: Psychology faculty who understand the importance of applying APA’s new Guidelines for the Undergraduate Psychology Major by providing their students with strategies to “develop meaningful professional direction for life after graduation.”

Why and How to Write APA-Style Citations in the Body and Reference Section of Your Papers
APA style is the most commonly used professional style of writing and is one of the most difficult to master. This presentation explains both the ethics (i.e., the “why”) and the mechanics (i.e., the “how”) of citing sources in both the bodies and reference sections of APA-style papers.
Target Audiences: Students who must learn how to write in APA style and faculty who teach them to do so.

Why Your Freshman Year in College Will NOT Be 13th Grade
Many students enter college with unrealistic expectations that can put them at academic risk, which is one of the reasons why one third of college freshmen in America never make it to their sophomore year. This presentation contains data-based advice from an academic travel agent to both high school students and incoming college freshmen that will enable them to make a successful transition from secondary to higher education by helping them understand the seven fundamental differences between high school and college.
Target Audiences: College-bound high school students, first-semester college students, and professionals who advise and teach them

Ten Teaching Tips for Faculty
Early in my academic career, I learned ten very important tips from a master teacher about how to be a successful college instructor. This presentation identifies those tips and provides expansions to each one of them based on my four-decade career as a college professor.
Target Audience: College faculty who are beginning their careers and/or who would like to improve their teaching skills

Using Digital Photography and Fine Art to Teach Depth Perception Cues
This presentation explores the process and value of depth perception and, using both photographic and artistic examples, demonstrates how we use the following monocular cues to determine the relative position of objects in our environments: overlap, linear perspective, relative size, relative height, texture gradients, aerial perspective, and shading.
Target Audience: Anyone who is fascinated by our amazing ability to perceive our environments in three dimensions.
Endorsements from Colleagues

Dr. Kenneth A. Weaver (Dean of the Emporia State University Teachers College and Past President of the Southwestern Psychological Association)

Drew presented the Psi Chi Invited Address at the Southwestern Psychological Association’s Convention. The title of his talk was “How to Receive (and Write) Strong Letters of Recommendation,” and it was packed with faculty and students. Many of the students I brought with me attended this session and commented to me how new and fresh Dr. Appleby’s approach and understanding of letters of recommendation were. In fact, they invited him to have dinner with them to “pick his brain” about other aspects of being a successful student. One year later, these students have changed their behavior based on Drew’s presentation and, because they now hold positions of leadership in student organizations, they are influencing their fellow students based on Drew’s ideas.

Dr. Thomas P. Pusateri (Professor of Psychology and Associate Director of the Kennesaw State University Center for Teaching and Learning)

Drew has been invited to give numerous talks at regional psychology conferences across the country and at national meetings of the American Psychological Association on such topics as student advising, career opportunities for undergraduate psychology majors, strategies for writing syllabi, and advice for students applying to graduate school. I have had the good fortune to attend many of these sessions, and they have enriched my own teaching and advising.

Dr. Elizabeth Yost Hammer (Professor of Psychology and Director of the Xavier University Center for the Advancement of Teaching)

Drew is a regular presenter for the Psi Chi program at the regional and national levels. As the Southeast Vice-President and the National President of Psi Chi, I counted on Drew to present workshops for students on topics such as how to get a strong letter of recommendation, jobs with a bachelor’s degree, and how to get into graduate school. He demonstrates great rapport with students, and they usually ambush him after his talk with many follow-up questions.

Dr. G. William Hill (Professor Emeritus of Psychology and Retired Director of the Kennesaw State University Center for Teaching and Learning)

I established the Southeastern Conference on the Teaching of Psychology in 1989, and I invited Drew to give several presentations, including an opening keynote address in 1997. The participants always rated his talks highly and their comments reflected the practical value of the ideas he shared. Drew has probably been invited to make a presentation or keynote address at just about every regional psychology teaching conference in the country. If I were to put together a list of the most prominent individuals in the teaching of psychology from colleagues that I know around the country, Drew would be at the top of my list. In my opinion, he is the epitome of the scholar teacher.

Dr. Charles L. Brewer (Professor Emeritus, Furman University and one of The Princeton Review’s Best 300 Professors of 2012)

I have attended many of Drew’s talks at professional conferences, which are always well prepared, articulate, provocative, witty, and presented with panache. His many awards and honors indicate that my assessment of his work is not aberrant.

Dr. John M. Davis (Professor of Psychology at Texas State University and Past President of the Southwestern Psychological Association)

I invited Dr. Appleby to be the Psi Chi Keynote Speaker during the 2002 meeting of the Southwestern Psychological Association. Both the practical content of his presentation and informal method of delivery created a bond between him and his audience. His approach was engaging and he connected very effectively with members of the audience. His remarks were enthusiastically received as evidenced by the fact that all members of the audience remained for an unscheduled question and answer period at the end of his address. A number of people spoke to me afterwards about how much they enjoyed his presentation. Both older faculty members who have heard hundreds of talks, as well as many students who were attending their first professional conference, told me what a fine talk he gave. I also noticed how many students flocked around him after he finished to let him know how much they were intrigued with and excited about his work. My wife, who is a faculty member in our English Department, was also highly impressed both with the implications of his research and his presentation. She said she thought his was the best among a number of first-class presentations. In fact, she decided to use his article on the Covert Curriculum as the basis of assignments and several discussion sessions in her Freshman Orientation class.

Dr. Virginia Andreoli Mathie (Former Executive Director of Psi Chi and Recipient of APA’s Distinguished Contributions Award)

Very early in his career, Dr. Appleby became a very popular and highly sought-after invited speaker at national and regional Psi Chi meetings on topics such as preparing for graduate school and employment, getting strong letters of recommendation, how to get the most out of any undergraduate education, how to become a life-long learner, and how to market skills acquired as a Psi Chi officer for employment and graduate school. Having attended many of Dr. Appleby’s presentations over the years, I know they are well attended by both students and faculty members. I also know that his presentations are scholarly and filled with information and practical advice for students and faculty that he has garnered from his own experience, from his discussions with colleagues, and from his research on teaching, advising, and mentoring.

Dr. Randolph A. Smith (Former Chair of the Lamar University Psychology Department and Former Editor of Teaching of Psychology)

Drew is nationally known as an expert on a wide variety of topics related to the teaching of psychology. The number of topics for which he could serve as a consultant is staggering—advising (academic, job, graduate school), syllabi, high school psychology, assessment, and testing are just a few that come to mind. A glance at his CV shows how much in demand Drew is as a speaker. All his expertise revolves around his love of teaching, which I believe helps to explain his popularity as a speaker. His passion for teaching comes through in all of Drew’s professional life. Every time I hear him speak, I get new ideas for teaching or working with students. His talks are well organized and delivered, but the most distinguished feature is the obvious preparation he has put in ahead of time. His handouts are so thorough that they are virtually a course in themselves. I always try to get extra copies of his handouts so I can take them home to my departmental colleagues. I know many people around the country who feel the same way—Drew is widely known as a teaching guru.

Dr. Jane S. Halonen (Former Dean of the University of West Florida’s College of Arts and Sciences, Recipient of the American Psychological Foundation’s Distinguished Teaching Award, and Past President of the Society for the Teaching of Psychology)

I believe part of Drew’s success as a teacher goes beyond his cognitive and creative talents. He is committed to helping students understand and appreciate the process of the undergraduate experience. He is egalitarian in his treatment of individual differences. He is an encourager, a nurturer, a bearer of standards, a comforter, and a friend. If I ever have a chance to assemble an “all-star” team of undergraduate psychology teachers, Drew would be first-string.

Dr. Diane F. Halpern (Professor of Psychology at Claremont McKenna College and Past President of the American Psychological Association)

There have been many occasions over the past 15 years when Dr. Appleby and I have worked together or when I have recognized his commitment to student learning through some other means. I remember meeting someone at a conference who was presenting her work using materials developed by “that man from Indiana.” Everyone at the conference knew she was talking about Dr. Appleby. The materials he has shared at conferences to help faculty be better teachers and academic advisors and to motivate students to be better learners are legendary. When I served on the APA Board of Educational Affairs, we frequently used his handouts as examples of “best work” to improve teaching and learning.