

**Profile of
Diane M. Reddy
Professor of Psychology, University of Wisconsin-Milwaukee
2007 Regents Teaching Excellence Award Recipient**

Background and Experience (Selected)

- Joined the UW-Milwaukee faculty in 1983.
- B.A. from the University of Hartford and Ph.D from Uniformed Services University of the Health Sciences in Bethesda, Maryland.
- Associate Chair of Psychology since 1989.
- Director of the Health Psychology Specialty.
- Recipient of the 2006 Alumni Association Award for Teaching Excellence and the 2001 Distinguished Undergraduate Teaching Award, and the 1999 Martin D. Meyer Award for Excellence in Undergraduate Teaching.
- Consultant (teaching health psychology) to American Psychological Association.
- Recipient of the 2004 Psi Chi Faculty Advisor Research Grant.
- Conducted professional workshops on: teaching, assessing undergraduate learning, designing reflective courses, effective teaching strategies, engaging and empowering students to think critically and to apply learning in solving real-world problems, and integrating the scholarships of research, pedagogy, and service.
- Creator and Director of the U-Pace Teaching Initiative aimed at increasing student learning and retention in Psychology 101.
- Initiator of Hybrid Learning in Psychology
- Winner of the Searle Research Award from American College of Obstetrics and Gynecology.
- Collaborated with students to create breast cancer prevention/detection video, adopted by Wisconsin State Department of Public Health.
- Devoted considerable effort to educational outreach activities working in the community to improve the understanding of health issues based on research with the American Cancer Society.
- Co-chaired the KnowledgeFest project, an extension of the Milwaukee Idea initiative that seeks to situate the University's teaching and research to a greater degree in the local community.

In Professor Reddy's own words:

- “Instead of simply describing research studies and findings, wherever possible, I ran volunteers from the class through mock-ups of the original studies, allowing them to experience the findings for themselves. This simple shift in my thinking about my role as an educator, the role of my students, and the educational process in general had immediate positive effects on student interest in the subject matter. They now wanted to discuss the material and more students asked questions. Most importantly, their scores on the exams improved.”

- “To accomplish my learning objectives, I invest substantial time and energy in providing students with curriculum materials and constructive feedback designed to promote their success [. . .] I closely mentor each project and grade all assignments myself. [. . .] I guide freshmen, majors, and graduate students through challenging assignments requiring considerable work, including writing research papers (or a National Institute of Health-Format grant proposal in the case of graduate students), creating a substantive research-based presentation. Students work together to analyze problems, [they] teach one another, and prepare a creative presentation, involving library research and sometimes empirical research.”

In the words of her students:

- “I have always been impressed with her ability to make each student in a large lecture hall feel as though their individual academic goals and understanding of the course material were critically important to her. [. . .] My favorite example was in Social Psychology when she collapsed to the floor in a demonstration of the bystander effect. The bystander effect (the psychological phenomenon by which [people are] more likely to act in an emergency situation when they are alone, than when they are with others) is often challenging to teach because students tend to believe that they would react even in a crowd. Sure enough, us students in the class were amazed and disturbed to note that no one jumped up to help Dr. Reddy in what we thought was a medical crisis. It has remained the most powerful demonstration in class that I have ever had to date.”
 - Jennifer Lemkuil, PhD Candidate at UW-Milwaukee.
- “Professor Reddy “leads with the big picture in her teaching style, leading students to think for themselves in a Socratic, empowering seminar format. I have never seen Diane unprepared without Milwaukee Journal-Sentinel clippings to tie key lessons in to multitudinous current events in her graduate courses, as well as in her teaching me about research [. . .].”
 - Anne Mary Montero, PhD Clinical Psychology, UW-Milwaukee.

In the words of her colleagues:

- “Whenever a student faltered in providing facts (or presented misinformation), she gently, subtly, and effectively inserted the necessary information -- whether it was an unpronounceable chemical compound, complex neurological system, or a researcher’s name. Every lapse by a student was complemented in a cooperative non-threatening manner.”
 - Richard H. Passman, Professor of Psychology, UW-Milwaukee.
- “Professor Reddy has been a faculty member at UWM for 24 years and during her tenure has excelled as an innovative teacher who has captured the admiration and respect of the students and alumni with her dedication to student learning and her use of collaborative active learning techniques in the classroom.”
 - Rita H. Cheng, Provost, UW-Milwaukee.