
Newsletter of the Society for the Teaching of Psychology



Division Two, American Psychological Association

SPRING, 1997

Editor, Linda M. Noble

SPRING GREETINGS FROM THE PRESIDENT

The year is flying by much too fast (they all do these days), and it's already time to update everyone on the society's activities and programs. As you can see elsewhere in this newsletter, Jane Halonen, our Program Chair, and Bill Addison, our Associate Program Chair, have assembled another outstanding program for the annual APA convention. This year's meeting is in Chicago, a marvelous city that APA has not visited in many years. Jane has lined up a host of symposia that mesh with our linkages theme, two symposia that related to the prejudice theme that APA is emphasizing, and one symposium that has a historical bent consistent with the celebration of the 50th anniversary of APA's divisions. We are also excited about invited addresses from Tom McGovern and Florence Denmark.

Bill Hill, our representative to the APA Commission on the Golden Anniversary of Divisions, reports that the commission is planning a variety of interesting activities for the convention. One highlight will be a Division Fair on Sunday, August 17th, from 10AM to 4 PM. Our division will display pictures from the past, membership materials, journals, mugs, and so forth. A T-shirt vendor will be at the fair all day making computer-generated shirts on site with various Division logos, including ours. On Sunday evening, the Commission will sponsor a free gala including music and dancing. They will honor the oldest president of each division that is in attendance and the band will play theme songs selected by each division.

For the first time in anyone's recollection, the society will have a hospitality suite. The suite will be located in the Palmer House, which is the headquarters hotel for our division. The details of when the suite will be open are still being worked out, but we hope to schedule a variety of functions in the suite on Friday, Saturday, and Sunday. Foremost among these will be our own

little 50th anniversary celebration on Saturday evening.

In my message in the December 1996 issue of *Teaching of Psychology*, I mentioned that one of my top priorities would be to bring our presence and programs to the internet in a compelling way. We are making excellent progress. For example, our sponsorship of TIPS (Teaching in Psychological Sciences) has officially begun. TIPS is an electronic discussion network developed by Bill Southerly at Frostburg State University. (Note: to subscribe to TIPS via the internet, send the message "Subscribe TIPS-space-your first name-space-your last name" to listserv@fre.fsu.umd.edu). TIPS is a valuable resource for fostering communication and collegiality among people interested in the teaching of psychology.

I am also pleased to report the society has established two entirely new beachheads in cyberspace. The first is our new society home page, coordinated by Mark Mitchell of Clarion University. The address for the society home page is <http://spsp.clarion.edu/Division2/d2.html>. The site provides a wealth of information on the society, including a description of our organization, a list of officers, membership information, a description of our journal, and much more. Our other new presence in cyberspace is the home page for our Office of Teaching Resources in Psychology (OTRP), which we are calling OTRP Online. The address for the OTRP Online is <http://www.lemoyne.edu/OTRP/>. Developed by Vinny Hevern of LeMoyne College, OTRP Online is a unique site that offers unprecedented resources to psychology teachers. A great many of the valuable materials available from OTRP-including data bases, annotated bibliographies, and brief papers-can now be downloaded immediately at no cost. OTRP

Online is also rich with links to other web sites relevant to psychology.

We are also making progress in our work with the Education Directorate at APA to help organize a national conference related to the teaching of psychology. The APA National Conference on Enhancing the Quality of Undergraduate Education in Psychology, which was held at St. Mary's College in Maryland in 1991, was a landmark event that yielded a host of worthwhile insights and initiatives. My predecessor, Ginny Andreoli Mathie, has been working with Jill Reich in the Education Directorate to explore the possibility of organizing another national conference which might occur as early as 1999. The APA Board of Directors has approved the funding for a planning committee to write a proposal for the conference. The meeting is tentatively entitled the National Conference on Academic Partnerships and its goal is to enhance academic linkages of various kinds. Ginny and the APA Education Directorate will be furnishing us with more information about this exciting project in the future.

Our society is also participating in a national project that emerged out of Syracuse University on broadening definitions of scholarship. Diane Halpern, our president-elect, is organizing a committee that will attempt to author a redefinition of scholarly work in psychology. One goal of this project is to encourage colleges and universities to place more emphasis on the importance of teaching. This project has the potential to impact thousands of faculty around the country.

If you have any questions about the society or suggestions as to how we can better serve psychology teachers, please feel free to contact me. You can write me at the Psychology Department, Santa Clara University, Santa Clara, CA 95053 (phone: 408-554-5036). My principal e-mail address is wweiten@aol.com. I hope to see many of you at the APA convention in Chicago.

Wayne Weiten
President

TEACHING & TECHNOLOGY

by G. William Hill, IV
Kennesaw State University

Recently, I took the opportunity to reflect upon my teaching career as I enter my "mid-life" period as a teacher. After 17 years of teaching, the major premise I have developed about teaching and academic life in general is that change is inevitable and that to survive and flourish as a teacher and faculty member we must accept, and even welcome change. One specific area related to teaching that has experienced dramatic change during my tenure as a teacher is that of technology, particularly as it relates to teaching. Thinking back to the infancy and childhood of my teaching career, I generated a list of technology related items and terms that I (and maybe a few of you) would have been familiar with and used, but are essentially obsolete today:

Carbon paper	16mm film
reel-to-reel tape	filmstrip
LP record	typewriter
card catalog	slide rule
key punch/data card	rotary
mimeograph/ditto machine	spirit master
telephone	

Alternatively, here is another list of items and terms that we are all probably familiar with and use (or hope to use) today, but were unknown 17 years ago:

LED display	distance learning
service learning	PC
word processing	CD-ROM
on-line	email
internet	camcorder
WWW	Gopher
laptop	whiteboard
disk	printer
FAX	multimedia

Finally, we may want to consider what might be obsolete before many of us retire:

textbook	slide projector
mainframe	classrooms
animal labs	

Editor's Note: The Teaching & Technology Column is intended to be a regular column in the newsletter. If you are interested in contributing please contact me.

Call for Undergraduate Papers: Psi Chi Journal of Undergraduate Research

After a successful inaugural year, the Psi Chi Journal of Undergraduate Research anticipates quarterly issues for 1997. Please encourage your undergraduate students to submit their manuscripts for consideration. Submissions are limited to empirical research studies whose primary author is an undergraduate student and member of Psi Chi. Any topical area in the psychological sciences will be considered. Submissions are accepted for review on an ongoing basis. For submission information, contact Stephen F. Davis, Managing Editor, Psi Chi Journal of Undergraduate Research, Department of Psychology, Emporia State University, Emporia, KS 66801. For subscription and bulk order information, contact Psi Chi National Office, 407 East 5th Street, Suite B, Chattanooga, TN 37403, Tel. (423)756-2044, E-Mail: Psi Chi@utc.campus.mci.net

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Report from the Membership Chair

The Membership Committee concentrated on three activities for its 1997 recruiting campaign: (1) Develop a WWW home page for the Society which would include membership application forms in addition to information about the Society's activities. (2) Conduct a direct mailing campaign targeting introductory psychology instructors at community colleges. (3) Increase the representation of ethnic minorities in the Society. All three of these activities have increased the visibility of the Society and have contributed to a dramatic increase in new memberships. As of March 15th, 558 new members have joined the Society for 1997, compared to only 309 who had joined by that time in 1996:

125 APA members

144 College (non-APA) members
132 Student members
13 Secondary school members
144 New members who joined via special recruiting activities (ethnic minority and gift campaigns)

Mark Mitchell designed our WWW home page in the Fall of 1996. So far, over 60 new members have been recruited via this home page. The address for this home page is <http://spsp.clarion.edu/Division2/d2.html>. It contains a wealth of information about the Society and links to other sites related to the teaching of psychology.

In November, 1996, an application form was mailed to approximately 3500 psychology instructors at community colleges. So far, 157 new members have been recruited via this direct mailing campaign, which is about a 4.5% return rate.

To increase representation of ethnic minorities among our members, the Society's Executive Committee voted to offer a one-year free membership in 1997 to psychology instructors of African American, Asian American, American Indian, and Hispanic American descent. The Membership Committee advertised this offer in all of its recruiting activities. So far, 129 psychology instructors have applied for this offer, 22 via the Society's WWW home page and 41 via the direct mailing campaign, among other recruiting sources. This offer will expire on August 15, 1997.

Two ongoing recruiting activities continue to contribute to our growth in new members. The American Psychological Association includes a Division Interest Survey in its welcome packet to all of its new members and affiliates. So far, 187 new members have joined the Society via this service. Of these new members, 25 applied for the first-year free membership to ethnic minorities. In addition, 76 of these new members were graduate students who had joined APA's association of graduate students (APAGS). This is the most frequent means through which our Society recruits graduate students as members.

The second ongoing activity is the applications for new memberships that we include in this

publication. So far, 50 new members were recruited via these application forms, 19 of which applied for the ethnic minority campaign, 17 of whom are graduate students, and 12 of whom were given gift membership by our Society members. We encourage all Society members to distribute the application forms in this newsletter to colleagues and students who would benefit from membership in our Society.

MEMBERSHIP APPLICATION FORMS CAN BE FOUND ON THE BACK PAGE OF THIS NEWSLETTER. PLEASE PHOTOCOPY THESE FORMS AS NEEDED AND ENCOURAGE YOUR FRIENDS TO JOIN OUR SOCIETY!

OFFICE OF TEACHING RESOURCES IN PSYCHOLOGY (OTRP)

Announcement:

During the past several years, "calls" for reviewers of materials to be distributed by the Society's Office of Teaching Resources in Psychology (OTRP) have appeared in official Division communications along with "calls" for reviewers of manuscripts for *Teaching of Psychology* and proposals for the Division's APA program. A number of individuals have indicated their interest in response to these requests for reviewers. Unfortunately, these requests for OTRP reviewers were made in error. At the present time, prospective OTRP resources are reviewed by a standing Advisory Board, so there is no need for a standing list of reviewers. Marky Lloyd, the OTRP Director, wishes to thank those individuals who have volunteered their services. The names of these individuals will be kept on file and used as possible candidates when

AN ORDER FORM FOR OTRP MATERIALS IS INCLUDED AS AN INSERT IN THIS ISSUE. A SAMPLE OF WHAT'S AVAILABLE FROM OTRP IS ALSO INCLUDED FOR YOUR USE

(See insert titled *What Departments Can Do to Assist Their Undergraduate Students with Graduate School Planning*).

THE SOCIETY'S PROGRAM AT THE 105th ANNUAL APA CONVENTION Chicago, Illinois August 15-19, 1997

Report from Program Chair

The Windy City--Chicago--will be the site of a lively convention gathering for members of the Society for the Teaching of Psychology, August 15-19, 1997. The Program Committee and a host of reviewers devoted many hours during the holiday season to construct a program that should have something to interest everyone.

We are celebrating, again. The APA designated the Society as one of the Divisions to celebrate a Golden Anniversary at this year's convention. You may remember that we did celebrate what we regarded as our 50th two years ago in New York, but APA was willing to fund a special celebration so we accepted the designation...and the money.

Our first history celebration will be a reception held in the Palmer House, the Society's headquarters hotel, on Saturday, August 15. Hosts Kathy Sexton-Radek and Bill Hill promise some unusual activities to launch our celebration. They ask that everyone who comes to the reception to bring two things with them. First, to celebrate the past, we ask you to bring an artifact that represents your relationship to the Society. The artifact can be a poem, a picture, an adopted syllabus--whatever you think is a good symbol about your involvement as a Society member. These artifacts will be collected and assembled for a display the following evening at the Golden Anniversary Social Hour. The second thing we ask you to bring is your prediction about what the future of teaching will hold in the next 50 years. We hope to offer prizes for the most creative and intriguing predictions.

The Golden Anniversary Reception will be followed by the third annual Society dinner, hosted by Drew Appleby. Drew knows Chicago's restaurants well and will have an interesting ethnic choice for our annual gourmet outing.

**NEWSLETTER OF THE SOCIETY FOR THE TEACHING OF PSYCHOLOGY
READER'S SURVEY
SPRING, 1997**



**Please return this survey to Linda Noble, Psychology, Kennesaw State University,
1000 Chastain Rd., Kennesaw, GA 30144**

Please use the scale below to rate the following contents of the Newsletter in terms of how valuable they are to you.

- | | 1 | 2 | 3 |
|-------|--|--------------------------|----------------------|
| | Not valuable | Somewhat valuable | Very valuable |
| _____ | President's message | | |
| _____ | Report from the Membership Chair | | |
| _____ | Information from the Office of Teaching Resources in Psychology (OTRP) | | |
| _____ | Candidate statements for elections in the Spring | | |
| _____ | Announcements about Society activities | | |
| _____ | Annual APA convention program in the Spring issue | | |

Please use the same scale above to rate these ideas for inclusion in the Newsletter in terms of how valuable they would be to you.

- _____ Textbook reviews
- _____ Bibliography of textbooks
- _____ List of relevant web sites
- _____ Articles discussing controversial issues related to the teaching of psychology
- _____ Reprints of quality papers presented at the annual APA convention
- _____ Articles related to the yearly "themes" identified by the Society President (e.g., one of Wayne Weiten's themes this year is linkages).

Regular columns on the following:

- _____ Teaching & technology _____ Teaching psychology in high schools
- _____ Specific courses (e.g., Social or Abnormal) _____ Other (please identify):

Please use the back of this survey to list your own ideas or to make comments!

On Sunday Bill Hill will also organize a Society Resource table to help publicize our contributions to psychology along with other celebrating divisions. The resource table will be held at the Sheraton.

Our Golden Anniversary Social Hour on Sunday evening will feature teaching award winners, hosted by Jim Freeman, and other activities, including an "adoption bureau" to promote collaboration across levels of education. Coordinated by Carol Jo Dean, Patricia Puccio, Jim Korn, and Ken Weaver, the adoption bureau will promote mutual adoptions between faculty in different sites to assist with student development projects and resource sharing across levels. Bring your creative ideas and you may leave with a new professional partner.

Following the Social Hour, APA will be sponsoring a gala celebration to honor all 50 year-old divisions. The APA Program Committee is planning many special activities and we encourage all members to attend. (DTOP--Dancing Teachers of Psychology--will have their annual business meeting at this gala). This even will be free to all APA members.

Program Highlights. Four symposium themes emerged in this year's submissions, including history of teaching, creating linkages (in response to President Wayne Weiten's request for a miniconvention on collaboration), prejudice and racism, and graduate student training.

Many proposals reflected the Golden Anniversary theme of history. Topics will include Weiten's presidential address on the history of the introductory textbook and two invited addresses, including Tom McGovern's evaluation of the history and controversy about tenure and Florence Denmark's "Last Lecture" on the status of gender issues in psychology. An additional symposium, coordinated by Allen Calvin, will honor the work of textbook pioneer, James V. McConnell.

The linkages initiative drew many well-designed symposia and poster proposals. These will include sessions on high school-college collaboration orchestrated by Ken Weaver, using the internet to provide resources for advising coordinated by Marky Lloyd, and psychology's

role as a major and a minor undergraduate discipline area organized by Tom Pusateri among others.

A two-hour symposium on diversity in the undergraduate classroom emphasizing culture and ethnicity will be conducted by Bill Hill and Tresmaine Grimes to represent the Society's contribution to APA's Public Interest Directorate National Conversation on Psychology and Racism. Discussants for this session will include Kathy Sexton-Radek, representing the Society's Multicultural Task Force, and Carole Wade, represented APA's Board of Educational Affairs Task Force on Diversity Issues at the Precollege and Undergraduate Levels of Education in Psychology. In addition, Diane Halpern will chair a session on stereotype development.

Jim Korn has coordinated a session to explore graduate student training issues related to preparation for different teaching contexts. Loreto Prieto has also assembled an exceptional panel, including Patricia Keith-Spiegel and Pam Rein Trotman, to explore ethical dimensions of graduate training.

We will have two very full poster sessions--one session organized to reflect strategies for the classroom and the other to provide resources to faculty members and psychology departments. In addition, we will be featuring our first winner of a teaching conference competition--Wanda L. Ruffin, whose poster on the use of New Orleans jazz funerals in understanding death and dying, won the distinction for her contribution to the teaching of psychology content in a poster at the 1997 National Institute for Teaching of Psychology.

The convention program offers too many interesting opportunities to mention here. However, you can check out the substantive offerings in the program (symposia, invited addresses) by visiting our Society web site at <http://spsp.clarion.edu/Division2/d2.html>.

Hospitality. The Society is experimenting this year with providing a hospitality suite at the Palmer House for a variety of formal and informal gatherings. We will initiate the hospitality suite with a reception for Teaching of Psychology. All members, especially new

Use the forms below to encourage your colleagues to join our Society.

Make checks payable to Society for the Teaching of Psychology.

Mail applications to this address:

**Thomas P. Pusateri, Membership Chair
Society for the Teaching of Psychology
Loras College
Dubuque, IA 52004-0178**

(Photocopy these forms as needed)



APPLICATION FOR FIRST YEAR FREE MEMBERSHIP TO ETHNIC MINORITIES

Deadline for 1997 membership: August 15, 1997

NAME

Last name First name Middle

ADDRESS

City State Zip code

ETHNICITY African-Amer. Asian Amer. Hispanic Amer. Amer. Indian



APPLICATION FOR GIFT MEMBERSHIP

Society members may provide a first year gift membership to a student, high school or college teacher, librarian, or colleague interested in the teaching of psychology, for \$10.00 per gift.

Deadline for 1997 membership: August 15, 1997

NAME

Last name First name Middle

ADDRESS

City State Zip code

DONOR'S NAME (or anonymous) _____



FIRST-YEAR MEMBERSHIP APPLICATION

Provide this form to colleagues who are joining the Society for the first time. Or use this form if you recently resigned from APA and would like to continue membership in the Society.

Deadline for 1997 membership: August 15, 1997

NAME

Last name First name Middle

ADDRESS

City State Zip code

Please pay the lowest dues for which you qualify (Check one category below):

- \$13.00 if you are a post-doctoral, graduate, or undergraduate student
- \$16.00 if you work in a secondary school, or if you are a member of APA
- \$20.00 if you work in a college or university and are not a member of APA



Society for the Teaching of Psychology (APA Division 2)
OFFICE OF TEACHING RESOURCES IN PSYCHOLOGY (OTRP)
Department of Psychology, Georgia Southern University, P. O. Box 8041, Statesboro, GA 30460-8041

List B: Materials Currently Available at Nominal Cost (cont.)

3. *Expanding the Psychology Curriculum: An Annotated Bibliography on Multi-Cultural Psychology* (1994) by Mary Kite and the Society's Task Force on Diversity
Price: \$2.00 (includes postage and handling)
4. *Project Syllabus* is a collection of referred syllabi in a variety of undergraduate and graduate psychology courses. **UNDERGRADUATE SYLLABI:** Abnormal (3), Animal Cognition (1), Clinical (3), Comparative (2), Experimental (2), Introductory (3), Learning (1), Physiological (1), Women (4), Women's Health (1).
GRADUATE SYLLABI: Behavior Disorders (1), College Student Development (1), Counseling Practicum (1), Introduction to Psychotherapy (1), Organization Development (1), Personality Development (1), Personality Theory and Psychotherapy (1), Psychological Assessment/Testing (2), Statistics (1), Training in Organizations (1).
Price: \$1.00 per syllabus (includes handling and postage)

Note: The entire syllabus collection is available for loan to coordinators of teaching conferences and other professional meetings that focus on the teaching of psychology. There is no charge for this service, but three weeks' notice is needed.

5. *Database - Teaching of Psychology* (1996), by David Johnson, allows you to locate quickly articles of specific interest such as classroom activities and course descriptions published in the Society's journal, *Teaching of Psychology*.
Prices: \$6.00 for Top-DB (dBASE© file format--for either IBM© or MAC© along with documentation file in either WordPerfect© or MS-WORD©). \$6.00 for Top-INDEX (citations of articles listed by key words for use with word processor--for either IBM© or MAC© and WordPerfect© or MS-WORD©). \$8.00 for both Top-DB and Top INDEX.
PLEASE CIRCLE TYPE OF COMPUTER (IBM© OR MAC©).

Unless otherwise indicated, please make checks payable to "Georgia Southern University" and send to the OTRP at the address at the top of the page.

Forthcoming Projects

"What Can I Do with My Psychology Major?" - a departmental handbook developed by Kathy Sexton-Radek and Patrice Paul for psychology majors at Elmhurst College (IL) will be available on floppy disk and from the OTRP home page, *OTRP-Online*.

FACULTY INTERESTED IN DISCUSSING IDEAS FOR POSSIBLE PROJECTS TO BE DISTRIBUTED BY THE OTRP SHOULD CONTACT THE OTRP DIRECTOR (E-MAIL: MLLOYD@GASOU.EDU; PHONE: (912) 681-5423; OR AT ADDRESS AT THE TOP OF THE PAGE).

Many of our resources can be downloaded from the OTRP home page,
OTRP-Online: <http://www.lemoyne.edu/OTRP/>.



Society for the Teaching of Psychology (APA Division 2)

**OFFICE OF TEACHING RESOURCES IN PSYCHOLOGY
(OTRP)**

Department of Psychology, Georgia Southern University, P. O. Box 8041, Statesboro, GA 30460-8041

ORDER FORM - 3/15/97

List A: Materials Currently Available Free of Charge (only return envelope and stamps required)

1. *Ethical Issues in Teaching and Academic Life: Annotated Bibliography* (revised, 1993) by Patricia Keith-Spiegel and Kimberly Carr
2. *Including Gay, Lesbian, and Bisexual Students on Campus: A Short Annotated Reading List* (1994) by Burrton Woodruff for the Society's Task Force on Diversity
3. *Position Opening: Professor—Is College Teaching a Career You Should Consider?* (1992) A career advisement brochure for use with undergraduates; by Lisa Gray-Shellberg, Patricia Keith-Spiegel, Pat Williams, and David Cole
4. *Scientific Misconduct: An Annotated Bibliography of Articles Selected for Their Lecture Development Value* (1994) by Patricia Keith-Spiegel, Keith Aronson, and Michelle Bowman
5. *Sensitizing Undergraduate Students to the Nature, Causes, Scope, and Consequences of Research Fraud: Preliminary Report* (1993) by Patricia Keith-Spiegel, Howard Lee, Robin Zinn-Monroe, and Gary Brian Spiegel
6. *What Departments and Faculty Can Do to Assist Their Undergraduate Students with Their Graduate School Planning* (1990) by Patricia Keith-Spiegel
7. *Writing Letters of Recommendation for Students: How to Protect Yourself from Liability* (1991) by Elizabeth V. Swenson and Patricia Keith-Spiegel

Please circle items desired. Send one self-addressed envelope with your order with one stamp per item requested. (Loose stamps permit flexibility and help neutralize our costs.)

List B: Materials Currently Available at Nominal Cost (Please circle items desired.)

1. *Department Handbook for Students* (1995) by Drew Appleby contains numerous hand-outs about academic, career, and graduate school issues. It is available on floppy disk (DOS-WordPerfect 5.1) for easy adaptation to individual departments.
Price: \$6.00 (covers cost of disk, copying, postage, and handling)
2. *Ethics of Teaching: A Casebook* (1994), by Patricia Keith-Spiegel, Arno F. Wittig, David V. Perkins, Deborah Ware Balogh, and Bernard E. Whitley, Jr., contains 164 cases with detailed analyses. It covers many aspects of academia, focusing on student-professor relationships and the "grayer" areas where ethics committees and policies often cannot reach. It is suitable for teaching workshops, TA and GA training, continuing education, and faculty development.
Price: \$19.45 (\$15.95 for book, \$3.50 for postage and handling); make check payable to "Ball State University." **Send request and check to:** Linda Ritchie, Academic Research and Sponsored Projects, Ball State University, Muncie, IN 47306.



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**WHAT DEPARTMENTS AND FACULTY CAN DO TO ASSIST
THEIR UNDERGRADUATE STUDENTS WITH GRADUATE SCHOOL PLANNING**

Patricia Keith-Spiegel, Ball State University. Adapted with permission of the publisher from *The Complete Guide to Graduate School Admission: Psychology and Related Fields* (Lawrence Erlbaum Publishers, Hillsdale, NJ, 1990).

Undergraduate academic departments can provide many resources for their graduate-school bound students that may be difficult, even impossible, for some students to create for themselves. Most of the resources are neither expensive nor time-consuming to collect and maintain, and one or more dedicated faculty members are typically willing to pitch in. Some students will fall through the cracks regardless of the effort put into student awareness projects; however, for those who are alert and motivated, these activities may greatly facilitate a successful outcome when planning for their futures.

1. Create a graduate school application materials file. This can be put together from catalogs and applications donated by your graduate school applicants who do not need them anymore. Items can be replaced as more recent versions are contributed. This resource requires a couple of file cabinets if the collection is extensive (i.e., materials from around 400 programs) and is easier to maintain intact by instituting some monitoring system. This resource also helps encourage students to consider programs in other geographical locales. Applying to school farther away from home base is often to the student's advantage in the selection process.
2. Create a small resource library that students can use, containing books such as a current copy of APA's *Graduate Study in Psychology and Related Fields*, relevant Peterson's and Educational Testing Service graduate program directories, the most recent APA and APS membership directories, and other helpful information, such as the current GRE information pamphlet from the Educational Testing Service, the MAT pamphlet from the Psychological Corporation, and articles about training models (clinical-scholar, scientist-practitioner, and professional-practitioner), and careers.
3. Encourage students to explore career opportunities before deciding on a graduate program. Students often think only "clinical psychology," yet do not fully understand the differences among training models that should play a major role in their graduate school decisions. Other careers that may be of great interest to students often remain unconsidered. Consider developing seminars or courses on careers and/or career counseling.
4. Encourage faculty members to communicate clearly their requirements for writing letters of recommendation for students (e.g., if students should submit a résumé, statement of purpose, list of courses taken in their major and grades received, how much lead time is needed, etc.). This allows students their best opportunity to impress each referee, and also makes letter-writing tasks much easier for the referees.
5. Encourage faculty to get the letters they agree to write for students in on time. Recent data indicate that reference letters are often late, and this lateness can jeopardize students' chances of acceptance because their files remain incomplete while the reviewing of complete files is already underway. Assure that support services are available to assist faculty with these tasks, at least during the "crunch" periods (December through February).
6. Encourage faculty to involve as many students as possible in their research projects and/or provide incentives for faculty to sponsor students for independent research. Data clearly show that a student with research experience, particularly if the student earns an authorship credit on a presentation, is greatly advantaged in the selection process regardless of the kind of program to which the student applies.
7. Sponsor an annual "how to get into graduate school" workshop for students. The best time for such a function is during the spring, when second semester juniors can learn what they can do over the summer to get a jump on the application process. The best alternative time is right at the beginning of the fall term when first-semester seniors will need to learn what they should be doing right away. Consider inviting faculty from nearby graduate programs to participate.

8. Develop an honors program in your department for the most promising students. Data show that participation in such programs is viewed favorably by selection committees.
9. Support your Psi Chi Chapter. Encourage faculty involvement, which directly affects the vitality of a chapter, and attendance at Psi Chi functions. Applicants who have been active in Psi Chi are rated more favorably than applicants who simply list their membership.
10. Encourage the faculty to watch for unusual opportunities for undergraduate students. These may include paid jobs or prestigious volunteer opportunities, calls for student journal referees, chances to meet colleagues from departments that might be of interest for graduate work, research competitions, and so on.
11. Create a bulletin board for displaying information of interest to aspiring graduate school students. Include the names and locations of on-campus resources that students may find valuable (e.g., career counseling, financial aid, placements). Encourage faculty and students to contribute items for posting.
12. Motivate students to attend professional meetings, especially those that traditionally offer considerable programming to meet students needs such as APA, APS, and the large regional associations. These meetings also often give students a clearer sense of professional identity. Post the information about such meetings.
13. Encourage faculty mentoring of promising students. These activities might include collaborative research or other projects, careful advising, fieldwork supervision, facilitating of other useful and valuable experiences that will enhance the application of outstanding students, and criterion-referenced letters of recommendation. Data overwhelmingly support the marked advantage during the selection process of the "mentored applicant."
14. Institute an awards program to honor those students who have attained high academic honors and/or made significant contributions to the department. If possible, bestow these awards just before or just after the winter break so that the recipients can list and describe their awards on their graduate school applications.
15. Make a list of faculty and their specialty and current research areas readily available to students as a way of facilitating monitoring and/or other project collaboration. (If your department is large, consider posting this information with photos of the faculty members to facilitate the students' opportunities to make connections.)
16. Encourage your students to participate in undergraduate research conferences (if there are any in your geographical area). If there is no such opportunity nearby, consider putting on your own annual departmental level research presentation. Data show that selection committees react favorably to any research experience, even if the forum was a modest one.
17. If your campus is very small and/or not well known, consider creating a short handout about your institution and department, indicating strengths and unusual features, suitable for inclusion in your student's graduate school application materials. Data show that applicants from better known colleges and universities usually have an advantage. This "edge" may be as much from the institution's name recognition than anything else, so additional information may soften such bias.
18. Assure that outstanding students are aware of the various financial resources that they can apply for independently, such as the National Science Foundation Fellowships. Keeping a file of recent copies of the applications of the larger funding sources for potential applicants to view readily is an ideal resource. In addition, posting a copy (in easy view) of the titles of funding guides and catalogs that are probably available in your college or university library or financial aid office is helpful.
19. Get the word out early (on bulletin boards or in class announcements) that graduate school planning is not something that should wait until the senior year. Students who begin an active plan in their junior year or earlier have many advantages.
20. If your department has a graduate program, assure that your undergraduates understand any policies regarding their applications to your graduate program. That is, are internal applicants viewed and treated any differently?
21. Generate, as soon after fall grades are submitted as possible, a graduating psychology class ranking by overall GPA. This way, students in the top 5% and top 10% of your psychology class can identify themselves. Recent data show that students who can indicate that they are in the top 5% of their own graduating class are viewed very favorably by selection committees.

members interested in learning about publishing and reviewing, are invited to the reception.

- Formal discussion groups tentatively include sessions on learning about APA governance (with Janet Matthews)
- exploring changing meanings of scholarship in higher education (with Diane Halpern)
- learning about mentoring possibilities with the Society (with Barbara Nodine)
- exploring the services and resources available through the Office of Teaching Resources in Psychology (with Margaret Lloyd and Joan Chrisler) The Long Term Planning Task Force and the Fund for Excellence are currently planning meetings in the hospitality suite as well.

If you have any special needs that might be met by a gathering of interested Society members, please contact me as soon as possible to confer about scheduling possibilities.

First-time Convention Attendees. If this will be your first APA conference or your first connection to the Society for the Teachers of Psychology, we are also offering a resource person who may help get you oriented to options an APA convention can have. Please contact Janet Carlson at jcarlson@oswego.oswego.edu if you would like some mentoring on how to make the best use of your convention time.

Mark your calendar. This convention is full of promise for your professional development and your potential for networking. See you in Chicago.

Jane Halonen, Program Chair

POSTER AWARD

Congratulations to Luanne Fowler & Lettie Watford of Gordon College in Georgia

for the Outstanding Poster at the 1997 Southeastern Conference on the Teaching of Psychology

The Society is sponsoring poster competitions at the regional teaching conferences. Award winners receive a stipend to present their poster at the 1998 APA meeting in San Francisco, California!

PRESIDENTIAL CANDIDATE STATEMENTS

JAMES FREEMAN

Since 1976 I have been a psychology professor at Denison University. Despite the fact that I am a transplanted Southern Californian now teaching in a small, midwestern town, the rewards of teaching have made irrelevant whatever I might miss about the arid and urban environment in which I was raised. I feel that I am lucky to be able to do what I enjoy doing best--teaching and advising students.

Besides my position in the Psychology Department, I also have a position in Computer Services, in which I support the academic computing mission of our college. Additionally, I have been a mentor for several years in COSEN, a consortium of schools in Ohio and the Carolinas, which encourages students to pursue science careers.

Relative to other members of the Society I have not been as active as long as many. All the more reason that I am deeply honored to be nominated for this position. I cannot think of another organization that has done more to assist and improve the teaching of psychology. I, therefore, feel it is my obligation to do my part to support the cause in which I am a benefactor. Presently, I am completing my third year as Chair of the society's Teaching Awards Committee. I am also a faculty advisor for TOPPS, and I have been active in the Advanced Placement Psychology program since its first test, as a reader, group leader, consultant, and member of the Test Development Committee. In my teaching experience, the privilege of working with dedicated, enthusiastic, and outstanding high school teachers of psychology has been possibly the most rejuvenating, and the relationships that I have developed with other members of the Society have been profoundly supportive. Whether I am elected or not I intend to continue to serve the Society for the Teaching of Psychology by volunteering for whatever needs to be done.

NEIL LUTSKY

I want every teacher of psychology to feel, as I do, that our organization has made him or her a more informed and thoughtful teacher, and is an essential part of a professional commitment to teaching and psychology. How can we accomplish this? How can we sustain our legacy as beneficiaries of a 50-year tradition of members' dedication to Division Two? How can we adapt that legacy to the possibilities and realities of teaching psychology today? How can we attract a new generation of psychologists to participate in our activities?

Over the past three years, as chair of the Division's Long Range Planning Task Force, colleagues and I have worked to imagine and detail a vision for our organization. As I see it, we need to orient the Society in three ways:

(1) as a service organization that provides concrete resources (e.g., demonstrations, training in computer-based technologies, *Teaching of Psychology*) to help us in our everyday teaching.

(2) as a more distributed--both physical and electronic--meeting place for teachers connected to a web of organizations (APA, APS, CTUP, CUR, TOPSS), regional conferences, and electronic resources (TIPS, the WWW). Our goal is to enhance community among all teachers of psychology--across high schools, two year colleges, four year colleges and universities--so that we can all benefit from the stimulation, information, and support we all have to offer.

(3) as a source of financial support for innovative projects addressing teaching and learning (e.g., multimedia instructional materials, bibliographic guides on new curricular topics, assessments of new approaches to teaching).

My own background includes the following: I teach at Carleton College (introductory psychology, statistics, social psychology, a social lab, and a seminar on Psychology and the Holocaust). I am an active social psychologist (Ph.D., Harvard University, Woodrow Wilson Fellow) and Division member (*ToP* Consulting

Editor, former Teaching Awards Committee chair, and participant in APA's National Conference on Undergraduate Education). And I have been a genuine beneficiary of the direction and support the Division Two community provides and appreciate the Election Committee's persistence in nominating me for this office.

THOMAS P. PUSATERI

I am honored to be nominated for president of the Society for the Teaching of Psychology. I am equally honored to be considered in the company of Neil Lutsky and Jim Freeman, two colleagues who have made considerable contributions to the Society and who would serve us well if either were elected president.

For the past two years, I have served as Membership Chair and have collaborated with my colleagues on the Membership Committee and the Society's Executive Committee to increase the visibility of our organization. Through various recruiting campaigns, we have increased the numbers of graduate students, community college professors, and ethnic minorities who are members of our Society. We have also recently enhanced our visibility through the use of computer technology, in particular, via WWW home pages for both the Society and the Office of Teaching Resources in Psychology, and via the Executive Committee's decision to support the TIPS electronic discussion group. With increased visibility comes an increased responsibility for our Society to develop and distribute teaching resources that will benefit our members. If I were elected president, I would focus on how we could best meet this responsibility. I would encourage our Society to enhance its contributions to the training of graduate teaching assistants through our recently developed mentoring program and through collaborations with APA's Education Directorate, APAGS, and COGDOP. Our Society should also collaborate more closely with TOPSS to develop teaching resources that would enhance the teaching of introductory psychology in secondary schools, colleges, and universities. We should also work with CTUP to enhance our visibility at teaching and regional conferences and to find effective methods of

sharing the teaching resources discussed at these conferences with teachers who are unable to attend. These endeavors would require considerable time, effort and wisdom, and I cannot accomplish these tasks on my own. I would rely heavily on the wealth of experience and enthusiasm of our Executive Committee, Task Force Chairs, Regional Coordinators, and Liaisons to assist me in serving our membership to the best of our abilities.

I received my Ph.D. in social psychology in 1984 from The Ohio State University, and I am currently an Associate Professor at Loras College in Dubuque, Iowa, where I have taught for the past thirteen years. I have made numerous presentations at psychology teaching conferences (MACToP, MIToP, and SECToP), the Midwestern Psychological Association, and the American Psychological Association. I have also developed instructor resources for two introductory psychology textbooks and a series of classroom demonstrations for a textbook in cognitive psychology.

NOTE FROM THE EDITOR

In a 1994 survey conducted by the Long Range Planning Task Force (LRPT), Society members typically rated the Society's Newsletter as somewhat valuable. However, 28% of the respondents indicated they were not familiar with the Newsletter or did not find it valuable to them. As you may remember from my note in the Fall 1996 issue, I would like to seriously consider the content of our newsletter and find a way to use the Newsletter to better serve our members.

In this year's meeting of the LRPT several suggestions for changing the content of the Newsletter were identified. For example, reprints of quality papers presented at each annual APA convention might be included in issues. Likewise, a bibliography of selected Introductory Psychology textbooks or related web sites could be included. Other suggestions include a review of textbooks and more information of "topical" courses we teach (e.g., Social Psychology or Statistics).

I would like to solicit the input of our readers for additional suggestions for improving the

Newsletter to better meet your needs as teachers of psychology. **Please take a moment to respond to the survey insert I've included in this issue and return it to me.** I would like to make this Newsletter not only a source of information, but a vehicle to better meet your needs. Thank you in advance for your input! If you have any questions or would like to discuss your ideas with me, please feel free to contact me.

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