



**Call for Nominations**  
**American Psychological Foundation**  
**Charles L. Brewer Distinguished Teaching of**  
**Psychology Award**

The American Psychological Foundation (APF) invites nominations for the APF 2008 Charles L. Brewer Distinguished Teaching of Psychology Award, which recognizes an outstanding career contribution to the teaching of psychology.

The awardee receives a plaque, \$2,000, and a two-night, three-day, all-expenses-paid trip to the American Psychological Association's (APA) 2008 annual convention, in Boston, MA, where the award will be presented and they will be invited to give a special address.

**Requirements:**  
**Nominees must demonstrate:**

- o Exemplary performance as a classroom teacher;
- o Development of innovative curricula and courses;
- o Development of effective teaching methods and/or materials;
- o Teaching of advanced research methods and practice in psychology; and/or,
- o Administrative facilitation of teaching;
- o Research on teaching;
- o Training of teachers of psychology;
- o Evidence of influence as a teacher of students who become psychologists.

**Application Process:**

Nominations should include the APF nomination form, a statement that illustrates how the nominee fulfills the guidelines of the award, and the nominee's current vita and bibliography. Letters in support of the nomination are welcome. All materials should be coordinated and collected by the chief nominator and forwarded to APF as a single package. The deadline for receipt of materials is December 1, 2007. Nominations forms can be found at <http://www.apa.org/apf/Teaching.nom.guideline.pdf>. Completed nomination packets should be mailed to the APF Charles L. Brewer Teaching Award, American Psychological Foundation, 750 First Street, NE, Washington, DC, 20002-4242. If you have any questions, please contact Idalia Ramos at 202-336-5814.

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**Announcing the APA Psychology Department Program**  
**(2007-2008)**

APA's Psychology Department Program provides access to the APA's many teaching and advising publications as well as subscriptions to APA magazines and newsletters for departments at a price of \$300.00 per year. The 2007-2008 program includes the new editions of:

- 1) *Career Paths in Psychology: Where Your Degree Can Take You*
- 2) *Getting In: A Step-by-Step Plan for Gaining Admission to Graduate School in Psychology*
- 3) *Graduate Study in Psychology: 2008*
- 4) *The Careers in Psychology* video
- 5) Three complimentary student affiliate memberships, in addition to subscriptions to the *Monitor*, *gradPSYCH*, the *Psychology Teacher Network*, and *The Educator*.

Your department can also receive PDP-NEWS, an online news source for psychology faculty and students. APA also provides a link to participating psychology departments on the APA Web site. For more information, visit <http://www.apa.org/ed/pcue/psydeptprog.html>.

**CALL FOR PROPOSALS**

**STP PROGRAMMING**  
**AT THE APA**  
**CONVENTION**

**BOSTON, MA**



Mark your calendars for the APA Convention in Boston, MA, August 14-17, 2008. The deadline for proposals is traditionally in early December, and all proposals are submitted in electronic format via the APA website. Division 2 seeks proposals for 50 minute symposia and posters. For further information, contact Loretta McGregor, Chair of Division Two Programming for APA. Email: [lmcgregorastate.edu](mailto:lmcgregorastate.edu).

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**Call for Instructional Resource Award Proposals**

The Society for the Teaching of Psychology (APA Division 2) announces the availability of five \$1500 Instructional Resource Awards, and issues a call for funding proposals. Grants will be awarded on a competitive basis for projects to develop instructional resources that support the teaching of psychology.

For information about the Instructional Resource Award program, visit the Society's web site at <http://teachpsych.org/members/ira.php> or contact Dr. Andrew Johnson, Department of Psychology, Park University, 8700 NW River Park Drive, Parkville, MO 64152 (email at [ajohnson@park.edu](mailto:ajohnson@park.edu)).

**Report from the August 2007 Council of  
Representatives Meeting  
David E. Johnson & Margaret A. Lloyd, Representatives**

The Council of Representatives of the American Psychological Association (APA) met August 16th and August 19th, 2007 in San Francisco, California. Dr. Sharon Brehm, President of APA, chaired the meeting. Below are some of the business items of interest to members of the Society for the Teaching of Psychology (STP), Division 2 of APA.

Dr. Brehm reported that the total number of convention attendees was greater than 15,000.

Dr. Norman Anderson, Chief Executive Officer of APA, reported that the rollout of the new APA Website has begun, but will continue for several more months. One of the first changes involved development of PsycNET, which integrates APA's searchable databases (PsycINFO, PsycARTICLES, PsycEXTRA, PsycCRITIQUES, & PsycBOOKS) into a single interface. Feedback from information specialists about the new interface has been positive. The new and improved APA Website should lead to more efficient searching and allow for more member services to be coordinated online. Dr. Anderson also informed Council that APA hired a consulting firm to help evaluate the annual convention and that convention affairs experienced some reorganization. The Office of Convention Affairs and Meeting Services will be moved under Governance Affairs.

Dr. Anderson informed Council that APA currently has 157,000 members. Membership data suggest that the average age of members (now over age 50) continues to increase and that student membership has declined. Currently, only 18% of APA members are under 40 years of age.

Dr. Anderson announced the upcoming departure of several long-time APA employees. Jim McHugh, Senior Legal Counsel; Russ Newman, Executive Director of the Practice Directorate; and Charles "Jack" McKay, Chief Financial Officer. APA will also hire a Chief Diversity Officer in the coming year to coordinate the varied APA diversity initiatives. Work continues on APA's strategic planning initiative.

Dr. Carol Goodheart, APA Treasurer, and Charles McKay, Chief Financial Officer of APA, reported that APA is in good financial condition overall. The 2007 budget contains a projected deficit of over \$900,000. The 2008 preliminary budget is currently set at over \$111 million with a projected surplus of almost \$400,000.

Consistent with prior Council actions to institute the practice of increasing the APA base member dues annually by an amount linked to the consumer price index for all urban consumers, Council approved a \$9 member dues increase from \$270 to \$279 for the 2008 dues year. Council approved a \$1 increase in the dues for the American Psychological Association of Graduate Students (APAGS) from \$50 to \$51.

Council approved a \$7.6 million dollar designation of net assets for additional improvement of the APA Website.

Two new APA fellows were nominated from Division 2: Dr. Tara L. Kuther and Dr. Maureen A. McCarthy. Council voted to approve their nominations and confer Fellow status.

Dr. Brehm presented Presidential Citations to Dr. Corann Okorodudu and Dr. Florence Denmark. She also presided over a tribute to Charles McKay, CFO, who is retiring this year.

Council revisited the issue of psychologists' participation at U.S. detention centers such as Guantanamo Bay and passed a resolution that reaffirmed previously passed resolutions against the use of unethical interrogation techniques against persons designated as "enemy combatants." The full text of the resolution can be found at <http://www.apa.org/governance/resolutions/councilres0807.html>. A motion to limit the role of psychologists to the provision of psychological treatment in settings in which detainees are deprived of adequate protection of their human rights was defeated.

Council approved in principle new guidelines for education and training for psychologists who prescribe medications. Council also approved in principle a new model act for prescribing psychologists, which can be found at this URL: <http://forms.apa.org/practice/modelactlicensure/ModelActforReview.pdf>

As mentioned above, APA continues to investigate ways to more effectively use the APA Website to provide more services to members. Related to this ongoing process, Council approved changes to the Bylaws and Association Rules that provides for online voting in APA elections. Final approval of the bylaws changes will require a vote of the membership later in 2007.

Council approved an amendment to APA Bylaws Article V and a new Article XVI that provides National Ethnic and Minority Associations to have seats on Council and to be voting members of Council. The groups involved are: American Association of Asian Psychologists, Association of Black Psychologists, Society of Indian Psychologists, and National Latino/a Association of Psychologists. Final approval of the bylaws changes will require a vote of the membership.

Council approved the appointment of a Task Force on Council Representation. Concern over the decreasing number of seats for states/provinces/territories over the last two years led to the proposal to investigate whether current apportionment voting system is fair. This task force will investigate whether APA should pursue changes in the current system.

Two divisions proposed sponsorship of two journals. Division 36 requested authorization to publish the *Journal Psychology of Religion and Spirituality*. The Association of Psychologists in Academic Health Centers (Section VIII of Division 12) requested approval for sponsorship of the 14-year-old *Journal of Clinical Psychology in Medical Settings*. Council approved both requests.

Council approved as APA policy a resolution in Support of Education for Sustainable Development. (The purpose of this resolution is to produce graduates who are knowledgeable about, and engaged in, the solutions to society's social, economic, and environmental challenges.)

Council approved a Resolution on Religion, Religion-related, and/or Religion-Derived Prejudice.

Council voted to condemn academic boycotts as a violation of academic freedom and a disruption of the exchange of scientific and scholarly ideas. (This was in response to the passing of a motion, on May 30, by the British University and College Union (representing 120,000 British academics) calling for the boycott of Israeli academic institutions and for a moratorium on research and cultural collaboration with Israel via European Union and European Science Foundation funding.)

Finally, Council approved two items related to increasing diversity in psychology. To promote increased leadership development for women in psychology, Council approved \$300 to complete the funding needed to develop a leadership institute for women in psychology. Council also approved a \$16,000 line in the proposed 2008 budget to fund the restructuring of the Minority Fellowship Program because funding for this program is being eliminated by the federal government.

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MARK YOUR CALENDARS!

2007 APA CONVENTION

BOSTON, MA

AUGUST 14-17, 2008

**Taking Risks in the Classroom**  
**Kevin Johnston**  
**Michigan State University**

In the inaugural *Teaching Tip*, I addressed Parker Palmer's thoughts on identity and integrity in teaching. I mentioned that much of Palmer's work focuses on finding ways for you to find your "heart" as a teacher. Part of that self-reflective process involves asking yourself, "Who am I as a teacher?" and "How does my teaching honestly reflect my passion for my subject, my students, and for learning?" For many of us, this kind of introspective journey is risky business. If not for the emotional discomfort these types of searches occasionally promote then because finding even more time to consider such large issues seems nearly impossible with day-to-day classroom responsibilities, research demands, and perhaps, home and family concerns.

What constitutes risk-taking in the classroom? As far as teaching is concerned, risk-taking for most teachers implies they are doing at least one of two things:

1. Employing teaching strategies with which they are not familiar.
2. Employing behaviors that in some way break down traditional class structures, hierarchies, etc. in order to promote better student learning.

Committing oneself to doing either of these can lead to more than a little discomfort. Employing both at one time could be disastrous. But learning is not always a comfortable process. Some scholars even believe that learning only occurs when there's a little pain involved.

During an MSU Seminar on College Teaching, Dr. Alice Dreger, Lyman Briggs, artfully addressed taking risks in the classroom. Pulling from her own experiences as a student, Dr. Dreger remarked that she realized she didn't necessarily need teachers to teach her, particularly if they went about their business using traditional approaches. That realization led Dreger to this conclusion: In order to be effective in the classroom, a teacher must take risks to breed the kind of student-teacher trust that promotes effective learning. Some of her recommendations for new TAs in the audience included:

1. Try new teaching approaches and assess their effects immediately. Trust your students' opinions. Share the evaluation process with them. Put their opinions in effect when possible.
2. Be willing to stop an activity (or a class) if it's clear your students are not prepared. You're prepared. Engender in students a feeling that they have a responsibility to you and to each other to be prepared as well.
3. Use creative visual props to engage students in conversation.
4. Be willing to give students space to learn.
5. Realize that you're not going to be "great" most of the time. It's okay to have a bad day.

At the "heart" of Dreger's risk-taking philosophy is the belief that shared success and failures create trust between teachers and students. For some of us, taking a risk means not wearing a tie to work, or learning students names AND calling on them personally to help you make a point to the rest of the class. For others, taking a risk means reconstructing your course to emphasize collaborative learning, trading textbooks for provocative readings, or allowing students to submit exam questions for the final. The point is that if you are taking risks in the classroom you're doing something different from what is comfortable for you.

Perhaps you'll choose to try something that turns out to be ineffective, or worse yet, embarrassing (There's nothing like a little shared embarrassment to create a teachable moment.). Or, more than likely, you'll try something different that has your students coming to the next class saying, "Wow! Can we try that again?"

Following are some tips on how you might take risks in the classroom:

#### Taking Risks With Lecture

**Do Not Lecture.** Transform a passive-learning experience into one that involves your class by breaking your lecture down into 3-5 seminal points. Organize your class period accordingly into 15-20 minute segments. Following a five-minute introduction to the day's activities, treat each point/segment this way:

Identify a problem/situation related to the main point of the segment.

Give students five minutes to write a quick list of qualities that relate the problem to the main point of the segment.

Take five minutes to solicit responses from your students. Write them on the board.

Five minutes more of your comments on their remarks and on their relationship to the segment's main point.

Three-minute summary and analysis. Set –up of next Segment.

End class with an effective with a 7-10 minute summation of the day's main points, your student's most meaningful comments, and how they all relate to the day's lesson.

#### Taking Risks With Discussion

Assign groups as soon as possible early in the semester. Use these groups as a means for addressing key points of the day's topic(s). Assign to group participants a role within the group (i.e. scribe, reporter, discussion leader, skeptic, and reflective thinker). Have students stick to their roles when addressing a topic or problem. ROTATE roles regularly. Group reporters responsible for sharing information with the rest of the class. Function as a "traveling facilitator," moving from group to group to assist in the activity.

"Give up the Chalk" regularly. Allow students to facilitate parts of the discussion.

#### Taking Risks with Assessment/Evaluation

Employ mid-term evaluations. Ask 3-5 questions from which you can get something meaningful. Share results with your students. Make small changes if necessary.

Ask your student in the evaluations what THEY could be doing to make the class more effective.

Ask your students for assistance in making up exam questions. USE the results if they're appropriate.

Resources: Following are resources that in their own way address risk-taking in higher education. The Simon text addresses teaching as a form of political action. O'Reilly in *Radical Presence* takes a "Palmeresque" look at teaching as a means for spiritual growth. Nilson's work is "risky" for some because "teaching at its best" often involves employing non-traditional methods of lecturing, discussion, class evaluation and assessment. Finally, I included a journal reference to help those interested in reading periodical literature on teaching in higher education. This particular journal often devotes entire editions to one topic, example: #59 "Collaborative Learning," #67 "Active Learning," #51 and #71, "Teaching and Technology."\* Finally, the handbook came from a two-day teaching seminar I attended on cooperative learning, surely a risk-taking venture for most of us (cooperative learning, that is.).

#### References

Duncan-Hewitt, Wendy & Apple, Dan. (1995). *A handbook on cooperative learning*. 2nd Edition. Corvallis, OR: Pacific Crest Software, Inc.

\**New Directions for Teaching and Learning. The Jossey-Bass Higher Education Series*. San Francisco: Jossey-Bass, Inc.

Madigan, Dan. (2005). *Taking risks in the classroom*. Retrieved January 23, 2007, from <http://www.bgsu.edu/downloads/provost/file15340.pdf>

Nilson, Linda B. (2003). *Teaching at its best: A research-based resource for college instructors*, 2nd Ed. Bolton, MA: Anker Publishing Company, Inc.

O'Reilly, Mary Rose. (1998). *Radical presence: Teaching as contemplative practice*. Portsmouth, NH: Boynton/Cook Publishers.

Simon, Roger I. (1992). Teaching against the grain: Texts for a pedagogy of possibility. Eds. Giroux, Henry A. & Paulo Freire. *Critical Studies in Education and Culture Series*. New York: Bergin & Garvey, 1992.

This article was reprinted with the permission of the author. Kevin Johnston's *Teaching Tips* can be found at <http://tap.msu.edu/PDF/2007/teachingThoughts2007.pdf>.

**APA Board of Educational Affairs (BEA) Block Grants  
In Support of Precollege and Undergraduate Teaching Conferences**

To enhance the quality of teaching and learning outcomes, the Board of Educational Affairs reviews proposals for financial support to award \$5,000 in BEA Block Grants each year.

**Criteria**

To be considered for funding, applications must meet the following criteria:

1. the conference must advance the teaching of psychology at the secondary, 2-year, and/or 4-year level;
2. the conference must be directed by an APA member, associate, or affiliate;
3. the grant must be requested by an APA member, associate, or affiliate; and
4. the grant must be used to offset travel expenses of selected conference participants, registration fees of conference participants, and/or speaker fees.

It is possible that conferences that have received block grants two years in a row may not be funded or may be funded at lower levels on the third consecutive application to ensure that a variety of conferences receive grants.

Proposals for block grants will be reviewed and evaluated according to the following criteria:

1. Conference Goals and Activities. Proposals will be rated on the perceived importance and innovativeness of the conference as well as the clarity and completeness of the description of the conference objectives and activities. (A conference announcement/ brochure should be submitted with the application.)
2. Composition of Target Audience. Proposals will be rated on the potential impact and suitability of content for the target audience.
3. Budgetary Information. Proposals will be rated on the clarity and completeness of the description of the conference budget, anticipated expenses, as well as confirmed and anticipated sources and amounts of funding.

Following the evaluation of the proposals, the BEA Block Grants Subcommittee will recommend monetary awards based on the availability of funds and on the quality of the applications. \*

\* Applicants may be awarded up to \$1,000 during a given year. If fewer than five acceptable applications are received in a given year, the BEA may award more than one block grant (and more than \$1,000) to the same conference in that year.

**Deadline:**

Funding requests for teaching conferences in 2008 should be postmarked by February 4, 2008. Please send written requests to:

Martha Boenau  
Education Directorate  
American Psychological Association  
750 First Street, NE  
Washington, DC 20002-4242  
E-mail: mboenau@apa.org



**NEW STP OFFICERS**

**JANET CARLSON**  
**STP PRESIDENT-ELECT-ELECT**

**ELIZABETH YOST HAMMER**  
**SECRETARY**

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*2008 STP TEACHING AWARD WINNERS*

*ROBERT S. DANIEL (FOUR YEAR COLLEGE OR UNIVERSITY)*  
*BETTE BOTTOMS, UNIVERSITY OF ILLINOIS, CHICAGO*

*WAYNE WEITEN (TWO YEAR COLLEGE)*  
*KIM O'DONNELL, NAUGATUCK VALLEY COMMUNITY COLLEGE*

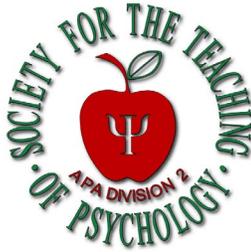
*MOFFETT MEMORIAL (HIGH SCHOOL)*  
*DEBRA PARK, WEST DEPTFORD HIGH SCHOOL*

*MCKEACHIE GRADUATE STUDENT TEACHING EXCELLENCE*  
*JESSICA IRONS, JAMES MADISON UNIVERSITY*

*EARLY CAREER TEACHING*  
*TRACY ZINN, AUBURN UNIVERSITY*

**Call for Nominations for STP Teaching Awards**

STP announces its 2008 program of awards for outstanding teachers of psychology. Teaching awards of \$750 and a plaque are bestowed for outstanding performance in each of five categories: Four-year Colleges or Universities (Robert S. Daniel Award); Two-year Colleges (Wayne Weiten Teaching Award); High Schools (Moffett Memorial Teaching Award); Early Career Teaching Award (first five years of full-time teaching at any level); and Graduate Student (McKeachie Graduate Student Teaching Excellence Award). The deadline for submissions is January 18, 2008. For more information, visit <http://teachpsych.org/members/awards.php> or contact Bryan K. Saville, <mailto:savillbk@jmu.edu>.



## CALL FOR OFFICE NOMINATIONS

The Society for the Teaching of Psychology requests nominations for four important positions:  
Office of President Elect  
Office of Secretary  
Two Society Representatives to the APA Council

The individual elected to the office of president-elect will work with the incumbent as president-elect beginning January 2009 and assume the office of president in January 2010. Presidents serve 1-year terms and, during that term, are responsible for furthering the goals and activities of the Society. The president leads the Society Executive Committee and recommends appointments to Society committees. The president-elect also participates for 3 years on the Society's Long Range Planning Committee.

The secretary's 3-year term begins in January of 2009. The secretary maintains the official non-financial records of the organization, takes minutes at all Executive Committee meetings, President's Cabinet meetings, and business meetings of the Society membership, records and prepares an annual summary of major Executive Committee decisions for review and approval at the Executive Committee meetings, serves as Editor of the Society newsletter, and performs other duties related to organizational needs as they arise.

The APA Council is the legislative body that determines policy for APA. The Society's representatives to the APA Council will begin 3-year terms in January 2009 and participate in meetings of the APA Council each spring and at the annual APA Convention. Council representatives must be Fellows or members of APA and cannot simultaneously hold another STP office.

Please think carefully about members who could lend their expertise and dedication to these offices. Nominees must be Fellows or members of the Society. Self-nominations are welcome. Send your nominations to Mary E. Kite, Department of Psychological Science, Ball State University, Muncie, IN 47306, mkite@bsu.edu, phone: 765-285-1690, fax: 765-285-1702. Deadline for nominations is January 7, 2008.

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### UPDATE FROM THE OFFICE OF TEACHING RESOURCES IN PSYCHOLOGY (OTRP) Ruth Ault, Director

We are pleased to announce that Andrew Johnson, of Park University, has agreed to be the next coordinator of the Instructional Resource Awards program. Tara Kuther served ably in that role for the past 3 years; we all owe her a big thank-you.

Three new OTRP resources have been posted since the last newsletter:

"A Job List of One's Own: Creating Customized Career Information for Psychology Majors" by Donald W. Rajecki (Indiana University-Purdue University Indianapolis), "Curriculum Guide for Instruction in Child Maltreatment" by Cindy L. Miller-Perrin (Pepperdine University) & Lindsay C. Malloy (University of California at Irvine), and "The Development of Sexual Orientation: A Teaching Resource" by Lynn A. Elmore (Hartwick College), a 2006 IRA award winner.

Thanks to the following individuals for reviewing resource submissions this year: Deb Briehl (Valdosta State University), Preston Britner (University of Connecticut), Mindy Erchull (University of Mary Washington), Rod Fowers (Highline Community College), David Gershaw (retired), Rosemary Hornak (Meredith College), Mary Kite (Ball State University), Marky Lloyd (Georgia Southern University), Nancy Longo (Capella), Neil Lutsky (Carleton College), and Monica White (Davidson College). Their timely comments have helped make the resources that much more valuable.

We have begun a "Best Practices" section in Project Syllabus. Four Project Syllabus reviewers (Beth Venzke, Rory McElwee, Jeanne Slattery, and Margaret Launius) and Sue Frantz have been working to identify "best practices" syllabi. They determined several syllabus components (course calendars, descriptions of class time, tips for success, attendance policies, course objectives, classroom expectations of behavior) and have gone through all of the syllabi on the site, locating good examples of each of those components. These have been compiled into their own documents. Users can click on the "Best Practices" button on the website to download each best practices document as rtf or pdf. Check out what's available! And more will be on the way! If you have a suggestion for a syllabus component that would be helpful to have as a "Best Practices" document, please send your suggestion to Sue Frantz (sfrantz@highline.edu).

New syllabi posted since the last newsletter include "Educational Psychology" by Lori Simons (Widener University); "Theories of Counseling & Psychotherapy" by Jeanne Slattery (Clarion University); "Introductory Psychology" by Philip Smith (University of Prince Edward Island); "Sensation & Perception," "Research Methods I," and "Research Methods II" by David Kreiner (University of Central Missouri); "Introductory Psychology" by Rory McElwee (Rowan University); "Abnormal Psychology" and "Introduction to Psychotherapies" by Meera Rastogi (Meera (Edgewood College); "Gender Identity" by Ruth Ault (Davidson College); "Theories of Personality," "Social Psychology" and "Tests and Measurements" by Jean Manderbach (Park University); "Psychology of Race and Ethnicity" by Mikhail Lyubansky (University of Illinois at Urbana-Champaign); "Seminar in Teaching Psychology" by Cecilia Shore (Miami University-Ohio); "Teaching of Psychology Practicum" by Steve Prentice-Dunn (University of Alabama); and "Teaching of Psychology I" and "Teaching of Psychology II" by Bill Buskist (Auburn University).

We thank the following veteran reviewers: Beth Venzke, Sherry Lantinga, Michelle Haney, Margaret Launius, Ruth Frickle, Rory McElwee, Robin Morgan, Jeanne Slattery, Suzie Baker, and welcome two new reviewers: David Kreiner and Cecelia Shore.

## STP APPOINTMENTS

TED BOSACK, EXECUTIVE DIRECTOR

DREW CHRISTOPHER, *TEACHING OF  
PSYCHOLOGY* EDITOR

**CONGRATULATIONS!!!!!!!!!!!!!!**

## CALL FOR PROPOSALS

### STP PROGRAMMING

#### AT APS



Poster submissions will be accepted in October of 2007 until late January for the APS-STP 15th Annual Teaching Institute and the APS 20th Annual Convention to be held in Chicago, May 22-28, 2008. Submit materials to the APS website at [www.psychologicalscience.org/convention](http://www.psychologicalscience.org/convention) by linking to the Call for Submissions. For more information, contact

### SPSP Teaching Preconference



#### SAVE THE DATE AND CALL FOR POSTER PRESENTATIONS

The 6th SPSP Teaching Preconference will be held on February 7, 2008 in Albuquerque, NM. Submissions of activities/methods/techniques relating to teaching in general and social and personality in particular are welcome.

Please email a 100 word or less summary to Regan A. R. Gurung no later than Oct. 15, 2007. Email: [gurungr@uwgb.edu](mailto:gurungr@uwgb.edu).

### 2007 STP Presidential Citations

STP honored Dr. Diane Halpern and Dr. G. William Hill for their contributions to the teaching of psychology at their Business Meeting at APA meeting in San Francisco.

#### Diane Halpern

The Society for the Teaching of Psychology recognizes Dr. Diane Halpern. Dr. Halpern is director of the Berger Institute for Work, Family, and Children and department chair of Psychology at Claremont McKenna College. Dr. Halpern is also past-president of the American Psychological Association and APA's STP. Dr. Halpern has won many awards for her teaching contributions, including 2002 Outstanding Professor award from the Western Psychological Association, 1999 American Psychological Foundation award for Distinguished Teaching, 1996 Distinguished Career award for contributions to education given by APA, and the G. Stanley Hall Lecture award from APA.

#### G. William (Bill) Hill

The Society for the Teaching of Psychology recognizes Dr. Bill Hill. Dr. Hill is Director of the Center for Excellence in Teaching and Learning at Kennesaw State University and Professor of Psychology. Dr. Hill has been a teaching faculty member, psychology department chair, and associate and assistant vice president for academic affairs at KSU. He is past-president of APA's STP and recipient of the 2004 Charles L. Brewer Award for Distinguished Teaching of Psychology awarded by the American Psychological Foundation. Dr. Hill founded the Southeastern Conference on the Teaching of Psychology in 1989 and the annual conference continues to draw 150 teachers from all levels of psychology education. Dr. Hill also coordinates conferences on best practices in psychology, which are sponsored by STP.

## Results of STP Membership Committee

### STP Membership Task Force Committee Report

Rita Curl-Langager, Chairperson, Minot State University; Abby Heckman Coats, John Carroll University; Heidi Eyre, Jacksonville State University; Maureen McCarthy, Kennesaw State University; Jeffrey Stowell, Eastern Illinois University; Christine Ziegler, Kennesaw State University; and Thomas Pusateri, Kennesaw State University

The Society for the Teaching of Psychology (STP), Division 2 of The American Psychological Association (APA), produces and supports a variety of educational resources and services for secondary and post-secondary educators. The mission of the Society is to advance an understanding of the discipline by promoting excellence in teaching psychology (Hill, Davis, Noble, Ziegler, & McKinney, 2002). The STP Executive Committee accomplishes this goal by developing and maintaining resources and services that enhance the effectiveness of psychology teachers and, as a result, facilitates student learning. Further, the Society endeavors to monitor whether or not these resources meet the needs of Society members who teach psychology.

Previously developed resources include the Teaching of Psychology journal; the Office of Teaching Resources in Psychology (OTPR) supporting a web page, sample syllabi, internet sources, department consulting services, and other resources; the STP Newsletter; a moderated listserve; grants and awards programs; and a comprehensive program at the annual APA meeting that includes lectures, symposia, poster sessions, panel discussions, and business and social activities. In an effort to assess the efficacy of these resources, the Executive Committee convened the Membership Task Force to develop and distribute a Membership Survey to STP members, and to gather and interpret the results.

Participants. The Membership Task Force sent a survey to the entire membership of the STP including psychology teachers in high schools, colleges, and universities across the nation and internationally (approximately 3,280 members). Approximately 25% of members (N = 818; SurveyMonkey = 751; USPS = 67) responded. Respondents ranged from 23 to 85 years of age (M = 47, SD = 12.16). The majority of respondents (70%) had terminal degrees, 70% served as post-secondary faculty in higher education, and more than half (57.5%) were in comprehensive universities or 4-year liberal arts colleges. About half of the sample (53%) was part of the STP membership between 1 and 10 years. About 15% of respondents were retired or anticipating retirement in the near future. Approximately 55% of respondents were female.

Procedure. The Membership Task Force began in the spring of 2006 by revising the 2002 Membership survey to reflect the most current products and services offered by STP, and by compiling the 2007 Survey. Letters inviting members to complete the electronic version were emailed to approximately 2,720 members during the week of February 19, 2007 with a due date of March 31. The hard copy version of the survey was mailed to 562 non-email users during the week of February 26, 2007 and was due April 10, 2007.

The Membership Survey provided members with the opportunity to answer questions about familiarity, perceived value, and use of products and services offered by the STP. We provided respondents the opportunity to suggest how STP might expand and improve its services, with designated sections for university faculty members and high school teachers, retirees and members contemplating retirement, and graduate students. In the final section, we collected demographic information such as age, sex, ethnicity, degree, position, affiliations, and years of teaching. Space at the end of the survey allowed respondents to submit any comments they wished to share.

Results. The Teaching of Psychology journal was by far the most highly valued and frequently used resource that STP offers to its members. Sixty percent (60%) of members rated the overall value of the journal as very valuable and 34% rated it as somewhat valuable. The OTRP received a very valuable rating from 45% of the members for the web page, project syllabus, and teaching resources, with a somewhat valuable rating for these resources from 30% of members. The Member Benefits section showed that about 95% of respondents reported the Newsletter as Somewhat or Very Valuable; about 90% of respondents use it. These resources appear

to be the foundation upon which the membership depends for inspiration and guidance. Several programs, services, and resources were noteworthy in the lack of familiarity and frequency of use that members reported.

- The Mentoring Service is one with which about 55% of members were unfamiliar, and about 90% never used.
- Members reported being unfamiliar with the Graduate Student Teaching Association (61%) and 89% reported never having used it, although about 20% of the members responded to the section for graduate students.
- While 50% of members were familiar with the business meeting at APA, about 70% never attended one.
- About 50% of members were unfamiliar with e-books, and 66% never used them.
- About 40% of members reported being unfamiliar with the small grants program and reduced registration, but 86% and 68% never used them, respectively.

Membership length correlated positively with perceived value of APA sessions, the frequency of attendance at conferences, and familiarity with awards and opportunities to become involved with STP activities. Members with master versus doctorate degrees placed greater value on news tips; APA symposia, panel discussions, conversation hours, sessions with teaching demonstrations; internet resource list for teachers of psychology; and mentoring services. Members with a doctorate perceived the faculty forum to have a greater value than did those with a master degree.

The results verify that nearly half of the STP resources are recognized, frequently used, and highly valued by many of the members, particularly the Teaching of Psychology journal, the Office of Teaching Resources in Psychology, and the Newsletter. Results from the open-ended comments sections suggest that members who might benefit the most from these services and resources, those in the early years of their teaching careers and new members are less likely to know about or utilize available resources. The Executive Committee might use these data best as a pre-assessment for a systematic effort to improve members' knowledge and utilization of STP resources and services. In addition to the continued endeavors to update and develop additional resources, the Executive Committee can benefit from prioritizing a coordinated effort to market STP resources.

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### NEW STP FELLOWS FOR 2007

The Society for the Teaching of Psychology congratulates the following two members elected to Initial Fellow status in the Society.

Tara Kuther, Western Connecticut State University

Maureen McCarthy, Kennesaw State University

In addition, the Society congratulates the following three Fellows who attained Fellow Status in the Society:

Larry Alferink, Illinois State University

Lisa Harlow, University of Rhode Island

Richard Velayo, Pace University



## Call for Conference Participants

**Conference Goal:** To Examine Critical Issues and Concerns in Undergraduate Education and Important Changes Since June 1991 Conference on Undergraduate Education

**Applications Due: November 15, 2007**

The American Psychological Association Board of Educational Affairs Steering Committee for the National Conference invites conference applicants from institutions that provide undergraduate education or linkages to undergraduate education (e.g., high schools, graduate and professional schools, and employers).

The committee is planning for 64 participants (plus consultants) who will represent the diversity in undergraduate education. The University of Puget Sound, APA, and other sources will cover all room costs, most food expenses, and local transportation to and from the airport. Limited funding is available for participants whose institutions cannot cover their travel costs.

Please complete the application process online at <http://www.apa.org/ed>. The application will request the applicant's background or interests in undergraduate

psychology, including high school and postgraduate linkages, preferences for a topic of special interest, and other relevant information. Applications must be received by November 15, 2007.

Address conference or applications questions to:

Martha Boenau  
Education Directorate  
American Psychological Association  
750 First Street, NE  
Washington, DC 20002-4242  
MBoenau@apa.org

## ELECTION OF APA PRESIDENT

Each year, the Society's Executive Committee considers whether to endorse a candidate for APA President. We review candidates' written statements and examine their web sites. This year, we decided not to endorse any candidate because we believed that none demonstrated a strong commitment to the teaching of psychology (outside of clinical training).

We made this decision reluctantly because we want to encourage those of you who are APA members to vote in this election. It is essential that the voice of psychology teachers be heard. If you are an APA member, please cast your ballot. It will be mailed on October 15. Statements from all APA Presidential candidates are available at <http://www.apa.org/monitor/sep07/candidates.html>

### **Joining or Renewing Membership in STP for 2008**

Dues for 2008 are \$15 for students, \$25 for nonstudents, and \$15 for retirees.

Renewal notices for 2008 have been mailed to STP members who are not members of APA or who are APA affiliates (PT@CC, TOPSS, APAGS, International). These members may also renew online via PayPal at the URL listed below.

APA members should check their 2008 APA dues statement to verify that Division Two appears on the statement. APA members should not use PayPal to renew membership; but they may use PayPal to join STP.

To join STP visit <http://www.teachpsych.org>. Contact [tpusater@kennesaw.edu](mailto:tpusater@kennesaw.edu) if you have any questions about your STP membership status.

### **Notify STP of Mail/Email Address Change**

If you are a member of STP and your mailing address and/or email address is changing, or you have any membership-related questions or comments, please contact Tom Pusateri, STP Executive Director, by email at [tpusater@kennesaw.edu](mailto:tpusater@kennesaw.edu) or by phone at 770-423-6551.

## **HIGHLIGHTS FROM THE 2007 APA CONVENTION IN SAN FRANCISCO**



**Bill Buskist's STP Presidential Address**



**STP Executive Committee Meeting**



**STP Teaching Award Winners Announced at the STP Social Hour**

## Evolution of a Student and a Student Organization

Shannon M. Schmidt, University of Akron

Rachel A. Rogers, University of New Hampshire

What Division 2 has done for me.....so far

Imagine a moment in your life when you felt inspired. Imagine a time when you were challenged with different ideas and felt refreshed in thinking about them. And finally, think of a time when you were surrounded by people with different opinions, but similar goals and you felt comfortable exchanging your thoughts with them. On a really good day, this could be a description of a classroom and this could be the view of our students. For me, I am attempting to describe just a few of the thoughts and feelings I experienced during Bill Buskist's presidential address at the American Psychological Association's annual convention in San Francisco. While Bill's talk (Entitled "Making a Difference One Student at a Time") was the catalyst for these emotions, I realized that I was experiencing them not just because I was listening to an amazing teacher, but it was a culmination of all of the experiences I've had with Division Two since I became a member several years ago. As I thought about this newsletter article, I decided that my last official act as the GSTA chair would be to share my personal experiences as a graduate student member of the Society for the Teaching of Psychology.

Starting off as a graduate student teacher I was quite lucky. Not only did I have a wonderful mentor in undergraduate (Dr. Jack Hill), but my graduate program required all teaching assistants to attend a 5 week seminar on teaching prior to the beginning of the fall semester. Once the semester began, we had weekly group meetings with our faculty supervisor and she provided a lot of support (emotional as well as giving us resources for teaching our classrooms). After talking with so many graduate student teachers from various programs I realize that not everyone received the same support. In particular, I recall one graduate student who said her training amounted to getting the book she was to teach from 4 days prior to the start of the semester! The point to this story is that I feel I already had a good foundation to teaching before joining Division Two, yet I still had a lot to learn. For those graduate students who did not get the benefits of good mentors and training from their programs, I imagine they need Division Two even more.

When I think about the benefits of Division Two the first is always resources. As a new teacher, I was very interested in practical resources for the classes I taught. This need was initially fulfilled by the division's website ([www.teachpsych.org](http://www.teachpsych.org)). I have used Project Syllabus prior to the start of each class I have taught. In addition I have scanned the other resources to get ideas for different teaching techniques and for teaching various topics in class. However, the best resource for new techniques has been attending conferences. Not only does the society have programming at APA and APS, but they host their own conferences. Last year I attended the Best Practices conference in Atlanta and came home with a folder full of new ideas for teaching diversity in every classroom. Not only do I use these ideas, but I was able to share them with my colleagues. This leads me into the second benefit of Division two that I have received—connecting with other teachers.

Once I calmed down about learning the right technique for lecturing and testing, I realized that what I needed the most as a developing teacher was the chance to share with others my ideas and feelings. I say feelings because teaching is truly a passion of mine. After each class (well most classes) I feel more energized. Even if my day is not going great, generally after teaching I feel much better. I realized early on in my career that this is not the case for everyone. What I needed to continue to develop was to talk with people who shared my passion; not just to exchange techniques, but to feel like I belonged. This is what came together for me during one of the Division 2 symposia at APA this year—when I talk to the members of the division, I feel understood because we all share a common passion for teaching. I think regardless of how wonderful a graduate program is in training their students to be teachers; this sense of community is something that everyone could benefit from.

The final thing I will mention is a direct result of the leadership opportunity I was lucky enough to have. Most graduate students will not get the chance to serve as a GSTA chair. Holding this position allowed me to work closely with some of the leaders of the division (I will not name names for fear that I will forget one). What I have learned during this year is how important graduate student teachers are to the division. Not only did I hold a voting position on the executive council, but each member of the council made a point to introduce him or herself to me and I always felt my opinion was valued around the table. What impressed me the most was the way I was treated as a colleague at both formal and informal events. To put it simply—my name was remembered! As a budding professional this is certainly a big deal to me. I am a member of several divisions, but I feel the most welcomed as a graduate member of Division Two.

I chose the title "what division two has done for me....so far" to illustrate the point that I can't imagine a professional career without the Society for the Teaching of Psychology being apart of it. As graduate students I think most of us are looking for the best training and experiences to have the best start to our future career. This career will often include teaching. As a member of division two I feel I am receiving just that...and more. Not only do I receive training and mentoring from the division, but I am quite sure that I can continue to grow and develop within the division. I am grateful for having the opportunity to serve as the GSTA chair and I have no doubts that the organization will continue to grow and develop under the leadership of the University of New Hampshire. I encourage all graduate students interested in teaching to become members. Although I am no longer the chair of the GSTA I am always happy to correspond with other students interested in teaching. I can be reached at [sms86@uakron.edu](mailto:sms86@uakron.edu)

Greetings from the GSTA's new home!

My name is Rachel Rogers, and I am the new chair of the Graduate Student Teaching Association (GSTA). I would like to thank Shannon Schmidt and Dr. Loreto Prieto for their great efforts in smoothing the transition of the GSTA from the University of Akron to the University of New Hampshire. The work of the University of Akron is much appreciated. We at UNH, along with our faculty supervisor, Dr. Victor Benassi, are very excited to begin work.

One of our goals this semester is to encourage graduate students across the country to join our ranks. Associate Chair Mike Faber will lead a group of UNH graduate students in contacting department chairs, graduate program coordinators, and individual graduate students with information about the GSTA and an invitation to join the Society for the Teaching of Psychology. Our hope is to see a great increase in graduate student membership and involvement in the society.

We also seek to continue the work of Shannon Schmidt, Jim Korn and the Graduate Student Education and Training in Teaching Committee in the creation of a clearinghouse of information on teaching related issues. Associate Chair Bethany Fleck will work to gather and organize information, activities, and teaching tips for the clearinghouse. It is our intention to publish the clearinghouse online within the year.

Another focus this year is improving the communication of the GSTA via the internet. Karla Lassonde, our communications editor, will be working to improve the GSTA website and listserv. With these three great efforts, we hope to make known and even increase the considerable value of the GSTA to graduate student teachers across the country. Any questions or suggestions on how to improve the GSTA even more may be sent to me at [raj3@unh.edu](mailto:raj3@unh.edu). I am very honored to serve the GSTA as this year's chair.

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