

Information about e-Workshop

The inaugural online e-workshop, Teaching Introductory Psychology in the 21st Century: Content, Activities, and Technology was broadcast from the Alumni Center at Ball State University on January 25, 2008. Presenters were Jane Halonen, University of West Florida, The Practically Perfect Design for Intro Psychology, and David Daniel, University of Northern Colorado, When to Use IT and When to Lose IT: Teaching Introductory Psychology With and Without Technology.

Drew Appleby, Indiana University Purdue University Indianapolis, Bill Hill, Kennesaw State University, and Kristin Richey, Ball State University, presented a session focused on Demonstrations and Activities for the Introductory Psychology Course.

The Society for the Teaching of Psychology sponsored the workshop in collaboration with Ball State University and Kennesaw State University Center for Excellence in Teaching and Learning. The Ball State University Teleplex, led by Larry Cannon, Manager Video Network Information Center, provided technical support for the e-workshop. Steve Winslow directed the production and James Whiteman provided outstanding onsite technical support.

The e-workshop was the presidential initiative of Mary Kite, Professor of Psychological Science at Ball State University, who was President of the Society for the Teaching of Psychology in 2006. Bill Hill, Director of Society Programming, organized the e-workshop in collaboration with Steering Committee members Amy Fineburg, Regan Gurung, Natalie Lawrence, and Joseph Mayo.

Over 80 individuals and 70 institutions participated in the e-workshop via distance. In addition, representatives from the psychology departments at Ball State University, Indiana Purdue University Fort Wayne, and University of Indianapolis were 'live' audience members. Participants represented psychology departments at 4-year colleges and universities, community colleges, and high schools offering Academic Placement Psychology courses. Over 600 individuals in all participated in the e-workshop.

STP Newsletter Online!

Beginning with the spring, 2008 issue, an electronic (PDF) version of the newsletter will be available to all members in the members-only area of the web site. By default, members will also continue to receive the printed version of the Society's newsletter unless they opt out by checking the box found through the "Update Options" link within the membership-only area of the web site.

Society for the Teaching of Psychology Report from the American Psychological Association's Council of Representatives February 2008 Meeting

The Council of Representatives of the American Psychological Association (APA) met February 21st -24th, 2008, in Washington, DC. APA President Alan Kazdin chaired the meeting.

President Kazdin outlined his initiatives for his presidential year. Dr. Kazdin has appointed three task forces that will address the following issues: (a) interpersonal violence in relationships (Jackie White and Robert Geffner, co-chairs); (b) psychological science's contributions to the great challenges of society (environment, education, aging, health care, etc.), in partnership with Steve Breckler, Executive Director of APA's Science Directorate; and (c) post-traumatic stress disorder and trauma in children and adolescents (Annette LaGreca, chair). Task force reports will be presented at the August convention.

APA's Chief Executive Officer (CEO), Norman B. Anderson, reported that APA's revenues and net worth continue to grow, as do APA's expenses. The latter issue makes it a challenge to manage APA's operating budget. To address this on-going concern, Dr. Anderson recommended that Council take several actions (detailed later in this report).

Dr. Anderson also gave a progress report on APA's first strategic plan, which will, among other things, guide budget choices. A consultant firm has been hired and information-gathering will take place in the spring of 2008. The final plan should go before the Board of Directors in December 2008 and to APA Council in February 2009.

Regarding the re-building and re-launching of APA's web site, Dr. Anderson reported that good progress continues to be made and that there will be a "soft" roll-out at the August APA convention in Boston. Completion is expected in early 2009. (Dr. Anderson also noted that APA's web site is the second most-accessed among mental health web sites.)

Dr. Anderson announced that he would be hiring a Chief Diversity Officer, who will provide leadership in this area, coordinate and bring coherence to APA's many diversity activities, and develop metrics for monitoring diversity in APA. The search for this position will take place late in 2008.

Finally, Dr. Anderson introduced Dr. Katherine Nordal, new Executive Director for the Professional Practice Directorate (she starts in April 2008) and Mr. Archie Turner, new Chief Financial Officer and Director of Administration (he starts in June 2008).

Following the recommendations of the CEO and CFO on ways to better manage the annual operating budget, Council voted to (a) adopt a policy of living within its means, (b) approve a fixed (1% to 2%) surplus in the annual budget, and (c) increase the amount of cash flow from APA buildings to the operating budget (by about \$1 million dollars annually) starting with the 2009 budget.

Council approved a 2008 final budget of \$113,918,700, with a probable surplus of \$332,600. For the 2007 budget, Council approved a year-end probable deficit of \$698,400.

Council voted to approve an increase in the High School Teacher Affiliate fees and the Community College Teacher Affiliate fees to \$40 per year, effective for the 2009 dues cycle, as well as automatic annual fee increases, based on the Consumer Price Index, for these Teacher Affiliates. (These fee increases were requested by the Teachers of Psychology in Secondary Schools (TOPSS) and Psychology Teachers at Community Colleges (PT@CC)). Council voted to rescind the separate liability account of the American Psychological Association of Graduate Students (APAGS) set up in 1988 and to establish the APAGS program within APA's operating budget beginning with the 2008 budget.

Council approved funds (\$10,000) to support the National Conference on Undergraduate Education in Psychology (June 22-27 at the University of Puget Sound in Tacoma, Washington).

Council approved funds (\$10,500) to support a joint meeting of the National Standards Advisory Panel and the National Standards Working Group to facilitate the second revision of the National Standards for High School Psychology Curricula.

Council voted to fund the Interdivisional Grants Program of the Committee on Division - APA Relations (CODAPAR) at \$25,000 for 2009, 2010, and 2011.

Council of Representatives Report (con't)

Council approved funds (\$24,400) to support part of the costs of a three-day conference to provide quantitative training and support for students from underrepresented groups. (The rest of the funding (\$273,000) will come from an NSF grant.)

Council did not approve the establishment of a new Division (57) for Qualitative Inquiry. The vote was 83 (55%) in favor and 68 (45%) opposed. (APA Bylaws require a two-thirds majority of those present in order to establish a new division.) Points raised in support of establishing the new division included: (a) the increasing acceptance of qualitative research in many disciplines and the necessity of qualitative researchers in psychology to have their own home (vs. belonging to a section of another division), (b) the important role qualitative research has played in researching marginalized groups, and (c) the difficulties some qualitative researchers have experienced in getting their work published in psychology journals. The reasons given by those who did not favor approval included: (a) the belief that most methodologically sophisticated and rigorous research combines qualitative and quantitative methods and that splitting the two methods into two separate divisions would undermine rather than facilitate the integration of methods, (b) the belief that the anti-quantitative sentiment in the petition is inimical to the welfare of some existing divisions, and (c) the belief that the approval of new divisions should wait until Council receives the report of the Committee on the Composition of Council. Finally, many expressed the hope that the leaders of Division 5 (Evaluation, Measurement, and Statistics) and the leaders of the proposed division could work together to make a comfortable space (section) in Division 5.

Council voted to award permanent status to the provisional Division of Trauma Psychology (Division 56).

Council voted to re-submit to the membership in 2008 the proposed Bylaws amendment to seat one member from each of the four ethnic minority psychological associations (the Asian Psychological Association, the Association of Black Psychologists, the National Latina/o Psychological Association, and the Society of Indian Psychologists) on the Council of Representatives. This amendment, which was submitted to the membership last year, narrowly missed approval by the required two-thirds majority vote (63% approved; 37% did not approve). Council members will educate their constituent groups prior to the vote about the importance of this amendment and the implications of its approval.

Council voted to approve and forward to the membership a Bylaws amendment giving voting rights to the representative from the American Psychological Association of Graduate Students (APAGS) on APA's Board of Directors.

Council voted to approve and forward to the membership amendments that will add "territorial" language to the APA Bylaws and Association Rules. (This language change will acknowledge the territorial psychological associations (Guam, Puerto Rico, and the U.S. Virgin Islands) in addition to the currently acknowledged state and provincial psychological associations and divisions.)

Council voted to rescind and replace the language of a paragraph prohibiting specific techniques of torture in the 2007 Resolution to Reaffirm the APA Position Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment and Its Application to Individuals Defined in the U.S. Code as Enemy Combatants (voted at the August 2007 Council meeting). Some APA members believed that the initial language provided loopholes that could permit unethical behavior and that subverted the Resolution's intent. Although there has been no evidence that any psychologist has exploited this language, Council agreed that the revised paragraph much better captures the intent of the Resolution drafters than the initial paragraph. In addition, the new language does not interfere with usual, accepted, and lawful practices in correctional and detention facilities. Representatives of Divisions 19 (Military Psychology), 39 (Psychoanalysis), 41 (Psychology and Law), and 48 (Peace Psychology) presented this agenda item.

The rescinded paragraph appears below:

BE IT RESOLVED that this unequivocal condemnation includes all techniques defined as torture or cruel, inhuman or degrading treatment under the 2006 Resolution Against Torture and Other Cruel, Inhuman, or Degrading Treatment or Punishment, the United Nations Convention Against Torture, and the Geneva Convention. This unequivocal condemnation includes, but is by no means limited to, an absolute prohibition for psychologists against direct or indirect participation in interrogations or in any other detainee-related operations in mock executions, water-boarding or any other form of simulated drowning or suffocation, sexual humiliation, rape, cultural or religious humiliation, exploitation of phobias or psychopathology, induced hypothermia, the use of psychotropic drugs or mind-altering substances used for the purpose of eliciting information; as well as the following used for the purposes

of eliciting information in an interrogation process: hooding, forced nakedness, stress positions, the use of dogs to threaten or intimidate, physical assault including slapping or shaking, exposure to extreme heat or cold, threats of harm or death; and isolation, sensory deprivation and over-stimulation and/or sleep deprivation used in a manner that represents significant pain or suffering or in a manner that a reasonable person would judge to cause lasting harm; or the threatened use of any of the above techniques to the individual or to members of the individual's family;

The replacement paragraph appears below:

BE IT RESOLVED that this unequivocal condemnation includes all techniques considered torture or cruel, inhuman or degrading treatment or punishment under the United Nations Convention Against Torture and Other Cruel, Inhuman, or Degrading Treatment or Punishment; the Geneva Conventions; the Principles of Medical Ethics Relevant to the Role of Health Personnel, Particularly Physicians, in the Protection of Prisoners and Detainees against Torture and Other Cruel, Inhuman, or Degrading Treatment or Punishment; the Basic Principles for the Treatment of Prisoners; or the World Medical Association Declaration of Tokyo. An absolute prohibition against the following techniques therefore arises from and is understood in the context of these texts: mock executions; water-boarding or any other form of simulated drowning or suffocation; sexual humiliation; rape; cultural or religious humiliation; exploitation of fears, phobias or psychopathology; induced hypothermia; the use of psychotropic drugs or mind-altering substances; hooding; forced nakedness; stress positions; the use of dogs to threaten or intimidate; physical assault including slapping or shaking; exposure to extreme heat or cold; threats of harm or death; isolation; sensory deprivation; over-stimulation; sleep deprivation; or the threatened use of any of the above techniques to an individual or to members of an individual's family. Psychologists are absolutely prohibited from knowingly participating, planning, designing or assisting in the use of all condemned techniques at any time and may not enlist others to employ these techniques in order to circumvent this resolution's prohibition;

Council approved an amendment to Association Rule 90-7 that will open up the criteria for CODAPAR nominations: Eligible nominees must be APA members who are or have been divisional officers, board members, or have had significant governance experience within or across divisions. (Prior to the change, nominees must have been current officers or board members or have had significant governance experience within or across divisions.) The change was made in order to maintain balance on the committee along a number of dimensions relevant to divisional affairs, including, but not limited to, practitioner/academic, gender and gender orientation, and ethnic diversity.

Council adopted as APA policy the report of the Task Force on the Implementation of The Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists (Multicultural Guidelines). The report will be posted on APA's web site and distributed to APA governance boards and committees, divisions, and state/provincial/territorial psychological associations.

Council adopted as APA policy a resolution against genocide. The resolution will be posted on APA's web site and distributed to APA governance boards and committees, divisions, and state/provincial/territorial psychological associations.

Council adopted as APA policy the document, Principles for the Recognition of Specialties of Professional Psychology.

Council did not approve a request to contribute \$60,000 annually to support the Social Psychology Network (SPN), a nonprofit educational organization whose web sites serve the social psychology community. Council felt that SPN serves a relatively small group of psychologists and that the cost was too high. As well, there were questions about how the re-built APA web site and the SPN web site might interact.

Respectfully submitted,

David E. Johnson
Margaret A. Lloyd
Division 2 Council Representatives

Freud's Hiking Holiday Richard Kellogg

Sigmund Freud achieved international fame in the early twentieth century for his innovative methods in treating mental illness and in probing the mysteries of the unconscious mind. He made his only trip to the United States in 1909 when he was asked to lecture on his work at Clark University in Worcester, Massachusetts. Freud was accompanied on his journey by fellow therapists, Sandor Ferenczi and Carl Jung. Before returning to Europe, Freud and his companions enjoyed a remarkable hiking holiday at Putnam Camp in the Adirondacks.

Freud, Ferenczi, and Jung sailed from Bremen, Germany, on August 21, 1909. Their ship, the *George Washington*, arrived in New York harbor on Sunday evening, August 27. While in the city, the visitors toured Coney Island, Chinatown, and Central Park. Freud, an avid collector of Grecian antiquities, delighted in studying the exhibits at the Metropolitan Museum of Art.

The European dignitaries received a warm welcome at Clark University. Freud's five lectures, delivered in German to an enthusiastic audience, were a resounding success. He spoke on the origins of psychoanalysis and his controversial techniques for working with the mentally ill. While at Worcester, he discussed his psychological theories with William James of Harvard, the famous physician and philosopher. Prior to his departure from Clark, Freud received the Doctor of Laws, his only honorary degree. Freud and his fellow therapists attained recognition for their scientific achievements to a greater degree than they had known in Europe.

Following a brief stop on September 13 in Niagara Falls, where the intrepid travelers visited the Cave of the Winds and cruised on the *Maid of the Mists* boat, they journeyed to the Adirondack region of New York. They then spent four idyllic days at a remote private camp in Keene Valley near the base of Giant Mountain. Traveling by horse and coach over rugged roads, the trip from the Lake Placid rail station to Putnam Camp, a 20-mile journey, took nearly five hours. After arriving on September 15, the three analysts spent the next few days relaxing and taking long hikes near the rustic camp. Mount Marcy, the highest peak in the Adirondacks, was less than a day's walk from the camp. The rugged summits of the Giant, Colvin, and Gothic mountains could be viewed on the horizon.

Putnam Camp was developed from an old farmhouse purchased in the 1870's by four Boston physicians. The owners of the wilderness retreat were James Putnam, Charles Putnam, Henry Bowditch, and William James. Indeed, William James and his bride, Alice, honeymooned at the camp in July, 1878, and the location became their favorite vacation spot for many years.

The camp consisted of several log cabins set closely together among the trees of the forest. The largest of the structures, called the Stoop, was used as both parlor and library by the guests. The owners provided various games, card tables, and musical instruments for evening entertainment. Freud spent much of his time hiking, playing cards, smoking cigars, and chatting with his hosts and their children. Freud, along with Ferenczi and Jung, loved to sing German songs, accompanied by piano, around the nightly campfire.

On September 16, Freud wrote an affectionate letter to his wife in which he relates his experiences at Putnam Camp. He remarks that the woods are inhabited by black bears, squirrels, and porcupines. He compares the Keene Valley region favorably to the Alps of Austria and states that the camp is the most amazing thing he has seen in America. Freud was so impressed that he climbed a nearby mountain on the very day he arrived at the camp. Positive statements throughout the letter reveal that Freud savored all the time he spent in this wilderness setting. Putnam Camp was the ideal place to relax and recuperate after the hectic schedule of social activities in New York and Worcester.

Freud's holiday at Putnam Camp is quite significant because it dispels the stereotype that he was a reclusive and sedentary individual who shunned nature and the outdoor life. In reality, he loved spending time in the mountains and was an active outdoorsman. Through much of his adult life, he took his family to the Bavarian Alps for their summer vacations.

Freud's favorite type of exercise was to take long hikes in the mountains. If not a skilled mountain climber, he was at least a remarkable walker. On these lengthy jaunts, he found pleasure in picking strawberries, blueberries, and mushrooms for the dinner table. He also taught his children how to identify and classify trees and wild flowers. The sunshine and fresh air of the pine forest lifted his mood and provided a sanctuary from the stresses and pressures of his professional life.

During his last day at Putnam Camp, Freud discovered a dead porcupine while hiking to a maple sugar camp with his hosts. He poked at the body with his walking cane and discussed the correct scientific classification of the animal. Upon his departure from the mountains, the Putnams presented Freud with a metal paperweight shaped like a porcupine. This small memento occupied a prominent position on his desk for the remainder of Freud's life.

Freud and his entourage sailed from New York on September 19 aboard the ship *Kaiser Wilhelm der Grosse*. He was back home with his family in Vienna on October 2, 1909. Freud returned proudly with an honorary degree from Clark University, the little statue of an Adirondack porcupine, and wonderful memories of his wilderness experiences at Putnam Camp.

Richard L. Kellogg is a professor of psychology for the SUNY College of Technology in Alfred, New York. He writes frequently on important visitors to the Adirondack region. He would like to express appreciation to Jerold Pepper, Librarian of the Adirondack Museum, for providing information on Freud's only visit to the United States.

Candidates for STP Offices

STP Presidential Candidates

Dana, Dunn, Ph.D. I am sincerely honored to be one of two STP President-Elect nominees, sharing the slate with my friend, Dr. Linda Woolf. We each have the best interests of the STP membership at heart. STP is the educational leader in psychology, a welcoming place to share and to learn for teachers from high schools, and 2 and 4 year institutions. Once I joined STP, I felt immediately at home. I treasure the friendships and professional relationships I've made with STP colleagues who care about what we do in the classroom and how improving the teaching of psychology will affect future generations of teachers and students. Indeed, the work is a pleasure. If I am the next President-Elect, I intend to focus on improving undergraduate education in psychology and recruiting new members to STP. I will promote STP widely as I address these related matters.

STP is about educating students about psychology. That mission is what we do best. Interest in our discipline continues to grow and there is no shortage of students; however, many students now come to us with educational needs that challenge us to learn new pedagogies, to rethink how we teach. STP can help, but our 3000 members represent a small percentage of our real constituency—all psychology teachers. Many teachers don't know about us or what we have to offer. I want to change that through a pragmatic platform: To recruit new as well as established teachers to fill our ranks, broaden our perspectives, and ensure our future development and that of our students. We need a larger, more diverse membership to help one another develop new teaching skills and to help our students learn in new ways. I pledge to be an effective advocate for teachers and students of psychology alike.

My career has been focused on undergraduate education. I am Professor of Psychology and Director of the Learning in Common Curriculum at Moravian College, a liberal arts institution in Bethlehem, PA. My doctorate is from the University of Virginia. A fellow of Division 2, my STP service includes: past Chair, Teaching Awards Committee; past Chair, G. Stanley Hall Lectures Committee; Consulting Editor, *Teaching of Psychology*; Reviewer, Departmental Consulting Service; and Associate Director, STP Programming at the Annual APS Conference. I was a member of the 2007 STP Long Range Planning Committee (LRPC) and I will be a participant at the June 2008 Blueprint for Psychology conference at the University of Puget Sound. I regularly speak and write about the teaching of psychology. I've written five textbooks and co-edited four "best practices" books dealing with assessment issues, introductory psychology, statistics and research methods, and teaching critical thinking. Most recently, several STP colleagues and I published an article in the October 2007 issue of the *American Psychologist* dealing with the importance of comprehensive psychology program reviews aimed at enhancing the quality of undergraduate education. I truly mean what I say. Besides my membership in APA and APS, I belong to CTUP and Psi Chi. Information about my career and interests is available at: <http://home.moravian.edu/public/psych/dunn/index.htm>.

STP Presidential Candidates (con't)

Linda M. Woolf, Ph.D. It is a genuine honor to be on the slate for President-Elect of the Society for the Teaching of Psychology (STP) with my esteemed colleague, Dana Dunn. Both of us have an enduring commitment to the teaching of psychology and regardless of the election outcome, I know the Society will continue to grow, collaborate, educate, and flourish through dedicated leadership.

The Society is built on a foundation that supports excellence in teaching and serves as both an advocate and resource for psychology teachers. Over the years, STP has grown substantially through the efforts of the Society's leadership and its active membership. Although I like to think of STP as a professional "home," it really has grown into a professional "village" - a broadly-based community and network of opportunities for those who share a love of teaching and knowledge. As someone who has benefited enormously from my association with STP, I would welcome the opportunity to serve this community in the role of President.

As we continue into the 21st century, psychology education faces a number of challenges. Psychology, as a science, as a practice, and as a perspective for social justice, continues to evolve and grow. Technology is changing our classrooms and indeed, distance education is changing our very definition of "classroom." Increasingly, many institutions are moving away from the use of full-time faculty to greater use, and at times abuse, of professional part-time faculty. Discussions related to assessment, budgets, student's rights, expected student outcomes, and others are happening not just within academic circles but state legislative bodies as well. Organizations such as STP with a strong leadership are vital to the work of teachers and those involved in all aspects of psychology education. Moreover, it is imperative that STP remains a strong voice within the APA to insure that educational priorities stay in the forefront of APA policy and advocacy.

Previous leaders within the Society have built many lasting legacies, which I would like to nourish and support. First, I will continue STP's collaboration with other organizations such as APS, NITOP, PT@CC, TOPSS, and APAGS. Second, I want to see us continue to expand our membership reflecting the diversity of the profession. It is important for us to reach out to teachers at all levels, both nationally and internationally, across a range of institutions and reflecting the diversity of subdisciplines within psychology. Third, STP is a leader in resource development through such endeavors as the OTRP and our e-books and I would like to see us continue to develop and update such resources.

On a professional level, I am a professor of psychology and international human rights at Webster University. For several years, I served as Secretary and Newsletter Editor for STP and was president of APA Division 48 (Society for the Study of Peace, Conflict, and Violence). Currently, I serve on the NITOP program committee, Psychologists for Social Responsibility steering committee, and the executive committee for the Institute for the Study of Genocide. For more information about my research and professional endeavors, visit my Web page at www.webster.edu/~woolflm.

STP Secretary Candidates

Suzie Baker, Ph.D. I am honored to be considered for the position of Secretary of STP. Although I've been a faculty member for over 15 years, and an STP member for much of that time, it is only recently that I have become more actively involved in the Society. I served as Chair of the Task Force on STP-PT@CC (Psychology Teachers at Community College) Task Force, and I was a member of the Podcasting Task Force. I currently serve as Chair of the Recruitment, Retention, and Public Relations Committee, and in this role, I've been fortunate to be involved in several working groups dealing with STP issues. It is tremendously rewarding to collaborate with colleagues from institutions across the country as we work to support the teaching of the discipline we care so much about. I am proud to be a part of STP, and proud of all that we offer to our members and to teachers of psychology. I would be honored to be elected as Secretary, and I look forward to continuing to contribute to STP's mission in whatever roles may present themselves in the future.

Amy Hackney-Hansen, Ph.D. I am delighted to be nominated for Secretary of the Society for the Teaching of Psychology (STP, APA Division Two). I have been associated with STP since I took a course on the teaching of Psychology as a graduate student at Saint Louis University. I received my Ph.D. in social psychology from Saint Louis University in 2003 and am in my 5th year as an Assistant Professor of Psychology at Georgia Southern University. As a faculty member I have continued to benefit from this organization and its members. It would be an honor to give back to the organization, my teaching mentors, and colleagues by serving as secretary. I understand that the duties of secretary include creating the fall and spring issues of STP's newsletter and taking minutes of meetings of the Executive Committee. I have experience related to these areas as advisor for Georgia Southern University's psychology coalition, Psi Chi, and Phi Sigma Pi groups, head of my department's Honors Committee, and as a member of my Dean's Faculty Advisory Council.

I have been active in STP, serving as its representative of the APA Committee on Early Career Psychologists, Chair of the Faculty Development Small Grant Program Task Force, and member of the Grant Task Force. I regularly teach Introduction to Psychology, Social Psychology, Research Methods, Psychology and Law, and Psychology of Gender. My research interests focus on the scholarship of teaching and learning, and I am especially interested in training graduate students and new faculty to become better teachers. My social psychological research interests include stereotypes, prejudice, and jury/judicial decision making. In 2007 I received my college's Award of Distinction in Teaching. Promoting the teaching of psychology is a very important part of my identity and career, thus STP is a very important organization to me both personally and professionally. I would love to serve STP as secretary.

Eric Landrum, Ph.D. Let me say from the outset that it would be an honor to serve as Secretary of the Society for the Teaching of Psychology. I have carefully reviewed the duties of Secretary as described in Article III, paragraph 8 of the STP Bylaws, and I am confident that I can achieve those tasks with success. As I write this, I do not know who else is nominated for the position of Secretary, but I strongly suspect that they too will be qualified to serve as Secretary—I can say this because STP is comprised of so many talented and dedicated individuals. I'm not going to use this space to describe how you should make your decision between candidates. I am confident that whatever choice you make, STP will be the beneficiary of that person's dedication and hard work. What I do want to tell you about is why I would like to serve.

Members of the Society for the Teaching of Psychology have substantially improved the quality of my academic life since I became a member of STP in 1988—a year before I received my PhD (I became a Division Two Fellow in 2000). Within the membership of STP I found a cadre of individuals who share my passion for teaching undergraduates, and the rewards I receive from our affiliation continue to this day. I have attended hundreds of sessions at regional and national conferences sponsored by STP and presented by STP members where I came away with new ideas for my teaching, and renewed energy to better serve psychology students. Many members of STP are key mentors to me (whether they know it or not), providing opportunities and encouragement for the work that I do and the topics I study. STP has given so much to me; serving as Secretary would allow me to give back. I have been active in STP for some time, and I do give back in some ways, such as presenting workshops and symposia at conferences, reviewing STP APA convention submissions, serving as a reviewer and consulting editor for *Teaching of Psychology*, publishing in *Teaching of Psychology*, etc. If you select someone else as Secretary, of course I will continue to serve in whatever capacity I can, and I will look for other opportunities to serve in the future. My interest in the Secretary position really isn't about me (as hard as that is for me to admit out loud)—it's about giving back to an organization and a group of exceptional scholars and mentors who have richly rewarded me.

STP's Council of Representatives Candidates (Two Representatives will be Elected)

Bill Hill, Ph.D. I am honored to be a nominee for one of the two STP positions on the APA Council of Representatives. Because the Council is the legislative body of APA that has primary authority over APA affairs, policies, and funding, our Council members represent the primary voice of STP in APA governance. If elected, I would collaborate closely with our other representative to promote the interests and concerns of teachers of psychology at all educational levels. Over the last several years we have achieved some momentum within the Council for advancing high school, community college, and undergraduate education (e.g., Council approval of the revised high school standards, approval of the Guidelines for Undergraduate Psychology Major, funding for the upcoming National Conference on Undergraduate Education in Psychology). I am committed to continuing this momentum and advancing the interests of STP members in Council deliberations and APA policy development.

My experience includes a variety of leadership roles in STP (Program Chair for the program at the APA Convention, Long Range Planning Committee Chair, President, and Director of Programming) and APA governance (Board of Convention Affairs, including chairing the 2005 APA Convention). I am active in advancing quality education in psychology, particularly at the undergraduate level. I was a member of the BEA Task Force that developed the Undergraduate Major Guidelines and accompanying Assessment CyberGuide. In addition to multiple presentations and publications on educational issues, I also consult with undergraduate and masters-level psychology programs on curriculum development and assessment. I was honored to receive the KSU Distinguished Teaching Award in 1985 and am a Fellow of APA Divisions 1 (General Psychology), 2 (STP), and 52 (International Psychology) of APA. At the 2004 APA Convention I received the American Psychological Foundation Charles L. Brewer Award for Distinguished Teaching in Psychology.

My research and professional activities primarily focus on teaching in higher education and faculty development. My recent research interests include defining and assessing expected learning outcomes for the undergraduate major in psychology and student and faculty perceptions of the first day of class. In 1989 I founded, and still continue to coordinate, the annual Southeastern Conference on the Teaching of Psychology. Starting in 2002, I have also coordinated six national conferences for STP on best practices in psychology education with topical foci of assessment, teaching introductory psychology, teaching research methods and statistics, critical thinking, diversity, and beginnings and endings.

I received my Ph.D. in experimental psychology from the University of Georgia in 1979 and have been on the faculty at Kennesaw State University (KSU) since then. During my tenure at KSU, I have been a full-time teaching faculty member and assumed several administrative roles, including Department Chair of Psychology, Associate Vice-President for Academic Affairs, and Interim Vice President. In fall 2002 I became the Director of the KSU Center for Excellence in Teaching & Learning, which coordinates faculty development programs and conferences designed to enhance teaching and student learning.

David Johnson, Ph.D. Once again, it is an honor to be nominated to stand for election to a second consecutive term as an STP (Division 2) Council Representative (CR). APA is an extraordinarily complex organization. Even though I had considerable contact with APA operations prior to my first Council meeting in February 2006, it seemed that I had only scratched the surface regarding the operations of the organization. The first year involved a steep learning curve as a Council Representative. Now that I have successfully navigated most of my first term as CR, I hope that Division 2 members will consider re-electing me for a second term so that I can use my past experience in this position to effectively serve the interests of our organization. It is important to elect CRs with this experience as we pursue excellence in education within Division 2 and APA.

I have been active in Division 2 for over 20 years. In addition to being a current Council Representative, I held positions as President and Treasurer. I currently chair a task force that is developing a plan for a change in the governance structure of Division 2. My current position is Professor of Psychology at John Brown University where I served for many years as a department chair and chair of the Division of Social & Behavioral Science.

Tom Pusateri, Ph.D. I am honored to be nominated for the position of APA Council Representative for Division Two. If elected, I intend to promote the Division Two's mission "to advance the scholarship of teaching and learning, advocate for the needs of teachers of psychology, foster partnerships across academic settings, and increase recognition of the value of the teaching profession." I offer the following as evidence of my commitment to this mission. From 2000 through 2007, I served as Division Two's first Executive Director, and in 2007, I received special recognition from 2007 President Bill Buskist for "sustained and significant contributions" to the Division.

I also served as Division Two's Membership Chair (1995-1998) and liaison to APA's Board of Educational Affairs (1998-2000). I continue to serve the Division as an external consultant for its Undergraduate Departmental Consulting Service.

I have numerous presentations and publications related to teaching pedagogy and assessment, including authoring and co-authoring book chapters on promoting information literacy for psychology students, conducting psychology program reviews, designing a course in industrial/organizational psychology that address student learning outcomes related to the psychology major, current trends in assessment in psychology, and a set of pedagogical resources for teaching topics in cognitive psychology. My recent presentations have focused on issues of assessment and accountability in higher education. In 2007, I was invited to attend one of the regional meetings of the Spellings Commission on the Future of Higher Education to provide feedback on the Spellings Report, "A Test of Leadership: Changing the Future of U.S. Higher Education."

In 1984, I received my Ph.D. from The Ohio State University in social psychology with a minor in cognitive psychology. From 1984 through 2003, I taught a wide variety of psychology courses at Loras College, Dubuque, Iowa, where I attained the rank of Professor and served as Chair of the Psychology Department and Assessment Director for the College. I was a founding member of the Steering Committee for the Iowa Teachers of Psychology workshop that annually brings together psychology teachers. From 2003 through 2006, I served as Assessment Director at Florida Atlantic University, where I received the 2005 President's Leadership Award for administrative service to the institution related to assessment of student learning outcomes. In 2006, I was appointed Associate Director for the Scholarship of Teaching and Learning in the Center for Excellence in Teaching & Learning and Professor of Psychology at Kennesaw State University (KSU). Recently, I submitted a successful application on KSU's behalf for a 2008 Council on Higher Education Accreditation's Award for Institutional Progress in Student Learning Outcomes.

Elizabeth Swenson, Ph.D.; J.D. I am a professor of psychology at John Carroll University. Once again it is an honor to be nominated to serve the Society for the Teaching of Psychology, this time as APA Council Representative. I have had a long history of involvement with the Society which includes being President, Secretary, Treasurer, chair of several committees and task forces, APA Council Representative, and legal counsel. My APA governance experience includes five years on the Ethics Committee, three years on the Ethics Code Revision Task Force, and three years on the Continuing Education Committee. I am a Fellow of STP and also belong to Divisions 1, 35 and 41, as well as MPA and APS. For my whole career I have taught psychology to undergraduates at John Carroll University in Cleveland. In addition to law-related psychology courses, my teaching interests include professional ethics in psychology and planning for careers and graduate study. I also have a small private legal practice in child protection and advocacy. I am a member of the JCU Institutional Review Board and am involved in assessment and strategic planning at JCU and as a consultant-evaluator for the Higher Learning Commission. I received my Ph.D. from Case Western Reserve University and a J.D. from Cleveland State University.

It is particularly important at this time for STP to make itself better known and heard within APA. As the practitioner interests in APA continue to grow, the Association has reached out to scientists who are teaching and doing research to have more of an impact on its policies. We need to work together with all constituencies of APA to preserve the valuable and unique aspects of being both a scientific discipline and a profession with a strong uniting educational base. Although there are many opportunities within APA to collaborate and to influence policy and procedures, representing STP in the APA Council of Representatives is among the most significant. If elected, I will do my best to be open to your inquiries and suggestions as well as to represent the interests of the Society and all teachers of psychology in APA governance.

All eligible members who joined STP prior to February 1, 2008 should receive their ballots in late April or early May. If you do not receive your ballot, please contact the Executive Director of STP (Ted Bosack) by phone 401-865-2612 or by email tbosack@providence.edu.

**Society for the Teaching
of Psychology at the
116th Convention of the
American Psychological
Association Meeting
Boston, MA
August 14-17, 2008
Loretta McGregor, Chair**



Program Location and Schedule: All of the symposia and the poster sessions will be held at the Boston Convention and Exhibition Center.

Presidential Address: Maureen McCarthy's Presidential Address is tentatively scheduled for Saturday at 3:00 p.m., followed immediately by the Business Meeting at 4:00 p.m. and the Social Hour at 5:00 p.m.

G. Stanley Hall Lectures: The G. Stanley Hall speakers are: (1) Stephen T. Higgins, PhD, Professor of Psychiatry and Psychology and Director of the Substance Abuse Research and Treatment Center from the University of Vermont who will speak on Reinforcement and Substance Use Disorders; (2) Peter Salovey, PhD, Chris Argyris Professor of Psychology and Dean of Yale College who will speak on Emotional Intelligence: Is There Anything To It?; and (3) Wendy M. Williams, PhD, Professor and Co-Founder & Co-Director, Cornell Institute for Research on Children Department of Human Development, Cornell University who will speak on Do Women Scientists Get The Credit They Deserve?

Harry Kirke Wolfe Lecture: The Harry Kirke Wolfe Lecture will be given by Donelson R. Forsyth, PhD, Professor of The Colonel Leo K. and Gaylee Thorsness Chair in Ethical Leadership at the University of Richmond. His talk is entitled the Teaching and Learning with the Self in Mind.

Symposium Presentations: You will find many timely topics covered in the 2008 APA Program. Please check the STP webpage for titles and presenters.

Poster Sessions: Three poster sessions are tentatively scheduled for the 2008 conference. Information regarding the times of these sessions will be posted on the website after approval by APA.

Social Hour and Teaching Awards: The social hour and teaching awards are scheduled for Saturday at 5:00 p.m. Please join us for refreshments and socializing.

Hospitality Suite Functions: Please visit the Division Two Hospitality Suite this year. We will schedule informative sessions, with titles and presenters made available closer to the convention dates. If you have an idea for a session in the Hospitality Suite, please contact me at Lmcgregor@astate.edu.

I look forward to seeing you all in Boston.

**Third International Conference on the Teaching
of Psychology
Teaching Psychology: Views from Around the
World
July 12-16, 2008
St. Petersburg, Russia**

The conference covers a wide range of issues related to the teaching of psychology. The general and specific topics concerning the teaching of psychology in all educational settings, including high schools, undergraduate colleges, and graduate programs will be included in the program.

Registration, hotel, and other information on the conference can be found at <http://www.ictp-2008.spb.ru/>.

**Improving University Teaching (IUT) Conference
in Glasgow, Scotland**

Join with a group of international scholars at the Improving University Teaching (IUT) Conference that will take place in Glasgow, Scotland, at the University of Strathclyde from July 29 through August 2, 2008. The theme of the conference is "Transforming Higher Education" and will offer sessions that should appeal to faculty and administrators who are interested in improving higher education quality. Conference goers can opt to attend two days of post-conference touring in the Glasgow area for an additional charge. Go to www.iutconference.org for more details.

APA SEEKS NOMINATIONS FOR 2009 AWARDS

APA's Education, Science, and Practice Directorates, and the Office of International Affairs are seeking nominations for the Association's 2009 awards. Winners receive an honorarium of \$1,000; the opportunity to present an invited address at the 2009 Convention in Toronto August 6—9; waiver of convention registration fees; and reimbursement of up to \$1,500 in expenses to attend the convention.

Deadline for all nominations is June 2, 2008. For information, details, and additional links, visit <http://www.apa.org/about/division/dialogue/jf08divnews.html#2009awards>.

CALL FOR PROPOSALS

Getting Connected: Best Practices in Technology-Enhanced Teaching & Learning in Psychology

Friday & Saturday, October 3-4, 2008, Crowne Plaza Atlanta-Perimeter NW Hotel, 6345 Powers Ferry Road, Atlanta, GA 30339

Conference Web site: http://www.kennesaw.edu/cetl/conferences/beginnings_endings/2008/best_practices.html

The Society for the Teaching of Psychology (STP, Division 2 of APA), the National Institute on the Teaching of Psychology (NITOP), and the Kennesaw State University Center for Excellence in Teaching and Learning (CETL) are excited to announce the 7th conference in the popular "Best Practices in Teaching Psychology" series, which started in 2002. The 2008 conference will focus on innovative and effective techniques that use technology to impact student learning. We are interested in applications and assessments of technology's impact in on-ground, hybrid or blended, and totally online courses. We encourage proposals that address technology as a teaching tool as managed by the instructor (e.g., PowerPoint, student response systems or "clickers," multimedia) as well as student-based uses of technology that can be more independent of the instructor (e.g., social networking). Modeled after the format of the previous conferences, the conference will include keynote speakers, concurrent symposia and workshops, and poster sessions.

We are seeking innovative symposia, workshops, and poster presentations that address the practical needs of psychology teachers in using technology in all aspects of the teaching and learning process and across all settings (on-ground, blended/hybrid, and synchronous and asynchronous online courses). Possible topics include (but are not limited to): characteristics of a quality online course; innovative content-specific activities and pedagogy using technologies such as text messaging, blogs, wikis, podcasting, and virtual environments (e.g., Second Life); social networking (Facebook, MySpace); eportfolios, and ejournals. Reviewers will be particularly interested in proposals that include data-based assessments of learning, rather than anecdotal information or simply student satisfaction.

Submissions must be received by midnight on April 28, 2008. Proposals must be submitted by e-mail as a Word or RTF attachment to Bill Hill, STP Director of Programming, at bhill@kennesaw.edu. If you have questions about the conference or proposal submission process, please contact Bill Hill at bhill@kennesaw.edu.

National Institute on the Teaching of Psychology

The 31st Annual National Institute on the Teaching of Psychology, co-sponsored by the University of South Florida Department of Psychology and the Association for Psychological Science, will be held January 3-6, 2009, at the TradeWinds Island Grant Hotel, in St. Pete Beach, Florida. Registration is limited to 350 participants; early registration is highly recommended. Poster session proposals should be received by October 1, 2008 to guarantee space in the program, although later submissions from registered participants will be considered if space remains available. The preliminary conference program includes several morning workshops on the first day, three poster sessions, three participant idea exchanges, social hours, book and software displays, and about 40 featured speakers, well-known for their excellence in teaching psychology. Additional program details will be available May 1, 2008. The conference fee is \$475, which will also include breakfasts and lunches, refreshments at coffee breaks and poster sessions, and an evening reception. For more information write to Joanne Fetzner, National Institute on the Teaching of Psychology, 2303 Naples Court, Champaign, IL 61822, or by phone at 217/398-6969 or email at jfetzner@uiuc.edu; WWW: <http://www.nitop.org>.

STP-APS 15th Annual Teaching Institute Chicago, IL Hilton Washington May 22-25, 2008



The Association for Psychological Science (APS) and the Society for the Teaching of Psychology (STP) sponsor the annual Teaching Institute at the APS annual meeting. For additional information on the meeting, contact Dana Dunn at Moravian College (dunn@moravian.edu). You can register for the meeting at <http://psychologicalscience.org/convention/>

Program for the Teaching Institute

Workshop

Discovering or (or Rediscovering) Your Teaching Self: Developing Your Philosophy, William Buskist and Jessica G. Irons

Opening Plenary

The Frog in the Well: Culture and Four Decades in the Classroom, Kenneth Keith

Concurrent Sessions

- 1) Building Bridges: Why College Faculty Should Go Back to High School, Charles Ovando, Suzanne Baker, & Dana Dunn
- 2) Building Rapport in Large Courses with Just-In-Time Teaching, Kevin Apple
- 3) Engaging Undergraduate Faculty and Students in Aging Research, Chandra Mehrotra
- 4) The Fragile Balance Between Teaching and Professing, Norine Jalbert
- 5) Too Hot to Handle? Teaching the Psychology of Mass Violence, Linda M. Woolf
- 6) What Does All This Learning Stuff Have to do with Teaching, Awyway? Sherry L. Serdikoff

Distinguished Lecture

Moving Toward the Scholarship of Teaching and Learning: The Classroom Can be a Lab Too! Randolph Smith

Closing Plenary

The Multidimensionality of Effective Teaching: Evidence from Student Evaluations, William Addison

STP Programming during the APS Meeting

- 1) Changes and Stability at the Journal *Teaching of Psychology*, Andrew Christopher
- 2) Defending the Uncertainty of Emerging Adulthood, Janet Kuebli
- 3) Diagnosing and Treating the Deadly 13th Grade Syndrome, Drew Appleby
- 4) Misconceptions Concerning the Application of Behavior Analysis in Education, Judy Cameron and George H. Buck

Internationalizing the Teaching of Psychology: Interdivisional Collaboration Between APA Divisions 2 and 52

Richard S. Velayo, Ph.D.
Division 2 Task Force Chair
Internationalizing the Teaching of Psychology

Early in 2007, Bill Buskist (2007 STP President) appointed me to Chair a Task Force on Internationalizing the Teaching of Psychology. Its members include Drs. Gloria Grenwald (Webster University), Alishia Huntoon (Oregon Institute of Technology), Corinne L. McNamara (Kennesaw State University), and Linda Woolf (Webster University). The charge of this Task Force is to explore possibilities and offer suggestions for collaborations that promote a more global perspective in the teaching of psychology, determine strategies to help internationalize the psychology curriculum, and get representatives from other nations involved in these objectives.

Updates on the three main tasks/goals of this Task Force are follows:

Task/Goal 1: To help APA move forward to support action plans pertaining to the Internationalization of the Undergraduate Psychology Curriculum (Coordinator: R. Velayo)

In 2005, APA formed a Working Group on Internationalizing the Undergraduate Psychology Curriculum that provided a report that was put together and electronically published in Nov. 2005, containing recommended learning outcomes and an action plan on this topic. The group was composed of Drs. Neil Lutsky (Carleton College), Judith Torney-Purta (University of Maryland, College Park), Valerie Whittlesey (Kennesaw State University), Linda Woolf (Webster University), Maureen McCarthy (APA), and myself. This report, supported by a grant from the Carnegie Corporation and the American Council on Education, has been circulated to various APA governance groups for feedback after having been endorsed by CIRP at the 2006 Fall Consolidated Meetings. You may download this document from <http://www.apa.org/ed/resources.html>. In early March of 2007, BEA and CIRP sought feedback from many governance bodies and divisions of the APA.

The Task Force is in correspondence with Martha Boenau and Robert Walsh (APA Education Directorate) and Merry Bullock (Office of International Affairs) to help determine the status of the report and what to do next. APA's Board of Education Affairs has disseminated this via its website and in a number of APA publications (e.g., *APA Monitor*). Plans are underway to hold a conference call between the Office of International Affairs (OIA), Board of Education Affairs (BEA), and the Committee on International Relations in Psychology (CIRP) to discuss ways to effectively implement the action plans mentioned in this document. There will also be discussions on other actions plans to supplement those mentioned in the report.

The APA Working Group's report has been presented at the 2007 APA Convention in San Francisco, and at the Conference on the Internationalization of the Psychology Curriculum held at St. Francis College in NYC. There will be a similar presentation at the Eastern Psychological Association Convention in Boston in March 2008, and at the 2008 APA Convention in Boston.

Task/Goal 2: To sponsor a panel/symposium composed of psychologists, publishers, and other experts from various parts of the world to present ideas and/or present initiatives that help internationalize the curriculum at future APA conventions (Coordinators: G. Grenwald, C. McNamara and A. Huntoon)

Given the overlap in this particular task between this Task Force with that of Division 52's Curriculum and Training Committee (chaired by Gloria Grenwald), Dr. Grenwald and I have agreed to work together to sponsor a panel/symposium composed of psychologists, publishers, and other experts from various parts of the world to present ideas and/or present initiatives that help internationalize the curriculum at future APA conventions. This collaborative venture had its first successful panel symposium at the 2007 APA Convention in San Francisco.

At the 2008 APA Convention in Boston, Gloria Grenwald has organized a panel symposium sponsored by Divisions 2 and 52. The main panel presenter, Julie Johnson-Pynn, Ph.D., Associate Professor of Psychology, Berry College, GA, whose talk titled "Magnifico! Maximizing Study Abroad in Italy", will emphasize the relevance of incorporating points for written and oral reflection (both in-country and after re-entry), help students gain an appreciation for the Italian schooling system and its relationship to family, religious, aesthetic, and socio-historical contexts, and use the experience of being a minority in the host country to inform their interactions with minority groups in the home country.

Dr. Grenwald will also be speaking on "Psychology as a part of Interdisciplinary International Programs" focusing on a model for internationalization of psychology that emphasizes working with interdisciplinary, international programs that are being developed or already exist as a part of the undergraduate curriculum. The goal of the symposium is to help attendees understand more about the overall field of internationalizing the curriculum, how their efforts might fit in, how to get started, and what resources may be available to them.

As part of the Division 52 hospitality suite events, Corinne McNamara and Alishia Huntoon will facilitate a conversation hour on Internationalizing the Psychology Curriculum: Sharing Workable Strategies. In this event, APA attendees who are interested in this topic are invited to share their experience and workable strategies on ways to help internationalize the teaching of psychology at various educational levels. At the 2007 APA Convention, a similar event titled "Strategies to Internationalize the Psychology Curriculum: Visions of the Future" was held and was very well attended by members of both Divisions, as well as students, educators and psychologists from other countries.

A proposal for a conversation hour at the 2008 International Conference on the Teaching of Psychology (<http://www.ictp-2008.spb.ru/>) which will be held in St. Petersburg, Russia (July 12 - 18, 2008), has been submitted by Dr. Grenwald. Representatives of Divisions 2 and 52 will be at the meeting and plan to be actively involved in this event.

Task/Goal 3: To continue to compile and regularly update a resource clearinghouse of materials related to internationalizing the psychology curriculum (e.g., books, chapters, websites, articles, reports, etc.) (Coordinator: L. Woolf)

Dr. Linda Woolf continues to spearhead this effort and shall provide an update on the status of a resource clearinghouse of materials related to the internationalizing of the psychology curriculum. The goal of Task 3 is the creation of an Internationalizing the Psychology Curriculum Clearinghouse (IPCC) webpage and the development of mechanisms for its continual update. The IPCC website will aid teachers of psychology as they begin the process of adding international content into their courses. The primary focus will be on the internationalization of the curriculum at the secondary and undergraduate levels.

The IPCC website will include bibliographic materials aimed at identifying resources that: 1) focus on the topic of internationalizing the curriculum, and 2) specific materials for integrating international content into existing courses (e.g., Intro, Abnormal, Social). Annotated bibliographies for books, chapters, articles, and reports will be included in the ICPP. Additionally, the clearinghouse will include annotations with links to relevant web sites. Full-text reports and articles within the public domain will be included in the Clearinghouse where appropriate. Mechanisms for regular updating of materials will be developed. The IPCC website will then be linked to relevant websites (e.g., Divisions 2, 9, 35, 48, 52, and APA's Office of International Affairs). The involvement of other Divisions may be sought to solicit content material for this website.

Division 52 (International Psychology) has a similar initiative through its Curriculum and Training Committee. The conversation hour mentioned in Task 2 would be an excellent opportunity to have our task force coordinate efforts related to putting together such a list, how we may go about collecting them, and how we may best make this available to teachers of psychology.

Furthermore, Dr. Grenwald has suggested putting together "Best Practices" resources that both Divisions 2 and 52 may eventually make available through their websites.

The Task Force also put together two relevant discussion boards. Click links below. [Note: You need Internet Explorer or Firefox as browsers to access these discussion boards.]

1. [APA Report on Internationalizing the Undergraduate Psychology Curriculum \(http://forum.rsvmedia.net/User/Discussion.aspx?id=50697\)](http://forum.rsvmedia.net/User/Discussion.aspx?id=50697)
2. [Strategies to Internationalize the Psychology Curriculum \(http://forum.rsvmedia.net/User/Discussion.aspx?id=50698\)](http://forum.rsvmedia.net/User/Discussion.aspx?id=50698)

The Internationalizing the Teaching of Psychology Task Force continues to seek input that will help facilitate its objective to internationalize the teaching of psychology. You may contact me via email at rvelayo@pace.edu for inquiries or suggestions.

Editorial Procedures for *Teaching of Psychology*
Andrew N. Christopher, Pam Marek, and Chris Hakala

On January 1, 2008, Andrew Christopher of Albion College assumed general editorial duties from Randolph Smith of Lamar University. Andrew now processes manuscripts to be considered as Topical Articles and Faculty Forum articles for *Teaching of Psychology*. Manuscripts for consideration as Topical Articles or Faculty Forum articles should be submitted as e-mail attachments in either Microsoft Word or PDF format to Andrew at top@albion.edu.

Pam Marek of Kennesaw State University is now the editor for Methods and Techniques articles. Manuscripts for consideration as Methods and Techniques articles should be submitted as e-mail attachments in Microsoft Word format to Pam at pammarek@yahoo.com.

Chris Hakala of Western New England College is now the editor for Technology and Teaching articles. Manuscripts for consideration as Teaching and Technology articles should be submitted as e-mail attachments in Microsoft Word or PDF format to Chris at chakala@wnec.edu.

For information about these different types of articles published in *ToP*, please refer to the journal's page of instructions to authors: <http://teachpsych.org/top/authors.php>. This page will help you determine to which section of the journal you should submit your article, realizing that there is certainly gray area in this regard. However, submissions to the Methods and Techniques section and the Technology and Teaching section should specifically include an actual assessment of student learning as an indicator of effectiveness, rather than relying exclusively on measures of students' perceptions of learning or interest. Submissions to these two sections without such learning assessment data will normally not be sent out for review.

When a manuscript is submitted for publication to one of the editors, it will be sent to three reviewers, who are given one month to review the paper. After all three reviews have been received, the appropriate editor will be in touch with the authors via email with the editorial decision. Such decisions typically fall into one of six general categories. There is the rejected category, meaning that the current paper is not appropriate or does not contain original information for *ToP*. The rejected but a revision will be considered category is for papers with some potential to be published but that will require a great deal of work from their authors. The rejected but please revise and resubmit category indicates a paper with potential to be published if the concerns raised are sufficiently addressed. Such concerns might also require significant work for the authors. The rejected with strong encouragement to revise and resubmit category encompasses papers with excellent potential but that have one or more relatively easily curable weaknesses. Please do not be discouraged if your article meets with one of the latter three "rejected" decisions. Most articles published in *ToP* were originally rejected (at least once) at some point in the review process, including the ones published by the current editors! *ToP* does have a 75-80% rejection rate. The conditionally accepted papers are ones that will be published provided the authors can satisfy one or more minor flaws with the paper. The accepted papers are ones that will be published in *ToP*. Such notices will include a copyright agreement as an attachment.

Please be aware that most journals in psychology require 3-4 months to provide a decision on submitted papers. At *ToP*, we will do everything we can to deliver authors a decision within or before that span of time passes. But, please do remember that our reviewers are busy people, and of course, the best reviewers are asked to do more reviews not only for *ToP*, but for other journals as well! If you have a question about your paper at any point during the editorial process, you can e-mail the editor to whom you submitted your paper.

2008 Raymond D. Fowler Award for Outstanding Contributions to APA to Charles Brewer

APA established the Raymond D. Fowler Award for Outstanding Contributions to APA to recognize Dr. Fowler's service to the association. The award recognizes an APA member who has had a significant and enduring impact on APA as an organization and who has shown a clear dedication to advancing APA's mission.

Congratulations to Dr. Charles Brewer who is truly deserving of this honor!!!!!!!

Call for Fellows Nominations for the Society for the Teaching of Psychology

The Fellows Committee invites nominations for APA Fellow status for members of STP who are also APA members. The Committee is committed to increasing the diversity of Fellow nominees. Self-nominations are welcome. The Criteria for APA Fellow Status are: 1. Evidence of outstanding teaching; 2. Evaluation by colleagues, students, etc. as a teacher; 3. Development of innovative curricula and courses; 4. Teaching methods; 5. Research on teaching; 6. Training of teachers; 7. Development of teaching materials; 8. Administrative facilitation of teaching; 9. Outstanding service to the Society and other organizations to foster the teaching of psychology.

The nominees will be evaluated on their ability to (a) provide strong letters of endorsement from at least three current APA Fellows and (b) documentation in support of the criteria listed above, but not necessarily in all areas. These endorsement letters and supporting documentation will provide evidence first to the Society's Fellow Committee and subsequently to APA's Membership Committee, Board of Directors, and Council of Representatives that the nominees have met APA's principle criterion for selection to Fellow status, that is, that they have made "unusual and outstanding contribution or performance in the field of psychology."

Send names, complete mailing and email addresses, and telephone numbers for each nominee to Rick Miller at millerrl@unk.edu or Department of Psychology, University of Nebraska at Kearney, Kearney, NE 68849 by October 1, 2008. Nominees will be sent evaluation packets requiring (a) letters of endorsement from at least three current APA Fellows and (b) documentation demonstrating "unusual and outstanding contribution or performance" relating to the teaching of psychology.

Deadline for receipt of completed applications including all endorsement letters and other supporting material is December 15, 2008. Applications completed after that date will be considered during the 2009-2010 selection process. A list of current Fellows of the Society is available at <http://teachpsych.org/members/fellows.php>.

CALL FOR TEACHING INSTITUTE SITE PROPOSALS

The American Psychological Association Education Directorate and the APA Committee of Teachers of Psychology in Secondary Schools (TOPSS) are developing plans to convene a second Institute for high school psychology teachers during the summer of 2009.

APA hosted an inaugural week-long institute for high school psychology teachers in July 2007 on biopsychology. Thirty-one teachers from fourteen states attended the first APA-sponsored institute. During the week, teachers attended sessions on biopsychology presented by expert psychologists and master high school teachers. Teachers also worked in small groups to update unit lesson plans that were originally developed by APA in the 1990s. These unit lesson plans provide teachers with content, activities, and resources to be used in their classes. Details about the 2007 Institute are posted online at http://www.apa.org/ed/topss/inst_website.html.

The APA Education Directorate and TOPSS invite applications from universities or colleges that would like to host the 5 day Institute at their institution. APA and TOPSS are considering the week of July 19-24, 2009 as the tentative date. The 2009 Institute will focus on Research Methods.

Support as the host for the Institute would include such items as: room and board for approximately 36 participants, administrative assistance with the production of materials developed on site (computers and photocopying facilities), availability of classrooms for plenary sessions and smaller discussion rooms, accessibility to major airports and/or shuttle transportation, and the identification of a conference site assistant or manager at the institution to be responsible for coordination of the meeting rooms and meals, etc. Prior institutional experience in hosting such an event would be a desirable asset. An institution with psychology faculty members with expertise in Research Methods would also be desirable.

All applications and inquiries must be received by June 1, 2008 and sent to:
Emily Leary (ELeary@apa.org), Education Directorate, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242.

2008 APA/Clark University Workshop for High School Teachers

The fourth annual APA/Clark University Workshop will be held July 21-23, 2008 at Clark University in Worcester, MA. All interested high school psychology teachers are invited to apply to attend this three-day workshop. Workshop facilitators will include Clark University Psychology Professors and TOPSS members Jeanne Blakeslee (St. Paul's School for Girls, Brooklandville, MD) and Tack Chace (Shrewsbury High School, Shrewsbury, MA). There is no registration fee, and housing in the Clark campus dorms and materials will be provided for all participants. Participants will also receive travel stipends of \$100. Application forms and additional information about the 2008 Workshop are available online at http://www.apa.org/ed/topss/conf_wkshop.html. The application deadline is April 15, 2008. This Workshop is sponsored by the American Psychological Foundation Lee Gurel Fund, APA, and Clark University. Please contact Emily Leary at eleary@apa.org or (202) 572-3013 if you have any questions.



American Psychological Foundation (APF) Charles L. Brewer Distinguished Teaching of Psychology Awardee for 2008

Dr. Scott Plous

The award recognizes a career contribution to the teaching of psychology. The APF Teaching Subcommittee selects a psychologist for the award who has demonstrated:

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

This year's recipient, Dr. Scott Plous, is Professor of Psychology at Wesleyan University in Middletown, CT. Dr. Plous is a former recipient of the MacArthur Foundation Fellowship in International Peace and Security. He is a Fellow of the Association for Psychological Science and the American Psychological Association and has been the recipient of several APA division awards. He also received the Binswanger Prize for Excellence in Teaching at Wesleyan University, and in 2006 he was honored by the Carnegie Foundation and Council for Advancement and Support of Education as Connecticut Professor of the Year. Dr. Plous is Faculty Associate of the Tufts University Center for Animals and Public Policy and is Principal Investigator on a National Science Foundation grant to develop and maintain the Social Psychology network and related internet resources.

This award will be presented to Dr. Plous at the American Psychological Association's 2008 annual convention in Boston, MA.

Call for Nominations for STP Teaching Awards

The Society for the Teaching of Psychology announces its 2009 program of awards for outstanding teachers of psychology. Teaching awards of \$750 and a plaque will be bestowed for outstanding performance in each of five categories: four-year college or university (Robert S. Daniel Award), two-year college (Wayne Weiten Award), high school (Mary Margaret Moffett Memorial Award), first 5 years of full-time teaching at any level (Jane S. Halonen Award), and graduate student (Wilbert J. McKeachie Award). The deadline for submissions is January 16, 2009. For more information, visit <http://teachpsych.org/members/awards.php> or contact Bryan K. Saville, e-mail: savillbk@jmu.edu.

SOCIETY FOR THE TEACHING OF PSYCHOLOGY

P.O Box 5609

Wakefield, RI 02880-5609

ADDRESS SERVICE REQUESTED

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://teachpsych.org/>. Contact Ted Bosack at tbosack@providence.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 Ted Bosack, STP Executive Director, by email at tbosack@providence.edu or by phone at 401-865-2612.

Send newsletter inquiries to Valerie Whittlesey, vwhittle@kennesaw.edu