

Newsletter of the Society for the Teaching of Psychology

Fall 2009

<http://www.teachpsych.org>

Editor: R. Eric Landrum

Using the Blueprint Book to Improve Teaching and Learning in Psychology: How Now?

Dana S. Dunn



If you attended any psychology conferences during the last year, there is a very good chance that you heard something about the June 2008 *National Conference on Undergraduate Education in Psychology* (NCUEP) which was hosted by the University of Puget Sound. During the end of 2008 and the first half of 2009, a variety of formal presentations, informal talks, and poster sessions were held at national and regional conferences in our discipline. What happened at the conference? Why does it matter? More importantly, how might the work of the conference constructively affect what you and your colleagues do regarding undergraduate education in psychology now and for the foreseeable future?

Organized by Diane F. Halpern of Claremont McKenna College, the conference brought together around 60 or so psychology teachers from colleges, universities, community colleges, and high schools that convened to think broadly about future directions for educating psychology majors. Teams of teacher colleagues spent an idyllic week discussing and drafting chapters aimed at characterizing the current state of undergraduate education and forecasting what it may be like in the coming years. At week's end, chapters on psychological literacy, technology, the nature of today's students, curriculum issues, a scientist-educator model of teaching, when and where psychology is taught and learned, pedagogical goals and methods, changing science into practice, learning outcomes, and quality principles for psychology for education were drafted. By year's end, a book based on the revised and refined chapters was in press at the American Psychological Association (APA).

That book, *Undergraduate Education in Psychology: A Blueprint for the Future of the Discipline* (Halpern, 2010) made its debut at the Annual APA Meeting in Toronto in early August 2009. The printed work includes the aforementioned ten chapters, which were designed to be brief and to provoke thought and discussion, as well as a conclusion on preparing students for the challenges in the still new century.

What's Next for the *Blueprint Project*? Why Should You Care, Anyway?

If you made it this far, you are probably wondering why I, the incoming President of STP, am writing about this book and not something else. The answer is that everyone remotely connected to educating students in our rapidly changing and ever-advancing discipline—from graduate students to newly minted assistant professors, from senior faculty members to

department chairs, program heads, and yes, even deans—needs to read this book. Why? For the simple fact that more than ever, psychology is a discipline on the move, with new science, new technology, new pedagogical methods, new knowledge, and very new and very different students from a host of diverse backgrounds and experiences. I think it is quite possible to be a good teacher these days, even one who received an advanced degree in the past 5 or so years, and to nonetheless be quite uncertain about the state of knowledge in our discipline. Why? Because change is happening fast. Yes, neuroscience is changing everything, but so is the economy, our culture, digital technology, and shifting demographics, among other variables. I fear it is quite possible to fall far behind where each of us as educators should be unless attention is paid and effort is exerted.

So, dear reader, you should care about the content of the *Blueprint* book, as it speaks directly to where you live, teach, and practice your craft. I believe that all of us want to lead fulfilling and challenging careers that allow us to serve and mentor our students to the best of our abilities and within the context of the missions of the institutions and communities where we teach, write, research, and live. That may sound a bit too pie-in-the-sky, so allow me to turn to practical ways you can use the *Blueprint* book in the coming months.

Modest Marching Orders

Obtain a copy of the book. Read it. Think about it. That will make a fine beginning, but remember that the book was

(Continued on page 2)

Table of Contents

President's Column	1
SPSP Teaching Preconference	2
Call for Fellows Nominations	2
Charles Brewer Distinguished Teaching Nominations ..	3
Teaching Awards Program	3
2009 STP Presidential Citations	3
Teaching Positive Psychology	4
GSTA Update	5
The Council on Undergraduate Research	6
STP Online Teaching Conference	8
STP Award Winners	8
STP Instructional Resource Awards	8
STP at the Regionals!	8
STP Call for Leadership Nominations	9
Membership in STP	9
APA Council of Representatives Report	10
OTRP Update	11

(Continued from page 1)

conceived to be used to improve the psychology major within every sort of institution, which means you need to share the book with others. Here's how you might do so.

Organize a reading group with interested colleagues. Meet once every week or two over the next year to discuss one of the chapters. Reflect on how the content of the chapter speaks to your students and program.

Spend a portion of your regular department meeting discussing issues raised in the book. A biweekly or monthly group discussion might be too much amidst everything else you do. But couldn't you fit it into a department meeting? Then everyone can talk or even argue about what it means for your major.

Have colleagues volunteer to read and present on a given chapter. If people volunteer to read a chapter and reflect on it in some venue—a department meeting, a coffee, a weekly lunch, wherever—then everyone can hear about its suggestions, observations, and insights.

Invite some of your undergraduate majors and graduate students to read and discuss the book or parts of it. What do they think? Does it speak to them and their educational needs?

What changes, if any, does the book encourage you to consider? Are there things you might do to change your major so as to benefit your students more?

I look forward to learning how you have used the *Blueprint* book on your campus. Please write to me at dunn@moravian.edu so that I can share your good work and reactions in a future column.

Reference

Halpern, D. F. (Ed.). (2010). *Undergraduate education in psychology: A blueprint for the future of the discipline*. Washington, DC: American Psychological Association.

2010 SPSP Teaching Preconference

We are now accepting proposals for the 2010 SPSP Teaching Preconference (January 28th).

If you would like to present a talk or poster related to teaching social psychology, personality, or special topics in social/personality psychology, please email your title and 100 word abstract to burnsk@uwgb.edu by October 30th, 2009. We are especially interested in proposals focusing on teaching techniques or classroom demonstrations.

The 2010 Teaching Preconference will feature speakers such as Dana Dunn on "Reviving unobtrusive measures for engaging students in social psychological research" and much much more! Looking forward to seeing you in Las Vegas.

Regan A. R. Gurung and Kate Burns
2010 Teaching Preconference Organizers



Dr. Mary Kite from Ball State University delivers her G. Stanley Hall address at APA 2009 in Toronto.

(Photo courtesy of Ted Bosack)

Call for Fellows Nominations

The STP Fellows Committee invites nominations for APA Fellow status for STP members who are also APA members. The Committee is committed to increasing the diversity of Fellow nominees, and self-nominations are welcome.

Criteria for Fellow status include outstanding contributions to teaching and to the field, and are fully enumerated on the STP website at: <http://teachpsych.org/members/fellows/index.php>

Send nominations, including complete mail and e-mail addresses and phone numbers to:

Ken Keith
Department of Psychology
University of San Diego
5998 Alcalá Park
San Diego, CA 92110-2492
e-mail: kkeith@sandiego.edu

Nominees will receive packets requiring letters of endorsement from at least three current APA Fellows and documentation demonstrating "unusual and outstanding contributions or performance" in the teaching of psychology. Deadline for receipt of completed applications, including all endorsement letters and supporting materials, is December 11, 2009. Late applications will be considered in the following year.

2010 APF Gold Medal Awards for Life Achievement in Psychology

The American Psychological Foundation (APF) is pleased to announce the call for nominations for the 2010 APF Gold Medal Awards for Life Achievement in Psychology. The Gold Medal Awards for Life Achievement are bestowed in recognition of a distinguished career and enduring contribution to psychology. The Awards are conferred in four categories:

- Gold Medal Award for Life Achievement in the Science of Psychology recognizes a distinguished career and enduring contribution to advancing psychological science.
- Gold Medal for Life Achievement in the Application of Psychology recognizes a distinguished career and enduring contribution to advancing the application of psychology through methods, research, and/or application of psychological techniques to important practical problems.
- Gold Medal Award for Life Achievement in Psychology in the Public Interest recognizes a distinguished career and enduring contribution to the application of psychology in the public interest.
- Gold Medal Award for Life Achievement in the Practice of Psychology recognizes a distinguished career and enduring contribution to advancing the professional practice of psychology through a demonstrable effect on patterns of service delivery in the profession.

Amount: APF Gold Medalists receive a mounted gold medal, and an all-expense paid trip to the APA annual convention, where the award is presented.

Eligibility: Psychologists who are 65 years or older, normally residing in North America. The application deadline is December 1, 2009. For more information, including the nomination procedures, please visit <http://www.apa.org/apf/gold.html>.

2010 APF Charles L. Brewer Distinguished Teaching of Psychology Award

The American Psychological Foundation (APF) is pleased to announce the call for nominations for the 2010 APF Charles L. Brewer Distinguished Teaching of Psychology Award. The award recognizes a significant career of contributions of a psychologist who has a proven track record as an exceptional teacher of psychology. Nominees must demonstrate the following dimensions:

- Demonstrated influence as a teacher whose students became outstanding psychologists: names and careers of nominee's students and evidence of influence as a teacher of them.
- Development of effective teaching methods and/or teaching materials.
- Engagement in significant research or other creative activity on teaching.
- Development of innovative curricula and courses: description and sample of innovation and evidence of its successful utilization.
- Outstanding performance as a teacher in and outside the classroom: student ratings, enrollment figures, evaluative observation by colleagues, teaching awards, other forms of prior recognition.
- An especially effective trainer of teachers of psychology: description of the contributions and evidence of effectiveness.
- Outstanding teaching of advanced research methods and practice in psychology (advanced undergraduate, graduate, or other): description of classroom and mentoring roles.
- Responsible for administrative facilitation of outstanding teaching: description of administrative actions and results on teaching programs; evaluation by others of actions and results.

Amount: The awardee will receive a plaque, \$2,000, and an all-expense paid round trip to the APA annual convention, where the award is presented. Awardees are also invited to give a special address. The application deadline is December 1, 2009.

For more information, including the nomination procedures, please visit <http://www.apa.org/apf/brewer.html>.

Society for General Psychology Awards

Division 1 of the American Psychological Association is pleased to announce the following 2009 Awards:

William James Book Award: Susan Pinker, MSc: *The Sexual Paradox: Men, Women, and the Real Gender Gap*, 2008, Scribners.

George A. Miller Award: Diane Halpern, PhD, Camilla P. Benbow, EdD, David C. Geary, PhD, Ruben C. Gur, PhD, Janet Shibley Hyde, PhD, and Morton Ann Gernsbacher, PhD, "The science of sex differences in science and mathematics" *Psychological Science in the Public Interest*, 2007, 8, 1-51.

Ernest R. Hilgard Award: Linda Bartoshuk, PhD

Arthur W. Staats Lecture Award for Unifying Psychology from APF: Douglas Candland, PhD

Teaching Awards Program

The Society for the Teaching of Psychology announces its 2010 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: 4-year college or university (Robert S. Daniel Teaching Excellence Award), 2-year college (Wayne Weiten Teaching Excellence Award), high school (Mary Margaret Moffett Memorial Teaching Excellence Award), first 5 years of full-time teaching at any level (Jane S. Halonen Teaching Excellence Award), and graduate student (Wilbert J. McKeachie Teaching Excellence Award). The deadline for submissions is January 15, 2010. For more information on specific criteria and what materials to submit, visit <http://teachpsych.org/members/awards.php> or contact William Douglas Woody, Chair of the STP Teaching Excellence Committee (e-mail: william.woody@unco.edu, ph: 970-351-2528). See the listing of this year's recipients on page 8.

2009 STP Presidential Citations

Presidential Citations are awarded to individuals who have made extraordinary and sustained contributions to STP and/or to the teaching of psychology. **Charles L. Brewer** (Furman University) and **Randolph A. Smith** (Lamar University) earned Presidential Citations in 2009. The awards were presented by STP President Janet F. Carlson at the STP Business Meeting held during the APA Annual Convention in Toronto. Among their many extraordinary and sustained contributions to STP and the teaching of psychology has been exemplary and selfless service as Editor of *Teaching of Psychology* – with Charles at the helm from 1985 through 1996 and Randy in charge from 1997 through 2008. A great many teachers and students of psychology have benefited from their dedication, generosity, and mentorship.

APA Presidential Elections

The STP Executive Committee has voted to endorse Dr. Ronald Rozensky for 2010 APA President-elect. APA will mail the ballots for the President-elect election on October 15. The Executive Committee encourages all APA members to save their ballots and to cast their number one vote for Dr. Rozensky. Details of Dr. Rozensky's biography and positions on the issues may be found at <http://www.rozenskyforapapresident.com/>



Dr. Janet Carlson, current STP President (University of Nebraska-Lincoln), is recognized for her contributions during her presidential year at APA 2009 in Toronto.

(Photo courtesy of Ted Bosack)

Teaching Positive Psychology: An Opportunity for Increasing Knowledge and Well-Being

Jeana L. Magyar-Moe
University of Wisconsin–Stevens Point

Shane J. Lopez
Clifton Strengths School/Gallup

Over the past decade, positive psychology has grown tremendously in popularity with courses devoted to the topic being taught across the nation. Indeed, positive psychology courses are now offered at hundreds of schools from small, lesser-known schools such as Avila University in Missouri and Goldey-Beacom College in Delaware to popular Ivy League Schools such as the University of Pennsylvania and Harvard University to schools in other countries including the University of East London and the University of Sydney. Perhaps one of the best indicators of the growing popularity of courses in positive psychology is the fact that Positive Psychology was the largest course at Harvard University in the Spring of 2006 with over 850 students enrolled.

Increased positive psychology offerings is partially a result of the growing empirical foundations of positive psychological concepts and theories, the development of positive psychology textbooks and teaching resources, as well as the popular media coverage of this area of psychology. However, as professors who have been teaching courses on positive psychology for the past 8 years, we believe that the reason these courses have become commonplace and are popular with students is that positive psychology applies to *every* student. Many students complain that they do not like to take courses for which they fail to foresee a need or use in the future. Since positive psychology is about “just plain folk” and making the lives of ordinary people more enjoyable, meaningful, and rewarding, there is an application to everyone. Students do not have to be aspiring psychologists or mental health practitioners to see the applications of positive psychology to their futures. Nor do they need firsthand experience with psychological disorders or pathology to really understand how positive psychology works. Students do not have to come to the class struggling or floundering psychologically to benefit, just as they do not need to be flourishing either. No matter what their past life experiences entailed or what their futures may hold, numerous positive psychological topics are applicable to all people who desire to work toward making their lives better.

As teachers of positive psychology, we have the chance to simultaneously increase student knowledge of the field while also giving students opportunities to enhance well-being for both themselves and their communities. To ensure that students are able to find at least one application of positive psychology to their own lives, we suggest incorporating a variety of experiential activities throughout the course. Such activities include keeping a nightly gratitude journal, writing and personally delivering gratitude letters, writing hope letters to one’s future self, mindfulness and savoring exercises, and active-constructive communication assignments. Students also might be encouraged to discover their strengths and talents (through various positive psychological assessments such as the Clifton StrengthsFinder or Values in Action Inventory of Character Strengths) and then to develop new ways to put these strengths and talents into action on a regular basis. Similarly, career exploration exercises that afford students the opportunity to capitalize or call upon their strengths are also encouraged.

In addition to these smaller-scale assignments that students complete independently, we recommend incorporating group learning activities that challenge students to find and make connections between what they are learning in the classroom to society at large. One such project developed by the first author is called the “Putting Positive Psychology Into Action Group Project.” In groups of approximately five students, they select one or more positive psychology constructs (e.g., altruism, gratitude, forgiveness, mindfulness) or theories (e.g., the broaden and build theory of positive emotions) and develop a plan to bring these constructs to life over the course of the semester, preferably having the effect of positively impacting the lives of others. At the end of the semester, students are required to do group presentations and written reports about their project implementation and outcomes. Examples of such student projects conducted at the University of Wisconsin – Stevens Point (UWSP) include delivering chocolates and hand-written “Thank You” notes to all secretarial and custodial staff on campus, teaching kindergartners about their strengths, teaching children at a daycare center about thankfulness and gratitude, teaching mindfulness to family and friends, and even initiating a “Be Good to Your Neighbor Day” on our campus.

The second author implemented the positive psychology in action group project and required that the discoveries be shared through some form of social media. The resulting YouTube videos and websites served a pay it forward function by educating thousands of people about concepts such as gratitude (www.postthanks.net) and kindness (<http://tinyurl.com/p8932w>).

Positive psychology courses are also ideal settings for incorporating service-learning projects. The first author has been implementing a service-learning component into her positive psychology courses for the past 2 years to more formally help students to see the applications of positive psychology that exist all around them and to help them experience first-hand the feel-good-do-good phenomenon and the broaden-and-build theory of positive emotions. For this project students are required to participate in a minimum of 10 hours of service at a local homeless shelter where they plan, prepare, serve, and share meals with shelter residents, or at the local Habitat for Humanity chapter where they assist in building homes for low-income families. In addition, as a class they work together to develop and implement fundraising campaigns for these two organizations. The students complete reaction journals and self-report measures of positive and negative affect before and after each service activity, participate in two service-learning discussion and reflection sessions, and write formal application papers in which they make explicit the connections they see between the concepts reviewed in class and their observations of these concepts in action for themselves and others throughout their service activities. Through the project, students tend to discover that the research on positive psychology holds up in the “real world” as they are able to generate positive emotions and meaning in their own lives, as well as the lives of others in their community.

It seems that positive psychology courses afford students the opportunity to do more than what they expect when they initially enter the classroom. In the process of learning to think critically about a growing area of psychology, they are able to experience self-discovery, personal growth, and civic engagement, lessons that students are not likely to forget. Indeed, this notion is supported by the following examples of positive psychology student feedback:

GSTA Update



- “This has been one of the best courses I’ve taken in college. I have learned a lot about myself and the person I am today. Thank you for such a great learning experience. I know I will retain most of the information learned in your class, which I cannot say is true for most of my other classes.”
- “There is so much that I learned about myself through this course in positive psychology. I am thankful for this course and the information I learned. It will greatly contribute to my success as a person and my ability to help and understand others forever.”
- “Without the hands-on element, I don’t think the material would have seemed as believable or as relevant to me. I am a pretty deep-seated pessimist! If I hadn’t been able to tangibly see the effects of the theories we discussed, I don’t know that I would have believed in them. I probably would have done a lot of explaining away in an attempt to justify pessimism as more realistic. But seeing these things work first hand made it impossible for me to do that!”
- “I really liked the service-learning project and think it should be mandatory that every college student take this class on Positive Psychology before they leave college. This is a class that makes you a better person without you even realizing it. This course brings out the best in you by allowing you to find your strengths and capitalize on them. I am very thankful for this class and the service-learning project because it touched my heart the way no other college course has. Because of this class, I have never been happier in my life. For this, I am very grateful.”

Through engaging students and linking new positive psychology knowledge to what is already known about how we function, positive psychology teachers at all levels can not only educate in the short term but enhance the quality of their students’ lives over time. Indeed, it is the combination of empirical knowledge with real-world applications in which *all* students can partake that makes positive psychology a course that is truly joyful to teach and rewarding to take.

The Institute for the Study and Promotion of Race and Culture 2009 Diversity Challenge: Racial Identity and Cultural Factors in Treatment, Research and Policy (October 23-24, 2009)

Each year the Institute for the Study and Promotion of Race and Culture addresses a racial or cultural issue that could benefit from a pragmatic, scholarly, or grassroots focus through its Diversity Challenge conference. The theme of the 2009 conference is the examination of racial identity and cultural factors in treatment, research, education and policy. The two-day conference held at Boston College includes panel discussion/symposia, workshops, structured discussions, a poster session, and individual presentations by invited experts and selected guests including educators, administrators, researchers, mental health professionals, and community organizations. This year’s invited panelists include Melba Vasquez, Robert Carter, Thomas Parham, Gina Samuels, Karen Suyemoto, Lewis Schlosser, Belle Liang, and Martin LaRoche. Continuing Education credits will be available for teachers, psychologists, social workers and mental health counselors. For registration and program information please check the ISPRC Website: www.bc.edu/schools/iso/isprc/home.html. For all conference related inquiries please e-mail Kathleen Flaherty or Susan Ginivisian at isprc@bc.edu.

My name is Bethany Fleck and I have been proud to serve this past year as the chair of the Society for the Teaching of Psychology’s Graduate Student Teaching Association (hosted by the University of New Hampshire). One of our main initiatives was a membership drive and I am happy to report we were quite successful in increasing new members. I would like to welcome all our new and returning members. Another initiative of the past year was to build our resource clearinghouse web page and establish a *Facebook* group. Please visit both of these resources.

<http://gstaclearinghouse.blogspot.com/>
<http://www.facebook.com/group.php?gid=33805718623>

I would like to take this opportunity to introduce you to the new chair of the GSTA, Jennifer Stiegler (Ph.D. Candidate at UNH). Jenny has been actively involved in the GSTA since it has been hosted by the University of New Hampshire. She has helped to create a GSTA poster for conferences and successfully led our membership drive last year. Jenny will now complete our newsletter, introducing the GSTA goals for this year. I would like to thank you for the opportunity to serve in the GSTA and STP and I look forward to continuing work together.

This is going to be an exciting year for the GSTA, and I am honored to be the chair. Under Bethany’s leadership the GSTA made great strides last year and we are certainly going to miss her at UNH. As many of you know, during the past two years we have focused on increasing the number of GSTA members. In addition to our email campaigns, we also want to increase the visibility of the GSTA by recruiting more regional representatives. These regional representatives will facilitate communication between the GSTA and their home academic departments. They will also promote the GSTA at local and regional psychology conferences. If you are interested in becoming a regional representative, please feel free to e-mail me at gsta@teachpsych.org.

One of the challenges we have faced in recent years has been to accurately track students who are transitioning from graduate school to another position. A goal this year will be to keep better track of transitioning students and to provide them with resources that are aimed at making the transition smoother. The combination of the new recruiting efforts and expanded resources that Bethany mentioned above will help create an even more connected and collaborative environment. If you have any ideas about how we might further improve the GSTA, please don’t hesitate to contact me at gsta@teachpsych.org. We look forward to a successful and productive year.

Sincerely,
Jennifer Stiegler
GSTA, Chair (2009-2010)
University of New Hampshire

Bethany Fleck
GSTA Chair (2008-2009)
Assistant Professor of Psychology
University of Tampa

The Council on Undergraduate Research

Bryan Raudenbush
Wheeling Jesuit University



WHAT IS CUR'S MISSION?

The mission of the Council on Undergraduate Research is to support and promote high-quality undergraduate student-faculty collaborative research and scholarship.

HOW IS CUR ORGANIZED?

Founded in 1978, CUR is a national organization of individual and institutional members representing over 900 colleges and universities. It is governed by a Council, which is elected by the members of each of our seven disciplinary divisions, one at-large division, and one division for undergraduate research program directors. Originally formed by a group of chemists from private liberal arts colleges who wanted to provide information about research that was being conducted at liberal arts colleges by faculty, often in collaboration with students, today CUR has grown to include all disciplines and all types of institutions.

WHAT CAN CUR DO FOR ME?

The Council on Undergraduate Research (CUR) and its affiliated colleges, universities, and individuals share a focus on providing undergraduate research opportunities for faculty and students at all institutions serving undergraduate students. CUR believes that faculty members enhance their teaching and contribution to society by remaining active in research and by involving undergraduates in research. CUR's leadership works with agencies and foundations to enhance research opportunities for faculty and students. CUR provides support for faculty development. Our publications and outreach activities are designed to share successful models and strategies for establishing and institutionalizing undergraduate research programs. We assist administrators and faculty members in improving and assessing the research environment at their institutions. CUR also provides information on the importance of undergraduate research to state legislatures, private foundations, government agencies, and the U.S. Congress. Our primary advocacy is in support of faculty and undergraduate students engaged in research.

We have a broad definition of undergraduate research, which includes an inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline. In this respect, we consider undergraduate research as being possible in every discipline. CUR welcomes faculty and administrators from all academic institutions, but individual members affiliate with one of nine divisions: Chemistry, Biology, Geosciences, Mathematics and Computer Science, Physics and Astronomy, Psychology, Social Sciences, plus a division for Undergraduate Research Program Directors and an At-Large division for administrators and other disciplines.

WHAT ARE THE BENEFITS OF UNDERGRADUATE RESEARCH?

Multiple studies show a variety of benefits of undergraduate research. It enhances student learning through mentoring relationships with faculty and increases retention in the science, technology, engineering and mathematics (STEM) pipeline. It

increases enrollment in graduate education and provides effective career preparation. It develops critical thinking, creativity, problem solving and intellectual independence, develops and understanding of research methodology, and promotes an innovation-oriented culture.

WHAT ARE THE BENEFITS TO JOINING CUR?

- A subscription to the *CUR Quarterly*, featuring news and information about undergraduate research activities at other schools, descriptions of research funding available from federal and foundation sources, and feature articles on undergraduate research
- Major discounts to attend CUR's National Conference at a member school and our CUR Dialogues in Washington, DC, both of which include workshops and opportunities to network with peers and representatives of funding agencies. (The discounts alone are greater than a year's membership fee in CUR.)
- Access to special information on funding opportunities, jobs, and other resources for undergraduate research on the members' only portion of CUR's web site and over CUR's listserv.
- Eligibility to receive mentoring or pre-submission proposal reviews from colleagues in your discipline.
- The opportunity to develop and be recognized for leadership skills within the academic community by serving on CUR committees and on the General Council or participating in departmental consulting, speaking, and other leadership activities.
- The resources to help you support research in the undergraduate environment, including the development of national policy affecting undergraduate research.

HOW CAN MY UNIVERSITY GET INVOLVED IN THE ACTIVITIES OF CUR?

Institutional membership is designed to assist colleges and universities with their continued development and support of undergraduate research. CUR can be a catalyst for campus transformation, offering opportunities for faculty professional development in research and curriculum. Institutional membership exemplifies administrative commitment to undergraduate research, a message that is much appreciated by the faculty and prospective students. In addition, institutional members join with many other prestigious colleges and universities in support of undergraduate research as an important component of higher education. Our national contact base allows us to be particularly effective in representing the interests of those concerned with undergraduate research in all disciplines.

Institutional membership allows any faculty member, student or staff member from your institution to join the Council on Undergraduate Research at no additional cost to the individual. Dues for this structure are based on your undergraduate student FTE.

WHY IS PARTICIPATION IN CUR ESPECIALLY RELEVANT FOR TEACHERS OF PSYCHOLOGY?

Teachers of psychology come from a wide range of institutions, including high schools, colleges and universities, technical colleges, and private organizations. CUR appreciates and celebrates the diversity that each of these teachers can bring. One of the ways we bridge the gap to our fellow teachers of psychology is through CUR Institutes. CUR Institutes are two- to three-day meetings on a college campus at which a small group of people (approximately 45-65 individuals) meet to discuss an

issue related to undergraduate research or faculty development.

The general format is a mixture of plenary sessions meant to inspire and provide background information, small-group sessions where the heavy work of the Institute takes place, and "town meetings" where free discussion takes place among the entire group. Sessions in which the team members from each school work with a facilitator to develop their campus plans are central to a CUR Institute. Often these Institutes are held on college campuses. However, an alternate arrangement for a CUR Institute could be a retreat site in a recreational area. Some such sites in mountain or lake or shore settings are surprisingly inexpensive. The advantage of a retreat setting is the camaraderie that is generated. Evenings become powerful times for networking and brainstorming. The outdoors element prevents the fatigue that can otherwise set in during such an intense meeting.

Examples of past CUR Institutes are Proposal Writing, Institutionalizing Research, Beginning a Research Program, Mentorship and Collaborations, and Initiating and Sustaining Scholarship. All Institutes should include some social together-time, either in the form of an outdoor experience or a special dining experience.

In addition, it is important for teachers of psychology to stay current with developments in the field. One way to do that is through participation in the CUR Posters on the Hill Event. Nothing more effectively demonstrates the value of education than the words and stories of the student participants themselves. In the Spring of 2010, CUR will host its 14th annual undergraduate poster session on Capitol Hill. This event will help members of Congress understand the importance of undergraduate research by talking directly with the students whom these programs impact.

WHAT ARE SOME OF THE CUR HIGHLIGHTS FOR THE UPCOMING YEAR?

Staying consistent to our mission of speaking on behalf of faculty in undergraduate institutions to help strengthen their research programs and to generate awareness and national support for undergraduate research

- Our 13th National Conference hosted by Weber State University, June 19-22, 2010, where faculty from undergraduate institutions, college/university administrators, teachers of psychology, corporate leaders and government representatives join together to exchange information and debate current issues affecting undergraduate research
- Institute programs where faculty and administrators participate as a learning community in developing action plans relating to "How to Institutionalize Undergraduate Research," "The Vital Faculty: Issues after Tenure," "Proposal Writing," "Mentorship, Collaboration and Undergraduate Research in the Social Sciences and Humanities," and other topics
- Consulting services available specifically for undergraduate institutions wishing to conduct external reviews of science departments, divisions, curricula, and undergraduate research programs
- Our Quarterly Journal devoted to addressing issues of undergraduate research and faculty development and funding opportunities of particular interest to faculty in undergraduate institutions
- Maintaining our national network for faculty in undergraduate institutions to connect to one another

- Providing electronic access to un-moderated opportunities for faculty in undergraduate institutions to debate and discuss current issues and to receive and exchange information in a timely manner
- CUR E-News with advanced news about upcoming grant competitions
- And much, much more!

WHERE CAN I GET MORE INFORMATION AND JOIN?

Should you have any questions, please contact Robin Howard at robin@cur.org or 202-783-4810 extension 203, or visit www.cur.org.

However, any of the Psychology Division Councilors are happy to help you as well. Our names and affiliations are below, and contact information can be found on the CUR website.

Susan J. Larson, Chair, Concordia College–Moorhead
Joanne Altman, Washburn University
Melissa Burns-Cusato, Centre College
Brian Cronk, Missouri Western State College
David Elmes, Washington and Lee University
Lauren Fowler, Weber State University
Kerri Goodwin, Towson University
David Hogan, Northern Kentucky University
Brenda Kirby, Le Moyne College
Maureen McCarthy, Kennesaw State University
G. Andrew Mickley, Baldwin–Wallace College
Kathleen Morgan, Wheaton College
Gary Muir, St. Olaf College
Adeleri Onisegun, Paine College
Sharon Pearcey, Kennesaw State University
Bryan Raudenbush, Wheeling Jesuit University
Linda Rueckert, Northeastern Illinois University
Robert Rycek, University of Nebraska at Kearney
Lenore Szuchman, Barry University
Linda Tennison, Saint John's University
Michael Togli, University of North Florida
Maureen Vandermaas–Peeler, Elon University
Guillermo Wated, Barry University
Sandra Webster, Westminster College
Debra Zellner, Montclair State University

Call for Papers

Rick Miller is currently seeking contributors to a two-volume e-book on student engagement that will be published on the STP website. The first volume will describe programs and techniques that promote student engagement, and the second volume will focus on engagement techniques that address topics within the context of a particular course in psychology. Contact Rick at millerrl@unk.edu if you are interested in contributing a chapter on one of the many topics, if you have a suggestion for an additional topic that would fit into the overall scope of the books, or if you know of someone who would be interested in contributing. In terms of a timeline, Rick intends to finalize plans for the book early Spring semester. Chapter drafts would be due at the end of the summer. Reviewers' comments would come back to authors early in October and submission of final drafts would be due by December 31, 2010.

STP Online Teaching Conference

STP announces the 3rd annual Online Teaching Conference to be held early in 2010 (date TBA soon – please visit www.teachpsych.org for more details). This year, our topic is Biological Psychology, and our keynote speaker is Dr. James Kalat. Dr. Kalat and other speakers will help us update our lectures as well as share demonstrations and class activities relevant to biological psychology. Teachers of introduction to psychology and advanced courses in biopsychology will learn new information to enhance teaching and learning. The cost will be \$30 per person or \$90 per institution. The cost includes access to the live conference via computer and exclusive access to an archive of the conference. Thank you once again to Ball State University for hosting the event, and thanks to both Ball State and Georgia Southern University for co-sponsoring the conference with STP.

STP 2009 Award Winners

- Robert S. Daniel award (4-year college): **Richard Miller**, University of Nebraska at Kearny
- Wayne Weiten award (2-year college): **Jennifer O'Loughlin-Brooks**, Collin College
- Mary Margaret Moffett Memorial award (high school): **Susan A. Spencer**, Clark School District, Clark, New Jersey
- Jane S. Halonen award (early career): **Debra Mashek**, Harvey Mudd College
- Wilbert J. McKeachie award (graduate student): **Jeremy Houska**, University of Nevada at Las Vegas

Congratulations to All!

REQUEST FOR APPLICATIONS

Annette Urso Rickel Dissertation Award for Public Policy

The American Psychological Foundation (APF) provides financial support for innovative research and programs that enhance the power of psychology to elevate the human condition and advance human potential both now and in generations to come.

The APF Annette Urso Rickel Foundation Dissertation Award for Public Policy supports dissertation research on public policy, which has the potential to improve services for children and families facing psychosocial issues. Examples of eligible topics include but are not limited to issues with at-risk populations, prevention of child abuse, services for youth in the criminal justice system, effectiveness of school programs for children with psychological issues, using psychology in public policy to improve math and science education, and promoting healthy parenting.

Questions about this program should be directed to the Foundation at (202) 336-5843 or foundation@apa.org.

STP – Instructional Resource Awards (Approaching Deadline: February 1, 2010)

Do you have a great idea or resource that would help instructors of psychology? Would you like to get paid to leave your footprint in the teaching of psychology?

Call for Instructional Resource Awards Proposals

The Society for the Teaching of Psychology (APA Division 2) announces the availability of up to five \$1500 Instructional Resource Awards and issues a call for funding proposals. This year we are pleased to add an STP Presidential Theme for one of the awards: *Incorporating Neuroscience Findings into Classes and Courses*. 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: ajohnson@park.edu).

STP at the Regionals!

As you may know, the Council of Teachers of Undergraduate Psychology (CTUP) merged into STP this past year. As a result, much of the CTUP programming at your regional conference (e.g., Eastern Psychological Association, Rocky Mountain Psychological Association) may be sponsored by STP in upcoming years. STP is currently working with the regional conference directors to discuss STP sponsored programming. Those events will begin in the upcoming year at some regionals and will hopefully be in place at all regionals soon. We encourage you to attend the STP programming and spread the word to CTUP members as well. If you have any questions, contact Beth Schwartz (bschwartz@randolphcollege.edu), who serves as the STP Associate Director for Regional Programming.



Janie Wilson (right, Georgia Southern University).

In the STP Hospitality Suite at APA 2009 in Toronto, former *Teaching of Psychology* editor Dr. Randy Smith (left, Lamar University) receives accolades from his colleagues and gets a bright idea about what to do with the gift presented by Dr.

(Photo courtesy of Ted Bosack)

SOCIETY FOR THE TEACHING OF PSYCHOLOGY CALL FOR NOMINATIONS, 2010

The Society for the Teaching of Psychology requests nominations for two key leadership positions: the office of President-elect and the office of Vice President for Recognition and Awards.

The individual elected to the office of President-elect will work with the incumbent as President-elect beginning January 1, 2011 and assume the office of President on January 1, 2012.

Presidents serve 1-year terms and are responsible for furthering the mission of the Society. The President chairs the Society's Executive Committee and recommends appointments to Society committees, task forces, and ad hoc working groups.

The Vice President for Recognition and Awards will serve a 3-year term, beginning on January 1, 2011. It is the duty of this Vice President to coordinate communication among the Editors, Directors, and Committee Chairs in her/his assigned functional area, to seek input from them, and to represent their interests to the Executive Committee. Areas served by the Vice President for Recognition and Awards include the Society's award and grants programs, including the Excellence in Teaching Awards, STP small and early career grants, and nomination of APA Fellow candidates.

Nominations are also sought for the position of Treasurer*, a 3-year term beginning in January 2011. The STP Bylaws state that the Treasurer will be elected by vote of the Executive Committee. The bylaws describe the position as follows: It shall be the duty of the Treasurer to oversee the timely collection of dues from members; to monitor the funds and investments of the Society; to maintain custody of the financial records of the Society; to work with the officers of the Society on major financial matters; to maintain records of receipts and expenditures of the Society; to deposit receipts in a timely fashion; to make timely disbursements as authorized by the Executive Committee; to prepare a proposed annual budget for approval at the Executive Committee Meeting; to prepare an annual financial statement for the Executive Committee Meeting; to notify the APA's Office of Membership Services of any changes in dues assessments at the prescribed time; to function as the Treasurer of the Fund for Excellence; and to perform other general duties of a treasurer as needed. An individual is limited to serving a total of two three-year terms as Treasurer.

- Please think carefully about Society members who could lend their expertise and dedication to these offices. Nominees must be Fellows or Members of the Society. Send your nominations to Maureen McCarthy at <mailto:mmccar10@kennesaw.edu> by January 8, 2010.

*Duties of the Treasurer may be found in the bylaws at in Article III, Section 8 of the bylaws at <http://www.teachpsych.org/administrative/documents/STP-Bylaws-2009-08-08.pdf>

Membership in The Society for the Teaching of Psychology

JOINING OR RENEWING MEMBERSHIP IN STP FOR 2010

-- STP is now accepting membership dues for new members or renewing members for 2010. Dues for 2010 are \$15 for students, \$25 for non-students, and \$15 for retirees.

JOINING STP FOR THE FIRST TIME IN 2010

-- To join STP, visit <http://www.teachpsych.org/members/howjoin.php> where you may either download an application form or pay online via PayPal.

RENEWING STP AS AN APA AFFILIATE /NON-APA MEMBER

-- STP members who are not members of APA will receive a 2010 STP dues statement in the mail in mid-October. These members may also pay online at the URL above. STP members who are affiliates of APA (e.g., students, high school, and community college) will also receive a 2010 STP dues statement in mid-October; STP dues will not appear on your APA renewal form. These members may also pay online at the URL.

RENEWING STP AS AN APA MEMBER OF DIVISION 2

-- STP members who are also members of APA should check their 2010 APA dues statement for an assessment fee for Division 2. Do not pay online, or you may end up paying twice for your membership.

APS MEMBERS, PLEASE NOTE

-- We recommend you pay dues directly to STP. If you pay for a subscription to Teaching of Psychology via your APS dues statement, all you will receive is the journal; you will not be considered a member of STP.

QUESTIONS ABOUT YOUR STP MEMBERSHIP STATUS

-- E-mail stp@teachpsych.org if you have any questions about your STP membership status.



STP MEMBERS - UPDATE MAILING/EMAIL ADDRESSES IF NECESSARY

-- If you are an STP member and your mailing and/or email address will be changing, login to the STP Membership Directory, <http://teachpsych.org/members/restricted/login.php>

ACCESS NEWSLETTERS ELECTRONICALLY



--STP members have the option of accessing electronic copies of the newsletter on the STP web site instead of receiving a printed copy in the mail. To indicate your preference for the electronic format, first login to the STP web site (<http://www.teachpsych.org>). Then, select your newsletter preference from the options listed.

Report from the August 2009 American Psychological Association Council of Representatives Meeting

The Council of Representatives of the American Psychological Association (APA) met August 5 and August 9, 2009 in Toronto, Ontario, Canada. Dr. James Bray, APA President, chaired the meeting. Below are some of the business items that may interest members of the Society for the Teaching of Psychology (STP), Division 2 of APA. A more complete version of this report is available in the "Members Only" section of the STP Web site (www.teachpsych.org).

Dr. Bray updated Council on his presidential initiatives, one of which focuses on the future of psychology science education. APA is advocating for continued recognition of psychological science as a STEM (Science, Technology, Engineering, and Mathematics) discipline and for including psychology in all STEM funding.

APA Chief Executive Officer Dr. Norman Anderson provided a financial overview. APA is making difficult budget decisions to insure year end surpluses of 1% to 2%. In order to accomplish this, APA's management made a number of reductions in expenses, including reducing salaries and benefits by \$1.7 million, reducing non-salary spending by \$1.1 million, and cutting 37 staff positions. Council also approved several additional cost saving measures for 2009 and 2010 including a reduction in the annual APA contribution to the Archives for the History of Psychology from \$60,000 to \$30,000 in 2009 and \$20,000 in 2010 (Council will re-authorize the continuation and amount of the annual contribution every three years beginning with the 2011 contribution).

Dr. Anderson updated Council on its strategic planning initiatives. Council approved APA's mission statement in August 2008 and its vision statement in February 2009, both of which are available at <http://www.apa.org/about/>. During the August 2009 meeting, Council approved APA's first set of goals and objectives in the history of the organization; the goals and objectives will be published in the October 2009 issue of the *Monitor*. By February 2010, Council will likely approve APA's set of core values. Council will then develop a set of strategic initiatives annually that address the goals and objectives along with measures and annual targets to assess achievement of goals. Dr. Anderson also pointed to the need to conduct an inventory and evaluation of APA's current practices to align them with the goals and objectives.

In response to on-going concerns regarding Ethical Standards 1.02 and 1.03, which address conflicts between ethics and law and ethics and organizational demands, the Council directed the APA Ethics Committee to propose language that would clarify the psychologist's obligations when such conflicts arise. After a public comment period this fall, the Ethics Committee will come forward with proposals in preparation for Council's February 2010 meeting.

Council also addressed several procedural and by-law issues. Council voted to have the overall results of Council votes (but not the individual votes of Council members) published on a Website. Council approved continuing to invite and fund one non-voting delegate from each of the four National Ethnic Minority Psychological Associations to attend Council meetings for an additional three years (2010-2012). Council also voted to forward the following bylaws amendment to the membership for a vote: "Nonpayment of dues for one year shall be considered as equivalent to a request for resignation from the Association."

The amendment reduces the number of years from two to one. Council approved a change in the date for mailing election ballots for APA President-elect from October 15 to September 15 so that candidates may learn the results of the election a month earlier.

Council adopted the several resolutions as APA policies, among which were: Appropriate Affirmative Responses to Sexual Orientation Distress and Change Efforts; and Recommended Postdoctoral Education and Training Program in Psychopharmacology for Prescription Privileges.

Council revised the 1971 policy on complimentary subscriptions to provide members of the Publications and Communications Board PsychNET's Gold Package during their term of service and a lifetime print and electronic subscription to their respective journals, to provide associate editors with print and electronic subscriptions to their respective journals during their term of service, and to provide consulting editors with complimentary print subscriptions to their respective journals during their term of service.

Council approved the creation of two new division journals: *Sport, Exercise and Performance Psychology* (Div. 47, Exercise and Sport Psychology) and *International Perspective in Psychology: Research, Practice and Consultation* (Div. 52, International). Council received the following reports: Appropriate Therapeutic Responses to Sexual Orientation; Interface between Psychology and Global Climate Change; Multicultural Competency in Geropsychology; and Representation of Diversity on the Council of Representatives.

Council voted to archive several reports and policies, among which were the Ethical Guidelines for the Teaching of Psychology in the Secondary Schools and the Guidelines for the Specialty Training and Certification of Secondary School Teachers of Psychology.

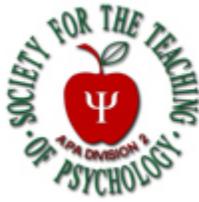
Council approved a suspension of the annual dues increase. Dues levels for all members and affiliates will remain at 2009 rates next year. The following items were postponed until the February 2010 Council meeting: consideration of changes to the member dues structure and a proposal to assure Council seats for all Divisions and State, Provincial, and Territorial Associations. Council reiterated its support for the Board's decision to pursue the APA Insurance Trust lawsuit.

During Council meetings, several individuals were given citations and awards for their contributions. Dr. Bray recognized Dr. Alan Kazdin and Dr. Patrick DeLeon as Lifetime Award Winners, Dr. Ludy Benjamin with a Presidential Citation, and Dr. Ronald Fox for his service to APA's membership. Division 46 (Media Psychology) presented Media Recognition Awards to Carolyn Abraham, medical reporter for Toronto's *Globe and Mail*, and Nancy Schute, reporter for *US News & World Report*. Dr. Jacqueline Goldman bequeathed a \$2 million gift to the American Psychological Foundation to support a Congressional Fellowship in child development.

Council voted to approve the one new fellow nominated by Division 2: Dr. Jeffrey S. Nevid.

Respectfully Submitted,

Bill Hill and Tom Pusateri
Division 2 APA Council Representatives



Update from the Office of Teaching Resources in Psychology Ruth Ault, Director

Four new general teaching resources have been posted since the last newsletter:

Under the category of **CLASSROOM TIPS**, *Assessing Student Learning: A Collection of Evaluation Tools* (2009) by Gail M. Gottfried [2007 IRA winner] (Developmental Science, Sierra Madre, CA), Kathy E. Johnson (Indiana University-Purdue University Indianapolis), & Jordan R. Vosmik (Drew University).

Under the category of **MEDIA**, *Taking it to the Streets: How to Give Psychology Away and Become a Local Media Hero* (2009) by William S. Altman (Broome Community College), Jill Shultz (Independent science writer and editor), Kenneth S. Bordens (Indiana University-Purdue University Fort Wayne), & Rhea Farberman (American Psychological Association).

Under the category of **RESEARCH AND TEACHING**, *Mastering APA Style: Demonstrating How to Implement APA Style Rules (Publication Manual of the American Psychological Association, 5th Ed.) in Microsoft Word 2007* (2009) by B. Jean Mandernach [2008 IRA winner] (Park University).

Under the category of **SENSATION & PERCEPTION**, *Problem-Based Group Activities for a Sensation & Perception Course* (2009) by David S. Kreiner (University of Central Missouri).

Reviewers this year have been Karen Bendersky (Georgia College & State University), Sara Broaders (Northwestern University), David Daniel (James Madison University), Marte Fallshore (Central Washington University), Gary Goldstein (University of New Hampshire-Manchester), Gloria Grenwald (Webster University), Mandy Hege (Butler University), Corinne MacNamara (Kennesaw State University), Rob McEntarffer (Lincoln, NE public schools), Marianne Miserandino (Arcadia University), Greta Munger (Davidson College), Loretta Reiser-Danner (West Chester University of PA), Geneva Reynaga-Akibo (University of the Rockies), Dani' Sheppard (University of Alaska Fairbanks), Mike Sullivan (Belmont University), Melissa VanderKaay (Saint Michael's College), and Angela Walker (Quinnipiac).

Sue Frantz, Associate Director for Project Syllabus posted the following additional syllabi:

- *Advanced General Psychology*, by Ken Weaver, Emporia State University
- *Brain and Behavior*, by Erin Dupuis, Loyola University New Orleans
- *Cognitive Psychology (with lab)*, by Pam Marek, Kennesaw State University
- *Culture & Mental Health*, by Vaishali Raval, Miami University –Ohio
- *General Psychology (online)*, by Pam Marek, Kennesaw State University
- *Human Development: Early Childhood*, by Sadguna Anasuri, University of Wisconsin–Stout
- *Lifespan Human Development*, by Sadguna Anasuri,

University of Wisconsin–Stout

- *Personality*, by Yasmine Kalkstein, North Hennepin Community College
- *Psychology of Culture*, by Jill Norvilitis, Buffalo State University
- *Psychology of Diversity*, by Ann Fischer and Mary Kite, Ball State University

Reviewers this year have been Suzie Baker (James Madison University), Ruth Frickle (Highline Community College), Michelle Haney (Berry College), Rick Harnish (Penn State University–New Kensington), Dave Kreiner (University of Central Missouri), Margaret Launius (Mansfield University), Rory McElwee (Rowan University), Cecilia Shore (Miami University–Ohio), Robin Morgan (Indiana University Southeast), Jeanne Slattery (Clarion University), and Beth Venzke (Concordia University).

Andrew Johnson, OTRP Assistant Director for Instructional Resource Awards, announced grants to the following individuals:

- Dr. Natalie Ciarocco (Monmouth University) - *Exemplar Studies for Teaching Research Methodology*
- Dr. Marcie Desrochers (SUNY – Brockport) - *BehaviorSim: An Instructional Resource Program for Introductory Psychology Courses*
- Dr. Karen Holmes (Norfolk State University) - *You Can Write in a Statistics Class: Writing as an Instructional Tool to Reduce Anxiety and Improve Statistics Performance*
- Dr. Michael Tagler (Ball State University) - *Excel Statistics Assignments*
- Dr. Sylvie Taylor (Antioch University) - *Documentary Films for Psychology Courses*

The review team consisted of Andrew Johnson (Park University), Diane Finley (St. George's Community College), Mary-Anne Meeks (Duluth High School), Elizabeth Nelson (Christian Brothers University), William Wozniak (University of Nebraska–Kearney), and Jason Young (Hunter College).

David Kreiner, OTRP Assistant Director for Department Consulting Services (DCS), is the primary contact for maintaining current rosters of consultants and for handling the requests for consultants. In the past year the DCS has handled 18 requests, 11 from private institutions and 7 from public institutions. In addition, five new consultants were added to the roster of available people.

Drew Appleby, OTRP Assistant Director for Mentoring Services, reports 5 additional new mentors and 10 additional new mentoring topics.

Society for the Teaching of Psychology
Division Two, American Psychological Association
P.O. Box 5609
Wakefield, RI 02880

Send newsletter inquiries to Eric Landrum: elandru@boisestate.edu