

Newsletter of the Society for the Teaching of Psychology

Spring 2009

<http://www.teachpsych.org>

Editor: R. Eric Landrum

Serving Our Mission and Our Members: Follow Up

Janet F. Carlson



I would like to begin with an important update: Society members voted to pass the proposed (i.e., revised) Bylaws. The new structure, organized by 5 functional domains, will be fully implemented in 2010, thus making 2009 an official transition year. Much of the Society's business will continue to be accomplished this year with few or no outward signs of the pending redesign. Be assured, we will carry forward with all of our major work, including our programming, journal, activities of the Office of Teaching Resources in Psychology, Internet presence, and outreach efforts, in their usual forms. In fact, even after the new structure is in place, all of our fabulous resources and services will continue to exist and to facilitate and enrich your teaching of psychology. We are only changing the organizational structure of the Society, not its mission. For your information, the newly approved Bylaws are available on our homepage (<http://www.teachpsych.org>).

Now it is time for a quick reminder. In my most recent column, I challenged each Society member to look for and seize upon a single opportunity to bring one additional teacher of psychology into the bosom of membership. I hope, nay trust, that you have carried out your part of the *Just One* challenge! If not, there are yet many months left in 2009 during which you may act.

Also in my previous column, I articulated several initiatives that I have chosen to pursue during my presidential year. I am very pleased to report that the Executive Committee approved six task forces for formation and six task force chairs have accepted appointments to head up these groups. By the time you read this column, the task forces will be well on their way to addressing their respective charges. Several of the 2009 task forces relate to an overarching theme of "serving our members" as they will examine obvious membership issues such as member involvement, targeted membership recruitment, communication with members, and interdivisional membership. On behalf of the Society, I am very grateful to those individuals who have agreed to chair these task forces: **Pam Ansborg** (Metropolitan State University), **Jeff Holmes** (Ithaca College), **Jessica Irons** (James Madison University), and **Maureen McCarthy** (Kennesaw State University), respectively.

Two of the 2009 task forces relate to the "serving our mission" aspect of my presidential theme. These latter two task forces will consider procedural matters such as the effectiveness of our various awards (teaching, instructional resource, faculty development, and so on) and guidelines for conducting Society business through electronic means. On behalf of the Society, I would like to thank **Regan Gurung** (University of Wisconsin – Green Bay) and **Loreto Prieto** (Iowa State University)

for serving as the respective task force chairs for these initiatives.

As noted above, one of my initiatives this year concerns member involvement. In response to my last column (and likely due to other factors, as well) I heard from rather a lot of you about your interest in serving the Society or in ramping up your level of involvement. Thank you for speaking up and making this initiative easier to realize! In exchange I have promised to be vigilant in seeking to include perspectives and voices from new and diverse members. As a first step, I asked each of the task force chairs to consider naming at least one "new" member to their respective task force and forwarded contact information for 2 or 3 individuals who had expressed interest in greater levels of involvement in the Society. I also suggested members who represented greater diversity for inclusion on each task force. I plan to continue using the master list of prospects as needs to fill vacancies or name working groups arise and, thus, expect to continue to make progress on this initiative throughout the year. And, of course, with your participation in the *Just One* campaign you can expand easily your own member involvement.

I truly hope you will be able to join many of your Society colleagues at the APS Teaching Institute (May 21 to 22) in San Francisco and/or the APA annual convention (August 06 to 09) in Toronto. We will have excellent programming in place at both, thanks in large measure to our respective program chairs: **Tracy Zinn** (James Madison University) and **Loretta Neal McGregor** (Arkansas State University). We will look forward to seeing everyone!

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Call for Nominations

2009 Honorary Membership for Infusing Diversity into Teaching

The Diversity Committee of the Society for the Teaching of Psychology (STP, Division 2 of the American Psychological Association) is pleased to announce its first honorary membership program to recognize outstanding instructors who infuse diversity into their teaching.

If you know of instructors who should be recognized for infusing diversity content into their psychology courses, please forward their names and contact information to Linh Nguyen Littleford (lnlittleford@bsu.edu). Self nominations will also be accepted. Please feel free to share this information .

Eligibility:

- Instructors who have incorporated diversity (e.g., ethnic/racial, age, cultural, social, religious, class, gender, sexual orientation, abilities, or regions) into their psychology courses.
- Open to all instructors of psychology, including teaching assistants, in secondary schools, community and technical colleges, 4-year colleges and universities, and graduate schools.
- Non-members and current members of STP are eligible.
- Self-nominations are welcome.



Recognition:

- Complimentary 1-year membership (Current members will have their annual membership waived for one year).
- Four print issues of the Teaching of Psychology, a quarterly journal devoted to the improvement of teaching and learning.
- STP newsletters
- Eligible for Instructional Resource Awards, Mentoring Service, and Departmental Consulting Service
- Additional benefits, see <http://www.teachpsych.org/members/whyjoin.php>
- Your name posted on the STP Diversity Committee Web site under **Honorary Membership for Infusing Diversity into Teaching**

Application Process:

- Complete one-page application (see <http://www.teachpsych.org/diversity> or e-mail lnlittleford@bsu.edu).
- Members of the diversity committee will review all applications. Within four weeks of receipt of applications, the committee chair will notify applicants of the committee's decision.
- **Deadline: May 15, 2009.** Applications should be e-mailed to: Linh Nguyen Littleford, PhD, Chair, STP Diversity Committee, lnlittleford@bsu.edu.

CALL FOR PROPOSALS

Hot Topics: Best Practices in Teaching Controversial Issues in Psychology

Friday & Saturday, October 16-17, 2009
Atlanta Marriott Northwest
200 Interstate North Parkway
Atlanta, GA, 30339, (770) 952-7900

Conference Website:

<http://www.teachpsych.org/conferences/bp/index.php>

The Society for the Teaching of Psychology (STP, Division 2 of APA), the Psychology Department of Georgia Southern University, and the National Institute on the Teaching of Psychology (NIToP) are excited to announce the 8th conference in the popular "Best Practices in Teaching Psychology" series, which started in 2002. The 2009 conference will focus on teaching controversial topics in psychology. We are interested in proposals from individuals or teams that will address positive ways to teach topics in psychology that evoke an emotional response in our students. We encourage proposals that provide up-to-date information on issues surrounding a controversial topic and innovative ways to open students' minds while still respecting the individual. Modeled after the format of the previous conferences, the conference will include keynote speakers, concurrent symposia and workshops, and poster sessions.

In 2009, our two keynote speakers will be Dr. David Myers, discussing *Bridging the Divide: Strengthening Marriage, Welcoming Gays*, and Dr. David Buss, talking with us about *17 Tools for Teaching Evolutionary Psychology*.

We are seeking innovative symposia, workshops, and poster presentations that address how we might best teach about controversial issues in an informed and sensitive way. Possible topics include (but are not limited to): evolution, sexuality, corporal punishment, race and ethnicity, gender, drugs, religion, animal research, or other course topics that routinely cause students to react with negative emotion. If you have questions about a topic, please contact Janie Wilson at jhwilson@georgiasouthern.edu.

Submissions must be received by midnight on May 15, 2009. Proposals should be submitted by e-mail as a Word or RTF attachment to Janie Wilson, STP Director of Programming, at jhwilson@georgiasouthern.edu. Members of the Program Committee are Dana Dunn, Sue Frantz, Regan Gurung, and Karen Naufel.

Did You Know?



Did you know that the Office of Teaching Resources in Psychology (OTRP) web page receives between 6,000-10,000 hits per month? See page 9 for more about what OTRP has to offer!



Society for the Teaching of Psychology Program

117th Convention of the American Psychological Association

Toronto, Ontario, Canada
August 6-9, 2009



Loretta Neal McGregor, APA Associate Program Chair

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

Presidential Address: Janet Carlson'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) Alexandra Rutherford, PhD, York University. Her talk is entitled *Culture and Controversy: Situating B. F. Skinner in Psychology's History*, (2) David Barlow, PhD, Boston University will speak on *Evidence Based Psychological Treatments: Current Status, Relations to Medications, and Future Directions*, (3) and Mary Kite, Ball State University will speak on *The More Things Change...: Teaching about Stereotyping and Prejudice*.

Harry Kirke Wolfe Lecture: The Harry Kirke Wolfe Lecture will be given by David Thomas, PhD, Oklahoma State University. His presentation is entitled *Psychology is a Science: Engaging Students in the Research Process*.

Symposium Presentations: You will find many timely topics covered in the 2009 APA Program. Please check the STP webpage for titles and presenters.

Poster Sessions: Three poster sessions are scheduled for the 2009 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 is tentatively 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. 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, if you'd like to schedule an informal meeting or discussion group in Hospitality Suite, please contact me at lmcgregor@astate.edu.

I hope to see you in Toronto!

Small Partnership Grants

The Society for The Teaching of Psychology (Division 2 of APA) is pleased to announce the 2009 recipients of the Small Partnership grants. The Small Partnership Grants provide support for departments of psychology to develop partnerships with other teaching institutions in their region. The goal of the program is to promote communication and collaboration between psychology teachers from different institutions. The grant program is open to members of the Society for the Teaching Psychology who teach Psychology at 4-year colleges or universities, 2-year colleges, or high schools. Grant funds can be used to defray the costs associated with meetings involving representatives from different institutions (e.g., travel, food), as well as for other collaborative projects. Information regarding grant applications for 2010 will be located on the STP web site: (<http://teachpsych.org/members/smallgrants.php>).

- Ruth Ault, Davidson College and John Batson, Furman University, *Furman University-Davidson College Joint Research Symposium*: Awarded \$472
- Charles Blair-Broeker, Cedar Falls High School, *Iowa Teachers of Psychology (IToP) Conference*: Awarded \$500
- Shelia M. Kennison, Oklahoma State University, *Strengthening the Network of Teachers of Psychology in Oklahoma: The 3rd Annual Oklahoma Network for Teaching of Psychology (ONTOP) Conference*: Awarded \$500
- Robert Nemeth, University of Wisconsin-Stevens Point, *UWSP Psychology Teaching Conference on Collaborative Teaching*: Awarded \$430
- Michiko Nohara-LeClair, Lindenwood University, *Roundtable: Creative Techniques for Teaching Statistics and Research Methods*: Awarded \$648
- Julie Hicks Patrick, West Virginia University, *BRIDGES: Bringing Research In the Discipline to General Education Students*: Awarded: \$350
- Cecelia Shore, Miami University, *The Tri-State APA-PFF Psychology Symposium*: Awarded \$100

Teaching Awards Program

The Society for the Teaching of Psychology (Division 2 of the American Psychological Association) 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 will be 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 (e-mail: william.woody@unco.edu, ph: 970-351-2528)



Some Reflections on Faculty Evaluation

Kurt F. Geisinger

Buros Center for Testing
University of Nebraska-Lincoln

Very few topics engender as much emotion in higher education as faculty evaluation. Frankly, it is a hot button issue, whether for faculty, administration, students, trustees, legislators, or other interested members of society. As a first-year graduate student I worked with a measurement faculty member who had developed the primary evaluation instrument used at the University of Georgia and I later interned at Educational Testing Service (ETS) where I met and learned from a few of the leaders of the field (e.g., John Centra). Early in my career as an assistant professor I was asked to draft a position statement on faculty evaluation by the Psychology Chairperson and the Dean of the Arts and Sciences at Fordham University. I recommended that we used an instrument published and nationally normed by ETS, that we review and attempt to retain the data at the departmental level, where it could be most validly considered, and that we evaluate only a class or two per faculty member each academic year. Somewhat surprising to me, many of these admonitions are noted in John Centra's (1993) book on the topic. Later, the issues that I dealt with academically helped me as I served as Dean of Arts and Sciences at SUNY-Oswego, Academic Vice President at Le Moyne College, and Vice President for Academic Affairs at the University of St. Thomas. At two of those schools, I was responsible for reading, reviewing, and "signing off" on the annual evaluations of hundreds of faculty members each year, including determining their merit increases. Because we were re-organizing the notions of faculty evaluation at the University of St. Thomas, I was privileged to bring to our campus a distinguished scholar to help us consider the multifaceted nature of faculty evaluation and I am indebted to the work of Lawrence Braskamp for positively influencing my thinking.

Three general issues need clarification. First, in almost all of the four-year colleges and graduate universities, three general factors are considered as the basis for faculty evaluations: teaching, scholarship, and service. Where activities fall into each of these sections is best organized, in my opinion, in Braskamp and Ory's (1993) taxonomy, but there are gray areas, a couple of which I highlight later in this essay. Some schools have a few other factors, and I encountered professional development as a fourth factor at one institution and found it useful, especially when the nature of a personnel decision was a difficult one based upon the first three factors. Second, the weighting of those factors varies widely among and sometimes within institutions. High schools and community colleges are not likely to weight scholarship at all, but most colleges and universities will likely have typical weightings for the teaching, research and service performed by most faculty members. Some schools permit faculty members, typically in consultation with their chair and/or dean, determine person-specific weights, and those weights can change from year to year as one's professional goals, the needs of the college, and the demands of various projects vary. Increasingly, such weights should be based on the college's and the individual's strategic plans. Finally, such reviews are almost certainly used for a large number of personnel decisions: annual reviews, contract renewals, tenure, promotion, awards, and so on. Nevertheless, they also need to be considered for individuals' career planning

and personal goal setting.

A few gray areas are worthy of mention. One relates to issues that some might consider part of the scholarship of teaching, a major concern of this Society. When faculty members organize their professional files, is supervising student (especially undergraduate) research better considered as teaching or research? According to Braskamp and Ory's determination, it is considered teaching. Yet one difficult decision I often faced was that many faculty, especially junior faculty seeking tenure and promotion and concerned about their scholarly records, wish such work to be viewed as scholarship. I often took the unpopular stance that it fell under the heading of teaching up to the point where a paper appeared with the faculty member's name on it, preferably in a journal article, chapter, or convention presentation, when it magically became scholarship.

Another gray area relates to what some schools consider scholarship, others institutions call service and still others, scholarly service. An example of this thorny concern relates to journal editing. Some schools consider such work scholarship, others service. I think that the best solution to this dilemma is to add the category of scholarly service to cover such work. Much of what we do as faculty is scholarly, but revising syllabi, while scholarly, is not typically considered scholarship per se, even under expanded definitions of scholarship. Yet I remain confused by the notion that editing a series of papers for a journal might be considered service (perhaps scholarly service), yet engaging in the same activity, perhaps with the same papers for an edited volume would be considered scholarship. Go figure.

I encountered a third gray area only once. A department chair was arguing with me that a professor who was shortly about to face a tenure decision was very able in terms of scholarship, even though he/she had never published a single academic paper. I was informed that this junior individual was indeed writing papers and had, in fact, penned seven such papers, but none of them had been accepted by any journal, apparently due to some rare academic/political perspectives that this faculty member held and espoused in his/her papers. I responded to the chair that I was not sure that having at least seven rejections could be interpreted positively, but also provided the option that we send them out for review, to receive independent evaluations of the quality of the work. The offer was not accepted. I also resisted the suggestion from some parties on campus to institutionalize a specific number of publications required for tenure or other decisions. According to Rosovsky (1991), scholarship should be evaluated only by its quality and impact. A single article that transforms a discipline is worth far more than others that accumulate dust in the library (if they make it that far). I do like various aspects of citation counts, but these often take require more time to accumulate than is possible for some personnel decisions.

I happen to believe that changes in higher education have focused emphases upon scholarship (especially aspects most easily counted) and teaching to the exclusion of service. Advising students, clubs, and the like are devalued, I fear, and faculty members are increasingly unwilling to serve as program directors, chairs and other service roles as these activities are seen as not valued by the institution when various personnel decisions are faced. I think that university administrators and faculty leaders alike need to try to reverse such perceptions. At one institution, I was able to add an annual award for faculty service to pre-existing faculty awards for teaching and research/creative activity. At my current institution we are expressly forbidden to mention community service that relates to religious groups such as churches in our annual evaluations. Yet at the

Catholic colleges and universities where I worked, many of the clergy members on the faculty led church services regularly on campus and in the community; at a time when independent institutions face enrollment woes, such work needs to be considered and valued highly!

How should junior faculty members prepare for evaluations to advance their careers? First, be organized; keep records of all activities and accomplishments in a file or notebook throughout the year so that regular evaluations are complete. Keep letters and notes of commendation in such places. Second, talk with others to learn institutional norms in teaching, scholarship and service. There are national norms available as well (e.g., Middaugh, 2000). Third, do not put off scholarly efforts early in the untenured period as it becomes too late to try to resurrect such work given the time needed for article reviews and re-writes by journal editors. Put aside regular time for such purposes and attempt to integrate teaching and scholarly efforts so that a saving of time occurs. Fourth, if you are working with students on scholarly work, be sure that they understand that part of this work minimally will need to be a presentation at a regional professional meeting or at the campus research day so that you receive proper credit for your work and they are able to use the activity for graduate school applications. Finally, consider adding your own evaluations of teaching, even if the university or department has a preferred method; there are many methods (see Seldin, 2007, for example).

This essay has predominantly focused upon evaluation as summative and as used in personnel decisions. Yet the consultation of Dr. Braskamp brought home the critical importance of such data in helping faculty plan their futures. He portrayed faculty evaluation, especially that between a faculty member and her chairperson as being a "sitting beside," a constructive, supportive valuing of a faculty member while helping her consider best strategies to reach the goals that she wishes in her short- and longer-term future. I doubt that faculty evaluation will ever lose its summative flavor, but changing it to a more formative and constructive orientation will go a long way to reducing its accompanying angst. Like most procedures, making it more transparent and open between all parties will improve the process. And this can only happen if the communication is a discussion rather than a lecture from those with power.

References

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Middaugh, M. (2000). *Understanding faculty productivity: Standards and benchmarks for colleges and universities*. San Francisco: Jossey-Bass.
Rosovsky, H. (1991). *The university: An owner's manual*. New York: Norton.
Seldin, P., and Associates (2007). *Changing practices in evaluating teaching: A practical guide to improved faculty performance and promotion/tenure decisions*. New York: John Wiley & Sons.

The Institute for the Study and Promotion of Race and Culture 2009 Diversity Challenge: Racial Identity and Cultural Factors in Treatment, Research and Policy

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 October 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. Individuals interested in presenting should check the ISPRC website where the Call for Proposals is posted, <http://www.bc.edu/schools/lsoe/isprc/dc.html>.

General information about the conference including pre-registration will also available on the website. For all inquiries email Kathy Flaherty at ISPRC@bc.edu.

GSTA Update

I would like to welcome all our new graduate student teachers and thank our existing members for renewing their memberships! We currently have 188 members; 77 whom are new. A special thanks to Jennifer Stiegler who lead our clearly successful membership drive this year.

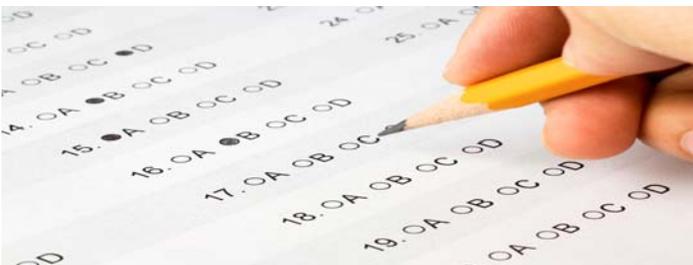


The GSTA has many resources available, get on the web and check everything out! We have a clearinghouse blog site that provides links to many online resources for the teaching of psychology. The link for the blog is (<http://gstaclearinghouse.blogspot.com/>). We also have a Facebook group which allows us to communicate with our members quickly and efficiently and can serve as a way for you to network with other members. Please join us <http://www.facebook.com/inbox/?ref=mb#/group.php?gid=33805718623>. Joshua Dobias deserves many thanks for his hard work maintaining our internet sites.

If you plan on attending the APA convention this coming August in Toronto, Canada don't miss the GSTA program hour. We are very excited to have Dr. William Buskist presenting "Learning to Teach Psychology Well: Practical Suggestions for Graduate Students" (time and date TBA).

Are you looking to become more involved in GSTA? We are currently looking for regional representatives to help recruit members and share GSTA resources with our members. Responsibilities include presenting a GSTA recruitment poster at national and regional conferences and being a spokesperson for the association. Please email me if you are interested at gsta@teachpsych.org.

Thank you,
Bethany K. B. Fleck
GSTA Chair
University of New Hampshire



Division 2
Society for the Teaching of Psychology
2010 Nomination Statements of Candidates

President-Elect

Regan A. R. Gurung

It takes a strong support network, useful resources, and great colleagues to help one teach effectively and happily. STP provides all this. It is an honor to be nominated, especially alongside my friend and colleague Loreto Prieto. I am ready to serve STP with passion, and energy if called on. My primary goals as President would be to: (a) help teachers of psychology capitalize on the latest research on teaching and learning (SoTL), (b) diversify STP membership, (c) strengthen the STP community—working to foster greater engagement and cultivate the long term health of the society, and d) nurture recent initiatives and structures. My efforts would include working towards incorporating more teaching-related programming into existing conferences that solely focus on research, continuing STP's membership enrichment by reaching out to more teaching souls in other APA divisions and APS members, and catalyzing the recognition of pedagogical research in existing rewards structures. A range of experiences prepare me well. Some examples include: STP's Diversity Committee, APA program chair, ad hoc committees (e.g., Review of National Standards, Review of BEA Psychology Curriculum Guidelines), task forces (e.g., Awards, Grants, Scholarship of Teaching and Learning), and conference steering committees (e.g., Best Practices for Teaching about Diversity, Teaching Introductory Psychology). I am also an APA-Division 2 Fellow. Other leadership experience includes serving as Chair of Education and Training for Division 38, TOPSS Committee for APA's BEA, Director UWGB Teaching Scholars Program, Department Chair (Psychology, and also Human Development), and Associate Dean of Liberal Arts and Sciences.

Loreto R. Prieto

It is an honor to be nominated for STP President-Elect, especially alongside my esteemed colleague and good friend Regan A. R. Gurung. I will briefly highlight some of my experiences with STP and thoughts on the future of our Society. For more details on my qualifications and vision for STP, please visit (<http://www.psychology.iastate.edu/~lprieto/STP.htm>). Across my 15 year association with STP, I have served in several roles, including as a member (1999-2001) and later as Chair (2004-2006) of the Long Range Planning Committee; as Chair of the STP Task Force on Diversity (1998-2005); as Coordinator of the STP/BEA Departmental Consulting Service (2002-2005); and, as Faculty Advisor for the STP Graduate Student Teaching Association (2004-2007), to name a few. These opportunities to work closely with STP Executive Committees and Past Presidents have provided me with a good understanding of the operations, needs, and potentials of our wonderful Society. As to the future, we must build on the sound foundations established thus far, such as the development of standards and guidelines for psychology education. For example, I will sustain and increase efforts to disseminate best practices for psychology instruction, consistent with external mandates for accountability and effectiveness. Related, I will strongly advocate for our classroom teaching to be viewed as a valued mode of professional practice. Finally, we will strengthen our inclusive community in STP by further addressing the needs of psychology faculty and students who are changing demographically, and enhancing ties among high school, community college, and 4-year institutions.

**Vice President for Recruitment, Retention,
and Public Relations**

Diane L. Finley

I am honored to be nominated for this new position, which focuses on critical areas. It is essential that we recruit new members: graduate students, new professionals and experienced professionals. Retention of members is also a concern. If we spend money and time to recruit new members who do not rejoin, we lose continuity and are constantly "reinventing the wheel." Public Relations concerns how we showcase the Society so recruitment and retention is easier. My breadth of experience has given me a unique perspective as I have taught at the high school, community college, liberal arts college, and university levels. My STP involvement has been varied: OTRP, Unification Taskforce, Instructional Resource Award Committee, Teaching Awards committee, STP Awards Taskforce, Teaching of Psychology reviewer, and D2 liaison for Eastern Psychological Association (EPA). I am Past-President of the Council of Teachers of Undergraduate Psychology. I serve on the program committee for EPA. I have also been involved with APA through Division 47 as Secretary-Treasurer, Council of Representatives alternate and Program Chair. I recently served as Membership Chair for Division 47. I became familiar with how APA membership works and exchanged ideas on recruitment and retention with other Membership Chairs. A pressing task for STP is to let the constituency of STP – ALL teachers of psychology – know that membership is not contingent upon APA membership. Most teachers do not know they can join STP without joining APA. I think a multi-faceted public relations campaign is a must to remedy this misperception.

Jeffrey D. Holmes

I am honored to be nominated for the newly created position of Vice President for Recruitment, Retention, and Public Relations. I earned my doctorate in counseling psychology at the University of Akron in 2003, and have since been an assistant professor at Ithaca College. During my time at Ithaca I have participated in numerous committees, published several papers pertaining to the teaching of psychology, and was a member of the APA National Conference on Undergraduate Education in Psychology – a steering committee assembled to provide updated guidelines for the teaching of psychology. Recently I have begun chairing the STP Task Force on Targeted Member Recruitment. I am interested in the Vice President position because I have found my membership in STP to be invaluable and am therefore motivated to help extend recruitment efforts. Serving in this position, I would work to centralize monitoring efforts to better determine which recruiting and retention strategies are most effective. Further, I would work to enhance the profile of STP to emphasize its value to all teachers of psychology. These efforts would continue to target participants at regional and national conferences, but ideally would extend beyond these venues to broaden the membership base. Specifically, as Vice President an important part of my agenda would be to help secure a healthy future for the society by increasing membership among young teachers and increasing membership diversity. I believe that the society can be valuable to all psychology instructors. Therefore reaching out and making the benefits well-known will be of paramount importance.

Joining or Renewing Membership in STP for 2009

Vice President for Diversity and International Issues

Membership in The Society for the Teaching of Psychology

Linh N. Littleford

Locally and internationally, the diversity of our cultures, perspectives, and experiences is a tremendous resource that can enrich our understanding of ourselves and others. Since 2006, my colleagues on the Society for the Teaching of Psychology (STP)'s diversity committee and I have completed numerous projects aimed at diversifying our profession through infusing diversity issues into the psychology curriculum, increasing the diversity of STP's membership, and recruiting and retaining diverse psychology faculty and students. To download these resources, see <http://www.teachpsych.org/diversity>. Currently, I am serving my second term as inaugural chair of STP's diversity committee. Our latest data showed that within a 6-month period, over 144,370 visitors with 53,010 unique IPs from multiple countries visited STP's Web site. Thus, many instructors teaching in the U.S. and abroad look to STP as a source of instructional resources. If elected, I will ensure that STP continues to provide to instructors pedagogical resources, professional development opportunities, and support related to infusing diversity and international issues into the undergraduate psychology curriculum in the U.S. and all over the world. In addition, I will implement programs to encourage STP members to contribute to our reservoir of knowledge. Regardless of the outcome of this election, I am excited that STP will have a vice president who will focus specifically on diversity and international issues. I am honored to be nominated for this position and am proud to be a member of a community whose members are dedicated to being culturally inclusive and culturally competent.

Linda M. Woolf

It is a genuine honor to be nominated for Vice President for Diversity and International Issues. I am honored to be on the slate with Linh Littleford as both of us have an enduring commitment to diversity issues within psychology. As we look around the globe, we find the mosaic of humankind marked by incredible diversity as well as similarity. Ethnicity, race, culture, sexual orientation, gender, language, age, abilities, religion, economic status, etc. all shape who we are as unique individuals within a shared humanity. As such, it is imperative that organizations such as STP and APA work to facilitate the integration of diversity and international issues into the curriculum; assist teachers towards meeting the needs of increasingly diverse student populations; examine means to promote psychology as a profession to a diverse range of students; foster an appreciation for diversity highlighting the dangers of overgeneralization; and create an atmosphere open and welcoming to a diverse Society membership. I am a professor of psychology and international human rights at Webster University. I have authored articles and developed curriculum resource materials concerning curriculum internationalization as well as chapters related to infusing diversity into research methods and statistics courses. I served on the APA Diversity Education Resources Task Force, STP International Teaching of Psychology Task Force, and APA Where Faculty Live: Internationalizing the Disciplines Working Group. Currently, I serve on the NITOP program committee and the Board for the Institute for the Study of Genocide. For more information, visit <http://www.webster.edu/~woolfm>.

JOINING OR RENEWING MEMBERSHIP IN STP FOR 2009

STP is now accepting membership dues for new members or renewing members for 2009. Dues for 2009 are \$15 for students, \$25 for nonstudents, and \$15 for retirees.

JOINING STP FOR THE FIRST TIME IN 2009

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 OR NON-APA MEMBER

STP members who are not members of APA will receive a 2009 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, community college) will also receive a 2009 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 2009 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

Email 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/directory_update.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 February 2009 American Psychological Association Council of Representatives Meeting

The Council of Representatives of the American Psychological Association (APA) met February 19-22 in Washington, DC. 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. Dr. Bray reviewed his presidential initiatives: the future of psychology practice, the future of psychology science education, and psychology's contributions to ending homelessness. President Bray discussed how psychology might address our current economic crisis by spreading a "confidence virus" that can help people manage uncertainty, counteract negative media messages, and develop optimism through the application of positive psychology. President Bray indicated that the 2009 APA Convention will include a "convention within a convention" from Friday afternoon through Sunday morning that will be organized thematically into tracks such as business of practice, child/family issues, evidence-based practice, health psychology, incarceration, methodology, neuroscience, and environment and consumption. The convention will also include a "community day" focusing on the role of families in preventing & adapting to HIV/AIDS.

The global financial situation has negatively affected APA much like other institutions and individuals. The APA Treasurer and Chief Financial Officer reported that APA ended the 2008 fiscal year with a \$3.4 million deficit. APA can absorb this deficit using its current reserves and income from its buildings. However, APA is extremely reluctant to end fiscal 2009 in deficit. Therefore, Council approved a number of budget reductions designed to achieve a balanced budget with a projected surplus of approximately \$300,000. The cuts included items such as a voluntary freeze in salary for CEO Norman Anderson and the Central Office Executive Management Team, a freeze on new hires in the Central Office, and numerous cost saving measures within the Central Office. In order to achieve a balanced budget, additional cuts were necessary. The most substantial cuts (and savings) included a difficult decision by Council to approve canceling the Fall 2009 Consolidated Meetings of APA committees, freezing interdivisional and CEMRRAT grants, and cutting all Board of Director and Council discretionary funds. Unfortunately, there is some concern that revenues (particularly dues) will be below projections and additional cuts to the fiscal 2009 budget may be necessary to maintain a balanced budget.

At the August 2008 meeting, Council engaged in a strategic planning process, which at that time resulted in an APA Mission Statement. Strategic planning continued at the February 2009 meeting, with Council approving a Vision Statement, which is available at <http://www.apa.org/about/>. Council will next develop a set of goals and objectives. Council members received training and resources on aging and ageism that encouraged the inclusion of age when discussing diversity and bias, consideration of the impact of policies on older adults, and integration of aging into psychology textbooks and research. APA's Office on Aging has produced a booklet, "Life Plan for the Life Span" and other resources available at <http://www.apa.org/pi/aging>.

Council approved amendments to the *Association Rules* to "establish a Committee on Human Research whose responsibility is to (a) facilitate the conduct of and training in scientifically and ethically responsible research involving humans, and establish and maintain cooperative relations with organizations sharing common interests, (b) examine issues related to the ethics

of and regulatory requirements for research involving humans and disseminate accurate information about such research, and (c) develop and disseminate guidelines for protecting the rights and welfare of humans involved in research, and consult on the implementation of these guidelines."

In 2008, APA's members approved a petition resolution on detainee settings. Council voted to approve the resolution as policy effective immediately. In order to clarify that it is not the intent that the policy apply broadly to jails, detention centers, and psychiatric hospitals, the Council approved the following title for the policy: "Psychologists and Unlawful Detention Settings with a Focus on National Security."

Council adopted the following as APA policies:

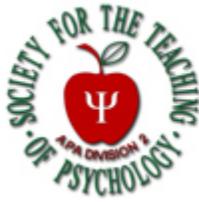
- Guidelines for Child Custody Evaluations in Family Law Proceedings
- APA Resolution on Promotion of Healthy Active Lifestyles and Prevention of Obesity and Unhealthy Weight Control Behaviors in Children and Youth
- Resolution in Support of Ethnic Minority Training in Psychology
- Resolution on Quality Assurance in International Education and Training: APA as a Learning Partner

Council voted to remove the 5-year review of divisions by the Board of Directors, because the annual review process provides sufficient information for the review process. Council was presented with a recommendation that "the APA Bylaws be amended to ensure all divisions and STPAs [state, territorial, and provincial psychological associations] have a seat on Council using the proportional allocation system in the unlikely event that the number of votes allocated to either is insufficient to yield enough seats to seat all Divisions and SPTAs." Council referred this recommendation to the Policy and Planning Board to draft a final recommendation for approval at the August 2009 meeting. Council discussed changes to APA's dues structure and extending discounts for dual memberships to other professional organizations and to those who are members of SPTAs. In light of the current financial situation, Council voted to postpone further discussion of these proposals until its February 2010 meeting.

APA's Office of Public Communications prepared the following Summary Statement concerning the APA-APAIT Dispute: "In January, Council learned that there has been a five-year dispute between APA and the APA Insurance Trust (APAIT) over the release of information from APAIT to the APA Board of Directors. Many attempts have been made by all parties to resolve this dispute; those attempts have failed, and in January, APA filed a lawsuit in order to obtain a judicial ruling on the narrow issue of what APA's specific rights are with regard to the information the APA Board has requested, and the APAIT has opined it will not give. Many of the details discussed at Council were shared with us confidentially by APA's legal counsel, so must remain confidential. However, anyone insured by APAIT, should be reassured that this conflict should not have any impact on your insurance premiums, or on APA's continued commitment to make high-quality, reasonable-cost insurance products available to its members. The lawsuit is not a commentary on APAIT or the work it does. Rather, it is an effort to obtain a formal judicial ruling on a point of dispute that has not been resolved through five years of informal dispute resolution."

Respectfully Submitted,

Bill Hill and Tom Pusateri
Division 2 APA Council Representatives



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

Volunteers are needed! Are the same questions that appear year after year on the teaching listservs starting to get to you? Are you tired of trying to search the listserv archives for that great example, or what your vague memory tells you was a great example? If so, read on.

OTRP is in the beginning stages of developing a wiki for teaching resources in psychology. All STP members will be able to offer favorite classroom demonstrations, activities, assignments, videos, books, etc. and add variations, tips, suggestions, comments, handouts, graphics, presentation slides, and audio/video files to content provided by others. Become part of this continually evolving instructor resource manual! If you are interested in creating the initial wiki structure and content or are interested in being a beta tester a little further along in the process, please contact Sue Frantz (sfrantz@highline.edu), OTRP Associate Director, who is heading up this effort.

We have posted great teaching resources, both under the main general resource category and under Project Syllabus. New since the last newsletter are the following:

1. Statistics Decision Aids (2009) by Alexis Grososky (Beloit College)
2. Teaching Statistics and Research Methods: A Collection of Hands-on Activities and Demonstrations (2008) by Karen Y. Holmes and Antonio James (Norfolk State University) and Renita Stukes (Hampton University)
3. Student Response Systems ("Clickers") in the Psychology Classroom: A Beginner's Guide (2009) by K. G. Kelly [2007 OTRP Instructional Research Award] (Tennessee State University)
4. Taking Psychology Abroad: Resources for Designing Your Study Abroad Course (2009) by Gabie E. Smith and Maureen Vandermaas-Peeler [2007 OTRP Instructional Resource Award] (Elon University)
5. An Electronic Workbook for Assessing the Dunn et al. (2007) *Quality Benchmarks in Undergraduate Psychology Programs* (2008) by Michael Vigorito (Seton Hall University)
6. Films Illustrating Psychopathology (2008) by Danny Wedding (University of Missouri-Columbia School of Medicine), Mary Ann Boyd (Southern Illinois University Edwardsville), and Ryan Niemiec (Saint Louis University School of Medicine)
7. Films Illustrating Character Strengths and Virtues (2008) by Ryan Niemiec (Saint Louis University School of Medicine) and Danny Wedding (University of Missouri-Columbia School of Medicine)

New Syllabi:

- Child Development, Ruth Ault, Davidson College
- Statistics in Psychology, Bethany Fleck & Heather Fauteux, University of New Hampshire
- Developmental Psychology, Kevin Grobman, Louisiana State
- Social Psychology, Heather Hussey, University of New Hampshire
- Psychology of Prejudice and Racism, Cyndi Kernahan, University of Wisconsin – River Falls
- Teaching of Psychology, Marie Thomas, California State University-San Marcos
- Abnormal Psychology, Anton Tolman, Utah Valley University

In addition, we have linked to an important document, *Teaching, Learning, & Assessing in a Developmentally Coherent Curriculum* (2008), produced by the APA Board of Educational Affairs Task Force on Strengthening the Teaching and Learning of Undergraduate Psychological Science.

STP's internet editor, Jeffrey R. Stowell, provides usage statistics for all STP pages as well as just for OTRP, from a link, "Site Report," at the footer of every webpage. OTRP's pages have roughly between 6,000 and 10,000 visitors monthly. If you aren't one of them, come see what you've been missing.

**NOMINATIONS SOUGHT FOR THE
CHARLES BREWER DISTINGUISHED
TEACHING OF PSYCHOLOGY AWARD**

The American Psychological Foundation has invited nominations for the Charles E. Brewer Distinguished Teaching of Psychology Award. This award recognizes an outstanding career contribution to the teaching of psychology. The winner will receive a plaque, \$2,000, and a two-night, three-day, all-expense-paid trip to the 2009 American Psychological Association (APA) Convention in Toronto, where the award will be presented, and the winner will be invited to give a special address.

A description of the award and nomination procedures may be found at: <http://www.apa.org/apf/brewer.html>. Questions may be addressed to David Jacobs at djacobs@apa.org. Additional information about APF programs is available at: <http://www.apa.org/apf/>.

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