



NEWSLETTER OF THE SOCIETY FOR THE TEACHING OF PSYCHOLOGY

Fall 2010

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Editor: R. Eric Landrum

What Else Are You Reading?

Dana S. Dunn



One of the pleasures and responsibilities of being a teacher of psychology is the need to continue learning. Each month heralds a new collection of scientific articles, pedagogical pieces, and review essays in the myriad journals that make up our discipline (including our own celebrated journal, *Teaching of Psychology*). No one can read them all, of course, but I like to think we all feel a gentle nudge by the appearance of our subscription in the mail. I like to glance at the Table of Contents of a new issue of whatever journal arrives and to put a check mark by those articles that seem most relevant to my teaching, scholarly work, or both.

In the same way, I believe we should keep up with text and trade books that appear—not just new editions of books that appear but new books on topics that appeal to us or fit the roster of courses we teach. Publisher displays at conferences are good places to look, but so are ads in the aforementioned journal subscriptions, as well as professional newsletters and magazines. Even the gratis exam copies of those books we did not order can be a fine (and surprising) source of new material. So, if you are reasonably vigilant, you can easily keep up with new material with which to enrich your classes. I assume most of us acquire quite a bit of material in just this way.

But I have a question for you and I think it's a good one: What else are you reading?

Let me be clear: I am not asking about what other psychological works you are reading—I am interested in your other reading, whether it is fiction or non-fiction, poetry, or drama. I think one of the most important things we can do is to keep up with ideas, issues, and developments outside our primary areas of interest. Just as our professional education should be on-going, so also should our knowledge of avocational interests.

Why does other reading matter? As teachers, scholars, and intellectuals, we need to maintain our abilities to connect our academic expertise with others areas, including matters related to other disciplines or simply daily life. Our students, for example, often come to us from a wide variety of backgrounds. Although they may come to us to learn about psychology, we should

make the effort to relate to them in other ways. To some extent, keeping up with popular culture, new media, current events, and national trends, then, is important. Newspapers and periodicals help us keep up; but more literary works give us a deeper understanding of some issues than do more time-bound publications tied to the typical news cycle.

Besides our students, we should also keep up with our colleagues in other areas of the academy as we have much to learn from them (I assume we keep up with the work of scholar-teachers in psychology). Critically reading works beyond psychology is one way to do so. Last semester, for example, I was teaching a seminar on positive psychology. Two colleagues from my college's Political Science Department had independently assigned the same book—Barbara Ehrenreich's trenchant *Bright-sided*, which takes on the ubiquity and problem of positive thinking in American life (and yes, she skewers positive psychology a bit). My two colleagues decided to have their classes meet to discuss the book and asked if my positive psychology students might like to join them. I agreed, we set a date for the three classes to gather, and in the mean time, I read *Bright-sided*. I enjoyed the book a great deal, but more than that, I enjoyed watching three groups of students discuss positive thinking from the vantage point of political theory and philosophy,

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contemporary American life, and positive psychology. The political science students were critical of the “happy face” aspects of American culture; my students concurred but stood their intellectual ground about the benefits and promise of positive psychology for well-being. It was great fun, especially because my two colleagues and I let the student do most of the talking—and I got to read a new book I might otherwise have missed (and I may well assign it to my future seminar students). So, what else are you reading?

STP E-Book Editor Announcement

STP is seeking nominations for the position of e-book editor. The successful nominee will solicit and receive potential e-books, work with the authors and editors during the creation and editing of the volumes, and coordinate publication with the STP Internet Editor. Self-nominations are welcome.

The editor is responsible for assessing each prospectus for an e-book to determine if it is within the purview of STP and to evaluate the potential for completion. The editor will also provide editorial assistance to authors and editors. The editor will ensure that the writing is consistent with the style set forth in the most recent edition of the Publication Manual of the American Psychological Association and that it is clear and compelling. The editor should have extensive experience with writing projects and the publication process, and should have editing skills required to bring projects to completion. The position requires constant monitoring of the progress of volumes. The editor may also seek outside reviewers as needed to bring the volumes to final form.

Please submit a letter of interest, a current CV, and three sample publications to: James E. Freeman, Department of Psychology, P.O. Box 400400, University of Virginia, Charlottesville, VA 22904-4400. Inquiries may be sent to: freeman@virginia.edu. Applications are due no later than November 1, 2010. Individuals interested in the editor position should familiarize themselves with STP’s published e-books, which may be viewed at www.teachpsych.org/resources/e-books/index.php.



At the annual STP dinner held in San Diego during APA 2010, Jeanne Butler (left) almost gets a word in with Rick Miller (both of the University of Nebraska-Kearney).

(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 mail and e-mail addresses and phone numbers to: Ken Keith, Dept. 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 10, 2010. Late applications will be considered in the following year.

STP Presidential Theme 2011: Empowering Teachers, Inspiring Learners

For next year I am going back to basics, the STP mission, as a guide for my agenda. I have FOUR main goals, each of which can be advanced by one of a number of specific activities. I have a set of activities in mind to advance these goals but will appreciate receiving any additional ones that you believe will advance them. Further, if you would like to increase your engagement with the society or know good people who are looking for ways to get more involved, please let me know (and list which goal/activity you are particularly excited by). My main goals:

1. Empower Teachers. Connect the Teaching Nation, and culturally diversify, expand, and strengthen the STP community with a focus on mentoring and advocacy
2. Advance Pedagogical Science. Support Pedagogical theorizing, research, and disseminate SoTL and effective practices
3. Alleviate Psychological Illiteracy. Foster skill assessment and curricular robustness
4. Model Teaching Competence. Guides to aspire, rewards for excellence

One more thing: ARE YOU GETTING YOUR MONEY’S worth? If you would like the Society to do more for you/ teachers beyond the many benefits already provided (e.g., OTRP material, *ToP*, *ToPix*) please also get in touch (gurungr@uwgb.edu).

Cheers. Regan A. R. Gurung (President-elect)

Plan Now for the 2011 STP Program at the American Psychological Association Annual Convention

Kris Vespia, APA Program Chair

Have you tried an innovative technique in the classroom recently? Have you thought about sharing the results with your colleagues? What about the great literature review you conducted on a hot-button pedagogical issue? Is it a poster presentation in the making? And that formal SoTL project you just completed – where would you like to share your methodology and results? Please consider the 119th Annual Convention of the American Psychological Association, which will be held in Washington, D.C. from August 4-7, 2011. The Call for Proposals can be found in the September issue of the *Monitor on Psychology*, and details are also available on APA's website (<http://www.apa.org/convention/proposals.aspx>). The deadline for proposals, as always, will come quickly in your busy fall semesters (**December 1, 2010**). We hope to have a strong slate of STP programming, and we strongly encourage members to submit their work. As usual, we will have more slots available for poster presentations than symposia, and we do not accept individual paper submissions. Please also keep in mind President-Elect Regan A.R. Gurung's initiatives for the year (empowering teachers, advancing pedagogical science, alleviating psychological illiteracy, and modeling teaching competence) as you consider your submissions. I look forward to receiving your proposals!

Online Psychology Laboratory (OPL) Editor Announcement

STP invites nominations for the position of Online Psychology Laboratory (OPL) Editor. OPL is an NSF funded online resource containing 25 fully functional classic experiments designed to illustrate key scientific principles of psychology. Students can participate in the experiments and download data. The completely online resource allows access to large data sets. In addition to the classic experiments, OPL contains interactive demonstrations for a range of content.

The OPL Editor is responsible for soliciting additional experiments and applets for installation into the OPL project. The editor will review the materials for scientific accuracy and functionality. The editor will also write short descriptions of any materials accepted for installation into OPL. The editor will communicate with the APA programmer to ensure that new objects are installed into the OPL project.

Someone who is able to serve 2-3 years is desirable. One course reduction per semester is the expected compensation. Please submit a letter of interest, and a current CV to: James E. Freeman, Department of Psychology, P.O. Box 400400, University of Virginia, Charlottesville, VA 22904-4400. Inquiries may be sent to: freeman@virginia.edu. Applications are due no later than

Call for Nominations 2011 Teaching Awards

The Society for the Teaching of Psychology (Division 2 of the American Psychological Association) announces its 2011 program of awards for outstanding teachers of psychology. Teaching awards of \$1000 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 14, 2011. For more information on specific criteria, what materials to submit, and guidelines for electronic submission visit <http://teachpsych.org/members/awards/index.php> or contact: William Douglas Woody, Chair of the STP Teaching Excellence Committee (e-mail: william.woody@unco.edu, ph: 970-351-2528).



Rex Forehand (University of Vermont) during his G. Stanley Hall Invited Address at the APA 2010 Annual Convention in San Diego, CA.

(Photo courtesy of Ted Bosack)

STP – Instructional Resource Awards Deadline: February 1, 2011

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 a STP Presidential Theme for two of the awards: *Skills Assessment*. Grants will be awarded on a competitive basis for projects to develop instructional resources that support the teaching of psychology.

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

2010 Award Announcements The Society for General Psychology

The Society of General Psychology (Division One of the American Psychological Association) is pleased to announce its 2010 award recipients. These award recipients were recognized at the Society's business meeting at the APA convention in San Diego, CA.

The winner of the 2010 William James Book Award is Harry C. Triandis for his book, *Fooling Ourselves: Self-deception in Politics, Religion, and Terrorism*. Westport, CN: Praeger Publishers, (2009).

The winner of the Ernest R. Hilgard Award for Career Contributions to General Psychology is Dr. Ludy T. Benjamin, Professor of Psychology at Texas A & M University.

The winner of the 2010 George A. Miller Award for the outstanding journal article in general psychology across specialty areas is the article, "Fundamental dimensions of environmental risk: The impact of harsh versus unpredictable environments on the evolution and development of life history strategies" by Bruce J. Ellis (U. of Arizona), Aurelio Jose Figueredo (U. of Arizona), Barbara H. Brumbach (U. of Arizona), and Gabriel L. Schlomer (Northern Arizona University), *Human Nature*, 2009, 20, 204-268.

The American Psychological Foundation and the Society for General Psychology are pleased to announce that Wilbert J. McKeachie of The University of Michigan has been selected to deliver the 13th Arthur W. Staats Lecture for Unifying Psychology, during the 2011 APA Convention in Washington, DC.

The winner of the Anne Anastasi Student Poster Award is David I. Miller, BA, and Diane F. Halpern, PhD, Claremont McKenna College for the poster "*Physics Problem Solving and Visuospatial Skills: Correlates and Gender Differences.*"

This year (2010) marks the debut of the new APA Anne Anastasi Graduate Student Research Award. The winner is Gloria Luong, University of California-Irvine (4th year doctoral student) for the research titled "*Age and Cross Cultural Differences in Emotion Regulation Strategy Use and Effectiveness*" (Mentor: Susan Charles, PhD).

Details of the requirements for submission for all awards are available on the Society's website, see <http://www.apa.org/divisions/div1>. General enquiries for 2011 awards should be made to: MaryLou Cheal, PhD, Awards Coordinator, 127 E. Loma Vista Drive, Tempe, AZ 85282, cheal@asu.edu.

Update from the Vice-President for Recruitment, Retention and Public Relations

Hope everyone had a good summer! I am still trying to learn my title even as I work to examine membership issues. I had the help of two excellent working groups and would like to thank them for their service to STP. For those who volunteered after the groups were formed, we have your names and will find a way for you to become involved in STP business.

Group 1, led by Rene Verry, examined why people do not renew membership in STP. They raised issues related to nonrenewal of all professional organizations as well as procedures for notifying members when it is time for renewal. Other members of the team included Dennis Dew, Joan Warmbold, Wendy Close, Alejandro Franco, Susan Rogers, Linda Tollefsrud, and James Briggs.

Group 2, led by Warren Fass, examined issues related to recruitment of graduate students as they transition to being new faculty. They suggested wider advertising and working with GSTA, APAGS, and Psi Chi to identify such individuals. Members of this group included Midred Cordaro, Peter Phipps, Sue O'Donnell, Deanna Douglas, Diane Ashe, Michael Amlung and Xin Zhao.

The Executive Committee appreciates their work and will be considering the reports. I also invite anyone with ideas about recruitment and retention to contact me.

Diane Finley (dfinley@pgcc.edu)

STP 2010 Award Winning Teachers



Presented at APA 2010 in San Diego, the four STP award-winning teachers were recognized following the Business Meeting.

- Four Year Colleges: Robert S. Daniel Teaching Excellence Award to Marianne Miserandino, Arcadia University, Glenside, PA
- High School: Mary Margaret Moffett Memorial Teaching Excellence Award to Wendy Hart, Brentwood High School, Brentwood, TN
- Two-Year Colleges: Wayne Weiten Teaching Excellence Award to Phil O. McClung, West Virginia University at Parkersburg, Parkersburg, WV
- Graduate Student: Wilbert J. McKeachie Teaching Excellence Award to Sadie Leder, University of Buffalo, Buffalo, NY

Not pictured: Early Career: Jane S. Halonen Teaching Excellence Award to Karen Z. Naufel, Georgia Southern University, Statesboro, GA

[Photo courtesy of Ted Bosack]

Membership in The Society for the Teaching of Psychology

JOINING OR RENEWING MEMBERSHIP IN STP FOR 2011 -- STP is now accepting membership dues for new members or renewing members for 2011. Dues for 2011 are \$15 for students, \$25 for non-students, and \$15 for retirees.

JOINING STP FOR THE FIRST TIME IN 2011

-- 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 2011 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 2011 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 2011 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

-- Beginning with the 2011 Membership Year, APS members have the option of joining STP with a check-off on their APS renewal form and paying the dues through APS. By selecting this option, APS members will have full access to STP's members-only Web pages and all other member benefits, including online access to *Teaching of Psychology*.

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/index.php>, then click on 'Update Options.'

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.

But Wait, There's More (About Membership)...

The Executive Committee of the Society for the Teaching of Psychology (STP) invites applications for **FREE** one-year memberships from persons in their first year in a faculty position as a teacher of psychology in a high school, community college, or college/university environment. This membership is intended for first-year faculty members in the settings mentioned. This free membership will run from January 2011 through December 2011.

Please call this opportunity to the attention to anyone you know who is in his/her first year in a faculty position as a psychology teacher.

Benefits for new teachers having membership in STP include subscription to the acclaimed journal *Teaching of Psychology (ToP)*, access to all back issues of *ToP* during the membership year, access to the peer-reviewed resources and course syllabi in the online Office of Teaching Resources in Psychology (OTRP), access to e-Books published by STP, reduced registration fees for STP conferences, involvement in a network of people committed to and experienced in the teaching of psychology, and the opportunity to support and participate in an extensive array of teaching endeavors in psychology. For a full description of member benefits, go to <http://www.teachpsych.org/members/whyjoin.php>.

To join the 3,000 dedicated teachers of psychology who comprise STP, send email to Ted Bosack, STP Executive Director, at stp@teachpsych.org stating that you are interested in joining STP and that you are in your first year of a faculty position in psychology as indicated above. You will receive directions for completing an application for membership.

STP is Division 2 of the American Psychological Association (APA). However, persons joining the Society need not be members of APA, and membership in STP does not commit a person to membership in APA.

Minsun Lee (SUNY-Albany) presents during the STP co-sponsored symposium "Graduate student instructors' experiences of teaching undergraduate multicultural courses at the APA 2010 convention in San Diego.



(Photo courtesy of Ted Bosack)

Undergraduate Research as a Vital Component of a Psychology Undergraduate Education

Susan Larson

Psychology Department, Concordia College
Chair, Division of Psychology,
Council for Undergraduate Research

The American Psychological Association and publications from the Society for Teaching of Psychology give wonderful guidance to psychology programs in terms of how to craft a high-quality undergraduate experience, one that gives students a broad and comprehensive background in psychology and one that prepares them for both graduate school and public life. Embedded into directives on a quality undergraduate education is an emphasis on undergraduate research. In the recently revised (draft, 2010) *Quality Principles for Undergraduate Education*, APA suggests that all departments create a coherent curriculum, which includes students learning the scientific underpinnings of psychology. APA's *Guidelines for the Undergraduate Major* (2006) emphasize teaching research methods along with critical thinking and communication skills. In an article by Dunn et al. (2007) on quality benchmarks in psychology education, undergraduate research is implied as a critical component; the authors suggest that departments provide a strong science foundation for their students and work to develop competencies such as writing, speaking, research skills, and information literacy in students. Finally, Stoloff et al. (2010) recommended expansion of experiential learning, including research opportunities, provided to undergraduate students.

These documents highlight the importance placed on psychology students learning the science of psychology and employing research as a tool for understanding psychology. The Council on Undergraduate Research (CUR), whose mission is to *support and promote high-quality undergraduate student-faculty collaborative research and scholarship*, would endorse the notion that research should be a critical part of undergraduate education in psychology. CUR defines undergraduate research as "*an inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline.*" CUR views undergraduate research as an enterprise that combines teaching and research; a collaborative and integrative learning experience that can lead to new discoveries and allow students to communicate in the discipline. Considerable research has evaluated the benefits of undergraduate research (e.g., Lapotto, 2010) and work summarized in a Joint Statement in Support of Undergraduate Research (developed by CUR and NCUR, <http://www.cur.org/SummitPosition.html>) points to the added value of undergraduate research as part of a high

quality education.

Given the numerous benefits of undergraduate research, CUR would encourage psychology programs to develop and promote strong undergraduate research experiences that are accessible to as many students as possible. CUR believes that providing improved access to undergraduate research should be a direction of higher education across all disciplines and institution types. In some cases, the high student enrollment in undergraduate psychology programs and consequential student-to-faculty ratios makes it unlikely that all, or even most, psychology majors will have one significant experience with undergraduate research during their education. That does not mean that programs cannot expand their undergraduate research offerings and CUR would encourage all psychology departments to consider ways to improve access to undergraduate research as best to one department's ability.

CUR can assist faculty and departments develop and enhance undergraduate research experiences. A membership-based organization offering both institutional and individual memberships, CUR is organized around divisions, and the Psychology Division is one of eleven. As stated on their website, CUR *provides support for faculty development. publications and outreach activities are designed to share successful models and strategies for establishing and institutionalizing undergraduate research programs.* One such publication is the *CUR Quarterly*. Articles in this journal describe various models of undergraduate research, highlight funding opportunities, and provide examples of successful research experiences. Other CUR publications such as their "How to..." series and recent book publications (see select references below) give guidance for implementing undergraduate research programs and developing research rich curricula. The CUR National Conference, held every other year, and regularly held CUR Institutes provide opportunities to learn from others and share ideas. CUR Dialogues, a yearly event, brings faculty and administrators to Washington, D.C. to interact with federal agency program officers and other grant funders. Specific to the Psychology Division, CUR partners with Psi Chi to provide funds for Psi Chi student members to conduct summer research with a CUR sponsor. Psychology Division Councilor Joanne Altman maintains a wiki, <http://supervisingundergraduateresearch.pbworks.com/> that shares resources on supervising undergraduate research. In addition to faculty development, CUR devotes time and resources to advocate for funding and support for undergraduate research and offers student presentation opportunities. One exciting development is the upcoming merger of CUR and NCUR on October 27 of this year. This will mean CUR will also provide the opportunity for students to present their undergraduate research at the excellent National Conferences on Undergraduate Research (to be held at Ithaca College in April, 2011). These are just some of the many opportunities CUR provides to assist faculty develop their undergraduate research programs (more information can be found at

<http://www.cur.org>).

While I believe that CUR has a great deal to offer faculty in the field of psychology, I would like to highlight, in particular, two ways psychologists can contribute to the national conversation on undergraduate research and to the work of CUR. I believe psychology departments, in part due to a history of very competitive graduate programs, have been leaders in offering undergraduate research experiences to students. In doing so, psychology faculty have long involved undergraduates in research during the academic year and therefore have many insights to offer other disciplines in terms of how to develop and sustain undergraduate research programs during the academic year. Secondly, psychology curricula offer undergraduate research methods courses (e.g., 98% offer research methods courses, as reported in Stoloff et al, 2010) and in many of those offerings, students undertake a high-level research project that acquaints them with the science of psychology and promotes many of the learning gains resulting from undergraduate research. In some departments, research methods courses are followed by a senior capstone/seminar experience (40% of schools surveyed by Stoloff et al. offered a capstone). This “scaffolding approach” to undergraduate research is proven to be effective at developing research skills (examples of such approaches can be found in Karukstis & Elgren, 2007). As institutions across the nation seek to integrate undergraduate research into curricula, I think many disciplines can learn from the approaches used in psychology departments. This may be especially true in disciplines (e.g., in other social sciences or humanities) that do not offer laboratory-based courses and seek to develop research methods courses to prepare students for undergraduate research.

In conclusion, undergraduate research should be considered as an important component of a quality undergraduate education in psychology. The Council on Undergraduate Research, by providing resources and contacts with others active in supervising undergraduate research, can assist faculty in offering effective undergraduate research opportunities. Psychology faculty have much to offer each other and to those in other disciplines as individuals and departments work to integrate undergraduate research into the academic year and the undergraduate curriculum. Involvement with CUR may provide a venue for psychology faculty to contribute to the national conversation on undergraduate research.

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- Stoloff M, McCarthy M, Keller L, Varfolomeeva V, Lynch J, Makara K, Simmons S, Smiley W. (2010). The undergraduate psychology major: An examination of

structure and sequence. *Teaching of Psychology*, 37, 4-15.

Select CUR publications, available from <http://www.cur.org/publications.html>

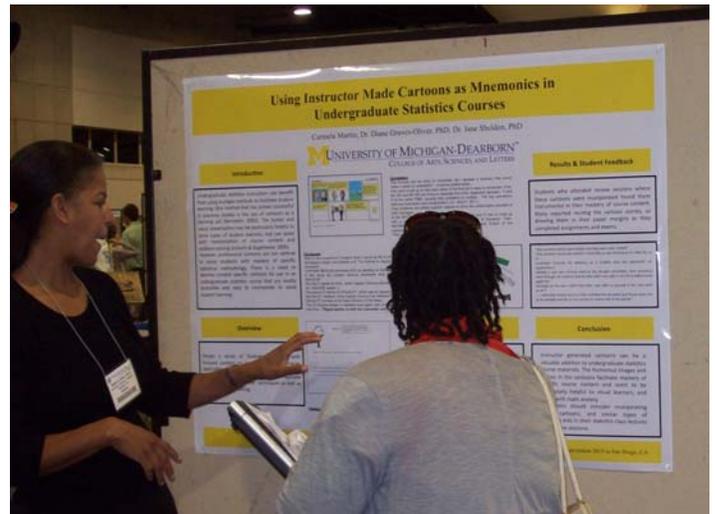
Lopatto, D. (2010). *Science in Solution: The impact of undergraduate research on student learning*.

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Ash Merkel, C. & Baker, S.M. (2002). *How to Mentor Undergraduate Researchers*

Pictures from STP Events: APA 2010-San Diego

[Photos courtesy of Ted Bosack]



At left, Diane Graves-Oliver (University of Michigan-Dearborn) presents her research at one of the STP poster sessions.



STP Presidential Citation recipient Ruth Ault (Davidson College) (left) explains a complex topic to Bill Hill (Kennesaw State University) (middle) and Randy Smith (Lamar University) (right) in STP Hospitality Suite.

2010 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. This year's citations went to **Ruth L. Ault** (Davidson College) and **Wayne Weiten** (University of Nevada, Las Vegas).



STP President Dana Dunn (left) poses with Presidential Citation recipient Wayne Weiten.

[Photo courtesy of Ted Bosack]

SOCIETY FOR THE TEACHING OF PSYCHOLOGY

CALL FOR NOMINATIONS, 2011

The Society for the Teaching of Psychology requests nominations for six key leadership positions: the office of President-elect, the office of Vice President for Resources, the office of Vice President for Programming, the office of Secretary, and STP Representative (2 vacancies) to the APA Council of Representatives.

The individual elected to the office of President-elect will work with the incumbent as President-elect beginning January 1, 2012 and assume the office of President in January 2013. 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.

Terms for the remaining open positions are 3-years, commencing January 1, 2012, and concluding December 31, 2014. The individual elected to the office of Vice President for Resources shall oversee and assess all Society activities related to existing and developing resources, including the Society's journal, *Teaching of Psychology*, Office of Teaching Resources in Psychology (OTRP), and website. The individual elected to the office of Vice President for Programming shall oversee the planning, implementation, and evaluation of all Society programming efforts. The individual elected to the office of Secretary shall monitor and compile votes (electronic and in-person), record minutes of the Executive Committee meetings and the annual Business Meeting,

and produce the Society's semi-annual newsletter. The two individuals elected to serve as the Society's representatives to APA's Council of Representatives shall attend all Council meetings, speak to issues of interest to the Society's members and mission, and prepare written reports summarizing each meeting.

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. Nominees for STP Council Representative must be Fellows or Members of APA. Self-nominations are welcome. Further information about STP governance is available to STP member via the STP website (www.teachpsych.org) by logging in as a member and clicking on the publications tab.

Send your nominations to Janet F. Carlson, Chair of Elections and Appointments, at jcarlson6@unl.edu. The deadline for receipt of nominations is January 9, 2011.

Pictures from STP Events: APA 2010-San Diego

[Photos courtesy of Ted Bosack]



STP President-elect Regan A. R. Gurung (University of Wisconsin, Green Bay) (left) speaks with Jeff Holmes (Ithaca College) (middle) and Kris Vespia (University of Wisconsin, Green Bay) (right) in the STP Hospitality Suite.



Randolph College faculty members Beth Schwartz (second from left) and Holly Tatum (third from left) pose with their students after the students successfully answered questions from STP poster session attendees.

Report from the August 2010 American Psychological Association Council of Representatives Meeting

The Council of Representatives of the American Psychological Association (APA) met August 11 and 15, 2010 in San Diego, CA. Dr. Carol Goodheart, 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.

President Goodheart reported on events at the 2010 APA Convention that included an APA/NIMH Community Day Conference on families adapting to HIV/AIDS, programming and activities related to marriage equality, and the opening session that included a multimedia annual report and an appearance by First Lady Roslyn Carter. Attendance at the 2010 APA Convention was approximately 13,500, which compares favorably to past conventions in Boston, Toronto, and San Francisco. During her Presidential year, Dr. Goodheart appointed a task force to propose recommendations for possible changes to the APA Convention, a task force to explore and recommend APA initiatives related to immigration issues, and a caregivers task force that developed programming for the 2010 APA Convention, piloted PsycLINK, a Practice Wiki (<http://PsycLINK.apa.org>), and developed a relational outcomes database. Dr. Goodheart presented the 2010 Raymond D. Fowler Award for Outstanding Contributions to APA to Dr. Matilda Cantor, a longtime governance member and former member of the Board of Directors. Dr. Dorothy W. Cantor received a Presidential Citation for her years of service to APA and current leadership of the American Psychological Foundation (APF), and Dr. Lee Gurel received recognition for his contributions to the APF, his philanthropy to the APA Library, and his development of workshops that support high school psychology teachers.

APA Chief Executive Office Dr. Norman Anderson updated Council on the strategic planning process. APA finalized its measures for assessing achievement of the strategic plan, obtained input from Council, boards, and committees on potential strategic initiatives, organized the ideas by themes, and will conduct of survey of members. APA is also conducting an inventory of activities related to the strategic plan and will develop a plan to fund new initiatives in 2011. The Board of Directors is discussing approaches for ensuring the ongoing health of the organization and developing a process for evaluating APA's governance structures and functions.

Dr. Anderson indicated that APA's redesigned Web site received awards of distinction from the International Academy of the Visual Arts, the Excel Award from Association Media and Publishing, and recognition as a finalist for a national Web award for non-profit organizations.

Dr. Anderson discussed APA's initial steps to implement health care reform, including support for a Patient-Centered Outcomes Research Institute with at least one psychologist on its Board of Governors; nomination of

APA members to serve on national commissions and councils related to health; and successful advocacy for increased funding for the Graduate Psychology Education Program. Dr. Anderson convened a new Multi-directorate Steering Committee to support the Public Education Campaign by infusing additional psychological science measures into the campaign.

Council approved a preliminary revenue and expense budget for 2011, which includes estimates of \$103,193,200 in revenues and \$103,311,800 in expenses. At its February 2011 meeting, Council will review and approve the final 2011 budget with the expectation APA's Treasurer will submit a budget that corrects the operating deficit in the preliminary budget.

Council voted to suspend the annual Consumer Price Index dues increase, holding member dues steady through the end of 2013. In 2011, member dues will be \$287.

Council received a 2009 Presidential Task Force Report entitled "Psychology as a Core Science, Technology, Engineering, and Mathematics (STEM) Discipline." The report articulates the rationale for the inclusion of psychology as a STEM discipline and recommends strategies for further communication and policy efforts to foster that recognition. This report is available at <http://www.apa.org/pubs/info/reports/stem-discipline.aspx>.

Council approved the following individuals as Fellows of APA Division 2: James E. Freeman, Betsy L. Morgan, Beth M. Schwartz, Valerie D. Whittlesey, and Janie H. Wilson.

Dr. Gary R. VandenBos, Publisher and Executive Director of APA's Office of Publications and Databases, briefed Council on APA's publishing operations, which include the APA Publication Manual, PsycINFO, PsycARTICLES, PsycBOOKS, PsycEXTRA, PsycCRITIQUES, PsycNET, and the journals published by APA. In 2009, partly as a result of the release of the revised Publication Manual, revenues were approximately \$80 million (\$35M for journals, \$24M for PsycINFO, \$21M for APA books) compared to \$45 million in 2000. Print revenues have been gradually declining, and licensing revenues from electronic publications have been increasing but at a slower rate than a few years ago. The office is monitoring and preparing to respond to potential threats from the recession, open access, emerging technologies/devices, demand for new features, new publishers (e.g., Google, Amazon), aggregators, and industry consolidation.

For the first time in the history of the International Classification of Diseases (ICD), a psychologist, Dr. Geoffrey M. Reed, will lead the revision of the mental and behavioral disorders chapters. Dr. Reed provided Council with background and an update of the current revision. The Clinical Modification of the ICD (ICD-10-CM), not the DSM, is the official US system of classification for mental and behavioral disorders. The emphasis of this revision will be to improve its clinical utility. Dr. Reed called for educators to learn about ICD-10-CM and to emphasize its relationship

to the World Health Organization.

Council approved a recommendation to modify the plan for allocating the 162 seats on Council in a way that will ensure that all APA Divisions and State, Provincial, and Territorial Psychological Associations will have at least one voting representative on Council. Under the existing allocation system, it is possible that a unit may fail to receive sufficient votes to be seated on Council. The proposal requires a bylaws change (Article V, Section 7) and approval by APA membership. All voting members will receive a ballot in Fall 2010.

In other business, Council:

- Reaffirmed its 2004 Resolution on Sexual Orientation and Marriage, directed staff to create and distribute informational materials to publicize APA's history and position on marriage equality for same-sex couples and the science that supports that position, and requested that the APA boards and committees consider an updated draft resolution on Marriage Equality for Same-Sex Couples based on the evolving research.
- Added or continued recognition of four specialties (behavioral and cognitive psychology, clinical neuropsychology, industrial-organizational psychology, professional gerontology) and three proficiencies (personality assessment, psychopharmacology, sport psychology) in professional psychology.
- Received the Report of the Task Force on the Psychosocial Effects of War on Children and Families who are Refugees from Armed Conflict Residing in the United States.
- Adopted a plan for a central office inventory of greenhouse gas emissions emanating from APA's buildings and business practices.
- Affirmed its support for diversity training for APA governance members and requested that diversity training on the topic of "Immigration and Immigrants" be provided to Council at its February 2011 meeting and to boards and committees at the March 2011 Consolidated Meetings.
- Requested that its August meeting days be changed from Wednesday 9am-5pm and Sunday 9am-12noon to Wednesday 9am-5pm and Friday 9am-12noon.

Respectfully Submitted,
Bill Hill and Tom Pusateri
Division 2 APA Council Representatives

GSTA Update

We hope everyone had a great start in the new academic year! This past year has been eventful and exciting for the Graduate Student Teaching Association (GSTA).

We had another productive membership drive this year, increasing our membership yet again. Today, we have more than 300 active GSTA members! One of our major priorities for the year was to increase the GSTA's visibility across the country. We are happy to report that there are

now GSTA Regional Representatives in the Northeast, Southeast, Southwest, and Midwest regions of the United States.

We are also excited to announce that we have successfully launched a new GSTA Listserv for graduate students. Please feel free to submit any announcements or discussion questions to this new listserv at STP-GSTA@list.kennesaw.edu. Also, be sure to check out our new resources at the clearinghouse Web site at <http://gstaclearinghouse.blogspot.com/> and join our GSTA group on Facebook.

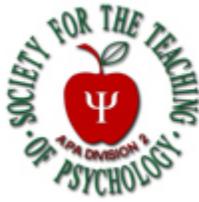
The GSTA's featured speaker at the APA convention was Dr. Regan Gurung, professor of psychology and the chair of the Human Development and Psychology Department at the University of Wisconsin-Green Bay and President-elect of the Society for the Teaching of Psychology (STP). His talk on "How to adrenalize your teaching: Using and doing pedagogical research" was inspiring, excellently attended, and a great success! We were delighted to have Dr. Gurung as our speaker this year.

We are also very pleased to announce that, starting in January 2011, the University of Georgia at Athens Department of Counseling and Human Development Services will become the next GSTA host institution. Dr. Rosemary Phelps will serve as the faculty advisor.

One of our major goals this upcoming year will be ensuring a smooth and easy transition to our new host institution. In addition, we will be starting our membership drive in the ensuing months and are expecting even better results than we have experienced in the past. We are also working hard to schedule an informative and entertaining individual to serve as the GSTA's featured speaker at the APA convention next year. Finally, we will be further expanding our Regional Representatives program by recruiting more individuals to serve as spokespersons for the GSTA. This is especially true for the Northwest as we still do not have a representative in this region. We are also hoping to recruit representatives from outside the U.S. as well. Please e-mail us at gsta@teachpsych.org if you are interesting in becoming a Regional Representative for the GSTA.

Rick Trinkner, GSTA Chair, University of New Hampshire
Jennifer J. Stiegler, Past GSTA Chair, University of New Hampshire
Victor A. Benassi, GSTA Faculty Advisor, University of New Hampshire





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

Project Syllabus

Robin Morgan, Associate OTRP Director for Project Syllabus, has posted the following syllabi at the Project's Web site:

- Psychological Tests and Measurements, by Sally Kuhlenschmidt, Western Kentucky University;
- Abnormal Psychology, by Sally Kuhlenschmidt, Western Kentucky University;
- General Psychology, by Sue Frantz, Highline Community College;
- Cognitive Development and Learning, by Aaron S. Richmond, Metropolitan State College of Denver;
- Cognition, by J. Rudine, Texas Tech University;
- First Year Seminar: Psychology for (College) Life, by Gary W. Lewandowski, Jr., Monmouth University;
- Introduction to Psychology, by Gary S. Goldstein, University of New Hampshire at Manchester;
- Stereotyping, Prejudice, and Discrimination, by George Schreer, Manhattanville College.

Instructional Resource Awards

Andrew Johnson (Park University) was reappointed for a second 3-year term as Chair of the Instructional Resource Award committee. We express our appreciation for outgoing reviewers, Diane Finley and William Wozniak, and welcome two new reviewers, Julie Penley from El Paso Community College and Aaron Richmond from Metropolitan State College of Denver, who join current reviewers Elizabeth Nelson, Jason Young, and Mary Anne Meeks on the IRA Committee.

General Teaching Resources

Seven new teaching resources have been posted since the last newsletter under the following categories:

- CHILD DEVELOPMENT-*Punishment on Trial: A Resource Guide to Child Discipline* (2009) by Ennio Cipani (National University).
- LEARNING-*Cases in Negative Reinforcement* (2010) [2009 Instruction Resource Award] by Marcie Desrochers (The College at Brockport – SUNY)
- RESEARCH and TEACHING-*Why and How to Write APA-Style Citations in the Body and Reference Section of Your Papers* (2010) by Drew C. Appleby (Indiana University-Purdue University Indianapolis)
- *Exemplar Studies for Teaching Research Methodology* (2010) by Natalie J. Ciarocco [2009 Instruction Resource Award] and by David B. Strohmets, and Gary W. Lewandowski, Jr. (Monmouth University)
- *Factorial Research Design* (2010) by Marcie Desrochers & Sara Margolin (The College at Brockport – SUNY)

- *Yes, You Can Write in a Statistics Class: An Instructional Tool to Reduce Anxiety and Improve Statistics Performance* (2010) [2009 Instruction Resource Award] by Karen Y. Holmes and Alecia Weaver (Norfolk State University)
- *Statistics Assignments Using Excel®* (2010) [2009 Instruction Resource Award] by Michael J. Tagler (Ball State University)

In addition, two resources were updated:

- *Films Illustrating Psychopathology* (2009) by Danny Wedding, Mary Ann Boyd, and Ryan M. Niemiec
- Module 8: Bisexuality (2009) added to *The Development of Sexual Orientation: A Teaching Resource* (2007) by Lynn A. Elmore

OTRP resource reviewers for the 2009-2010 academic year have been Jann Adams (The College of Idaho), Kerrie Baker (Cedar Crest College), Ted Bosack (Providence College), Wendy Close (Wisconsin Lutheran College), Alisha Francis (Northwest Missouri State University), Dennis Goff (Randolph College), Gary Goldstein (University of New Hampshire at Manchester), Jeremy Houska (University of Nevada, Las Vegas), Annette Kluck (Auburn University), Nancy Longo (Capella University), Sandie Pace (Northcentral University), Tim Shearon (The College of Idaho), Randolph Smith (Lamar University), and Robert Wildblood (Indiana University-Kokomo).

The Teaching of Psychology Idea Exchange (ToPIX)

ToPIX, under the able leadership of Sue Frantz (Highline Community College), has been operational for a year. At last count, ToPIX provides 124 pages of content. The bulk of the content is in three main areas: In the Classroom, Videos, and In the News, with each area divided into key topic areas within psychology, such as learning, cognition, and research methods. The assistant editors working on the project have been Bethany Fleck, Jeremy Houska, Meera Rastogi, Aaron Richmond, Ron Shapiro, and Jeff Stowell.

We are grateful to all who submitted resources and all who helped review them. We hope everyone in STP will find something of use on the OTRP site and consider submitting a resource to share and volunteering to help review.

GSTA past chair Jenny Stiegler (University of New Hampshire) (right) introduces Regan A. R. Gurung (University of Wisconsin, Green Bay) (left) prior to his invited address.



[Photo courtesy of Ted Bosack]

Society for the Teaching of Psychology
 Division Two, American Psychological Association
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Send newsletter inquiries to Eric Landrum: elandru@boisestate.edu

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Past-President	Janet F. Carlson (2010)*	jfcarlson57@aol.com
President-Elect	Regan A. R. Gurung (2010)*	gurungr@uwgb.edu
Vice President for Resources	Jim Freeman (2011)*	freeman@virginia.edu
Vice President for Programming	Ann Ewing (2011)*	ewing@mail.mc.maricopa.edu
Vice President for Recruiting, Retention, & Public Relations	Diane Finley (2012)*	dfinley@pgcc.edu
Vice President for Recognitions and Awards	Bryan Saville (2010)*	savillbk@jmu.edu
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Treasurer	Elizabeth Yost Hammer (2010)*	eyhammer@xula.edu
Executive Director (Ex Officio)	Ted Bosack (2012)*	stp@teachpsych.org
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APA Council Reps.	Bill Hill (2011)*	bhill@kennesaw.edu
	Tom Pusateri (2011)*	tpusateri@kennesaw.edu
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Internet Editor	Jeff Stowell (2015)*	ie@teachpsych.org
OTRP Director	Ruth Ault (2011)	ruault@davidson.edu
Director of Society Programming	Janie Wilson (2013)	jhwilson@georgiasouthern.edu
Executive Director	Ted Bosack (2012)	stp@teachpsych.org

* Terms marked by asterisks end December 31st of the calendar year. All other terms end August 31st