



Newsletter of the Society for the Teaching of Psychology

Spring 2010

<http://www.teachpsych.org>

Editor: R. Eric Landrum

Message from the President

Dana S. Dunn



As psychologists, we share a connection, and that connection is found in our shared history. We owe it to our students and our discipline that a framework exists that causes us to see beyond the narrowness of our daily endeavors.

-- Benjamin & Baker (2009, p. 98)

As I write this column, winter is still quite with us here in Pennsylvania. We had a light snow earlier this week and a bigger one is slated for this weekend. The spring semester is well underway and for many of us who teach, thoughts about summer will soon poke into our consciousness like all those daffodils that will pepper the landscape before too long. The eventual respite from the academic year will give us all time to think about how we can revise, update, or otherwise tweak our classes.

There is one type of change I would like to encourage you to consider making in your future classes: consider incorporating examples of psychology's history into your teaching. I've been thinking about this a good deal this past week. First, an article by Chamberlain in the February 2010 *Monitor on Psychology* highlighted a concern many of us share: The history of psychology course is at some risk in the undergraduate psychology curriculum, as there is a trend indicating that fewer departments are requiring or even offering it. The teaching of our discipline's history may well become history. I complained about this problem in my blog (Dunn, 2010) and continue to think about the problem.

Recently, our friends Ben Benjamin and David Baker (Benjamin & Baker, 2009) wrote eloquently about the role that knowledge of disciplinary history can play in providing a framework for dealing with the intellectual nuance and chaos posed by psychology's ever-increasing number of sub-specialties. We, our students, and future generations of psychologists—whether teacher, scholar, or practitioner—need to understand the academic and socio-historical-political context in which psychological theories developed. I urge you to read the Benjamin and Baker piece and to consider its implications for your own teaching, especially because “. . . the days when psychologists would talk with others beyond their research questions or read in journals outside their field have passed by” (p. 97). If that is true for us—and there does not seem to be a strong counter-argument—what will happen to the minds and

perspectives of the students we teach?

Now, let's be clear here: I am not suggesting that you rush out and develop skills in historiography (as nice as that would be). Nor am I necessarily suggesting that you throw yourself into the task of prepping teaching the history of psychology course (though again, I think that would be great, as many of us who do teach the course gravitated to it out of interest after our teaching careers began). Instead, think about what aspects of psychology's history you can discuss in the courses you already teach. Introductory psychology, for example, is always livened up when the instructor points to transitional events (e.g., behaviorism was in part a reaction to the failure of introspectionism) and interesting specific asides (e.g., B. F. Skinner created an air-crib for his daughter, a fact that has spawned a mythology rivaling that of Area 51 in Nevada). Certainly, core areas like cognitive psychology and social psychology have groundbreaking experiments—those first fledgling research projects—that helped to coalesce observation and speculation, followed by data, into theory. And it would be hard to argue against giving today's neuroscience students grounding in early physiological work done in the 19th and 20th centuries. So, think about it: How can you incorporate some history into each of the courses you now teach?

How to begin? Well, there are many fine books on the history of psychology with different levels of detail available for you to read and use to supplement your lectures and class discussions. Regional conferences often have individual talks or symposia

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dedicated to historical issues (e.g., the Eastern Psychological Association [EPA] had a history track at its annual meeting this year). APA Division 26 (Society for the History of Psychology) has an updated website that includes interactive features to help teachers (<http://historyofpsych.org/>). And you might want to join this division in order to receive *History of Psychology*, its excellent journal. The current editor, Wade Pickren, a member of STP, has added a section on tips for teaching about history in the journal. I think that by incorporating a bit of history into your teaching, both you and your students will reap great benefits. More than that, in a small but quite meaningful way, you will be doing a good service to the discipline by bucking an unfortunate curricular trend.

References

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Small Partnership Grant Awards

The Society for The Teaching of Psychology (Division 2 of APA) is pleased to announce the 2010 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 of Psychology who teach psychology at either 4-year colleges and 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 2011 will be located on the STP web site: <http://teachpsych.org/members/smallgrants.php>

- Ruth Ault (Davidson College) & John Batson (Furman University). "Furman University-Davidson College Joint Research Symposium," awarded \$800.
- Kathleen Burns (University of Wisconsin-Green Bay), Regan Gurung, (University of Wisconsin-Green Bay) Lee McCann (University of Wisconsin-Oshkosh), Jeff Norby, (De Pere High School), & Jill White (University of Wisconsin-Green Bay). "UWGB Enhancing Teaching of Psychology Conference," awarded \$690.
- Erica J. Gannon (Clayton State University) & Thomas Stockdale (McIntosh High School) "A mentoring partnership between AP-level Psychology students at McIntosh High School and upper-level undergraduate Psychology majors at Clayton State University," awarded \$300.
- Ted Jaeger (Westminster College) "2010 Missouri Undergraduate Psychology Conference (MUPC) Faculty Luncheon," awarded \$190.



CALL FOR PROPOSALS

Best Practices: Assessing Teaching and Learning in Psychology

Friday & Saturday, October 8-9, 2010
Crowne Plaza Atlanta Perimeter NW
6345 Powers Ferry Road
Atlanta, GA, 30339, (770) 955-1700

Conference Web site: teachpsych.org

The Society for the Teaching of Psychology (STP, Division 2 of APA) is excited to announce the 9th conference in the popular "Best Practices in Teaching Psychology" series, which started in 2002. The 2010 conference will focus on assessment in psychology, which represents a return to the very first topic of the Best Practice conferences. We are interested in proposals from individuals or teams that will address the progress made on all assessment and evaluation fronts related to the teaching and learning of psychology over the last decade. Presentations may focus on assessment from the classroom level to the program level. Symposia with team presentations (at least two presenters) are especially encouraged. Modeled after the format of the previous conferences, the conference will include keynote speakers, concurrent symposia and workshops, and poster sessions.

In 2010, our three keynote speakers will be Jane Halonen, discussing *Can We See Ourselves as Others See Us?* Advancing Assessment of Faculty Performance, Rob McEntarffer, *I've Only Got One Question: The Formative Power of Single Diagnostic Items*, and Diane Halpern, talking with us about *Developing the Skills of Psychological Literacy and Critical Thinking in our Students: Without Data We are Just More Hot Air*.

We are seeking innovative symposia, workshops, and poster presentations that address issues relevant to assessment. Possible topics include (but are not limited to) general assessment issues, assessment within the major, culture and assessment, strategies to promote efficient and sustainable assessment, strategic planning, learning outcomes for the psychology major, rubrics for assessing outcomes, optimal use of external reviewers, and faculty development. If you have questions about a topic, please contact Janie Wilson at jhwilson@georgiasouthern.edu.

Submissions must be received by midnight (EDT) on May 15, 2010. Proposals should be submitted by e-mail as a Word or RTF attachment to Janie Wilson, STP Director of Programming, at jhwilson@georgiasouthern.edu. **Please refer to the "Best Practices" in the subject line.** Members of the Program Committee are Suzie Baker, Dana Dunn, Eric Landrum, and Chandra Mehrotra.

STP Program, 118th Convention of the
American Psychological Association
San Diego, CA, August 12-15, 2010

Loretta Neal McGregor, Associate Program Chair

Program Location and Schedule: All symposia and poster sessions will be held in *Exhibit Halls AB and C in the San Diego Convention Center*. Access to the poster sessions will be through the APA Exhibit Area.

Presidential Address: Dana Dunn's Presidential Address is scheduled for Saturday, August 14 at 3:00p.m. The title of his address is *Living the good academic life: Scholar-teacher or teacher-scholar?* The STP Business meeting will be held at 4:00p.m. on Saturday followed by the Social Hour at 5:00p.m.

G. Stanley Hall Lectures: The G. Stanley Hall speakers are: (1) **Rex Forehand, PhD, ABPP**, University Distinguished Professor and Heinz and Rowena Ansbacher Professor of Psychology, University of Vermont, who will speak on *Advances in the understanding and treatment of child psychopathology: A conceptual framework and overview for teachers of psychology*; (2) **Hazel Rose Markus, PhD**, Davis-Brack Professor in the Behavioral Sciences at Stanford University, who will speak on *Does choice mean freedom and well-being?*; and (3) **Alicia M. Alvero, PhD**, Associate Professor of Psychology, Queens College, CUNY, who will speak on *"Apples & Oranges?" Are organizational behavior management and industrial-organizational psychology really so different?*

Harry Kirke Wolfe Lecture: The Harry Kirke Wolfe Lecture will be given by **Edna B Foa, PhD**, Professor of Clinical Psychology in Psychiatry at the University of Pennsylvania.

Symposium Presentations: You will find many timely topics covered in the 2010 APA Program. Please check the STP and APA websites for updates regarding times, titles, and presenters. **Poster Sessions:** Two poster sessions are tentatively scheduled. Information regarding the times of these sessions will be posted on the STP and APA websites. **Social Hour and Teaching Awards:** The social hour is tentatively scheduled for Saturday at 5:00p.m. All teaching awards will be presented during the social hour. Please join us for refreshments and socializing. **Hospitality Suite Functions:** We are currently seeking roundtable discussions to be held in the hospitality suite. Please let me know if you have an idea for a discussion. Remember, you may also use the suite for committee meetings or simply to relax. To schedule an event in the hospitality suite, please contact me at Lmcgrgor@astate.edu.

I look forward to seeing you all in San Diego.



Photo courtesy of
Randy Smith

Our heartfelt congratulations go to

Barney Beins, PhD
Ithaca College

Recipient of the 2010 American
Psychological Foundation
Charles L. Brewer Distinguished
Teaching of Psychology Award

Proposed Change to STP Bylaws

For Consideration During the STP Business meeting to be held the APA Convention (August 2010)

The STP Executive committee is proposing the change to Article 5, Point 4 of the Bylaws referring to the operation of the Fellows Committee. The underlined portion is proposed to be stricken; the boldfaced text is proposed to be added. If you are viewing this online, the proposed changes are also displayed in a red font.

4. The Fellows Committee shall consist of **three four** members who are Fellows of the Society. With the approval of the Executive Committee, the President shall appoint a Chair of the committee for a two-year term. During the year prior to the expiration of the Chair's term and with the approval of the Executive Committee, the President shall appoint an Associate Chair for a one-year term. Ordinarily, the Associate Chair shall succeed the Chair. **The past Chair will ordinarily serve an additional two-year term in an Ex Officio capacity as liaison to the Association for Psychological Science (APS) and other divisions in APA.** Terms of service on the Committee shall ordinarily be three years with terms staggered so that one new member is appointed each year. It shall be the duty of the Chair to solicit nominations and to compile the files of nominees for review. It shall be the duty of the Fellows Committee to examine qualifications of Members to become Fellows of the APA, **the APS**, and the Society according to APA, **APS**, and Society standards and shall approve those individuals deserving of recognition as Fellow. In the cases of nominees who are not Fellows of other APA divisions, the Fellows Committee shall forward materials to the APA Membership Committee. Appeals of a decision by the Fellows Committee will be directed to the President and reviewed by the Executive Committee for final resolution. The Chair of the Fellows Committee shall submit an annual report to the Vice President for Recognition and Awards and a budget to the Executive Committee for review and approval.

Teaching Awards Program

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).



Invited Essay

Lions, Tigers, Bears, and Everything Else: Incorporating a Comparative Perspective into Psychology Courses

Suzanne Baker
James Madison University

If you ask most psychology instructors to define “psychology” off the top of their heads, they will probably readily come up with something along the lines of “the science of behavior and mental processes.” Most students who have taken a psychology course or two could probably also quickly come up with a similar definition. No surprise there – this definition, or one very similar to it, is found in most typical introductory psychology textbooks. However, if we look carefully at the field of psychology, at least as it is presented in introductory texts, we see a somewhat different story. As part of an ongoing project, one of my students and I have been systematically examining psychology textbooks for examples of animal behavior. It turns out that only a very small percentage of the material presented in most introductory psychology textbooks focuses on the behavior of any species other than humans. If we exclude the material on operant and classical conditioning, that percentage shrinks even further. I imagine if we looked at textbooks in other fields such as developmental or social psychology, we might find similar percentages (e.g., Eaton & Sleight, 2002).

My intention is not to criticize the writers of textbooks; the task of choosing what to include (and not include) in a text is surely an extremely difficult one. But the fact that the behavior of nonhuman species is so rarely discussed in typical texts makes me wonder about that definition of psychology. Do we really mean it when we say that psychology is the science of behavior and mental processes? Or is psychology actually the science of *human* behavior and mental processes? As a comparative psychologist who has taught animal behavior and related courses for many years, I have a vested interest in this question. You may be asking, so what if psychology confines itself to the study of humans? Isn't that enough to keep us busy? What does psychology lose by omitting the behavior of nonhumans, and separating the study of human behavior from the study of animal behavior?

Incorporating a Comparative Perspective: Why Bother?

One reason for incorporating a comparative perspective is that, in order to be a comprehensive “science of behavior and mental processes,” psychology needs to include species other than humans. We limit our students' understanding of the diversity and richness of behavior when we confine their study of it to the study of a single species. All species face “problems in living:” getting food, surviving the dangers of the environment, surviving in the social world, finding a mate, and reproducing successfully. Humans have a unique set of adaptations for solving these problems, but so does every other species. Examining how different species solve these problems gives our students a new perspective on the diversity of behavioral strategies among living organisms.

A comparative perspective can provide a useful lens for the study of psychology even if an understanding of human behavior is the primary focus of the vast majority of our students. Examining behavior across humans and other species leads naturally to discussions of similarities and differences. What factors are related to these similarities and

differences? Questions such as these provide our students with a new way of looking at human behavior, putting it in a broader context.

Examining behavior from a comparative perspective can also help students to appreciate the evolutionary approach to understanding behavior. It may be difficult for some students to understand an evolutionary perspective on, say, human mate selection, but if we introduce this topic by looking at similar processes in nonhumans (e.g., mate selection based on plumage color or quality of nest site in birds), the concepts may be clearer. Comparative psychology, with its close ties to biology, can also give students an appreciation for the interdisciplinary nature of the science of behavior.

Incorporating a Comparative Perspective: How To Do It

How can you infuse a comparative perspective into your class? Rather than developing a separate unit on animal behavior, a less daunting approach might be to incorporate animal behavior throughout a course, focusing on topics where a comparison between humans and nonhumans is especially engaging. Topics with potential include sensation and perception, personality, cognition and intelligence, social organization, and communication.

One obvious approach is to supplement your regular lecture material with data from studies of nonhumans. Discussion of the definition and measurement of personality in humans could be followed by an examination of personality in horses, or hyenas, or octopus. Focusing on the behavior of a popular animal (dogs are a great example) can be a great strategy for bringing research on nonhumans into the class. Students often find videos engaging, and animal behavior makes for fascinating videos. Showing a clip of an intriguing animal behavior, such as tool use in New Caledonian crows, and having students develop testable hypotheses about the behavior shown, can be a great exercise. Having students contribute video clips on cognition, social learning, sensory processes, or group interactions in nonhuman animals involves students in bringing a comparative perspective to the class. Assignments that require students to explicitly compare behavior across species by reading research on both humans and nonhumans can stretch their understanding of behavioral diversity.

What resources are available to instructors who would like to incorporate examples illustrating the behavior of nonhuman species? Your friendly neighborhood comparative psychologist or a biology faculty member who teaches animal behavior may be a great resource, along with textbooks in the field (e.g. Goodenough, McGuire, & Jakob, 2009; Papini, 2008). Thomas (2009) and Baker (2005) provide helpful examples. Journals in the field include *Applied Animal Behaviour Science*, *Animal Behaviour*, *Journal of Comparative Psychology*, and others. Websites, such as those for the National Geographic Society (animals.nationalgeographic.com/animals), Scientific American Frontiers (www.pbs.org/saf/index.html), the Animal Behavior Society (www.animalbehavior.org), and the International Society for Comparative Psychology (www.comparativepsychology.org) can be excellent sources for video clips for class or for information about the field of animal behavior.

Summing Up

As instructors we struggle with decisions about what to include and what to exclude from our classes. My own approach is that the behavior of lions, tigers, bears, humans, and other species are all part of psychological science. I hope that more instructors will consider the role that a comparative perspective

can play broadening our students' understanding of behavior, and in giving them an appreciation for its richness and diversity.

References

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Acknowledgement: I would like to thank Chris Randall for interesting ideas and discussion.

Graduate Student Scholarships To Be Offered for Teaching the Psychology of Men Continuing Education Program at the APA San Diego Convention

Teaching the Psychology of Men will be a Continuing Education Program during the APA Convention in San Diego. Seven scholarships will be awarded to graduate students who want to attend the workshop free of charge. Issues related to the psychology of men and masculinity are increasingly identified as important areas in psychology and therefore how to teach courses in this new area has become important and timely.

The purpose of this introductory workshop will be to assist psychologists in developing course work on the psychology of men using the theoretical and empirical literature on men and masculinity. Participants will learn basic knowledge on how to create a psychology of men course or how to infuse this content into existing courses on gender or the psychology of women.

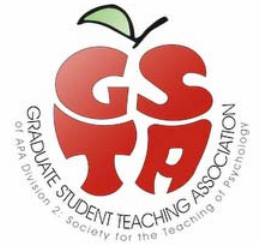
The teaching faculty for the workshop include: James M. O'Neil, Ph.D, University of Connecticut; Christopher Kilmartin, Ph.D, Mary Washington University; Michael Addis, Ph.D, Clark University; and Mark Kiselica, Ph.D. The College of New Jersey.

Information about the graduate student scholarships, how to apply, criteria for selection, and the deadline date can be obtained by emailing Jim O'Neil, Chair, Committee on Teaching the Psychology of Men, Society for the Psychological Study of Men and Masculinity (SPSMM), Division 51 of APA, at: jimoneil1@aol.com.

Registration For APA Continuing Education Programs Begins May 1, 2010. Call 1-800-374-2721, ext. 5991; Online Registration at apa.org/ce

GSTA Update

We would like to welcome our new members to the Graduate Student Teaching Association (GSTA) and thank our existing members for renewing their memberships! We now have 406 members-112 of whom are new. A special thanks to Rick Trinkner, GSTA Associate Chair, who lead our successful membership drive this year.



Are you looking to become more involved in GSTA? We are 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 us if you are interested at gsta@teachpsych.org. We are also excited to announce that we have successfully launched a new GSTA listserv for graduate students. Please feel free to submit announcements or discussion questions on this new listserv at STP-GSTA@list.kennesaw.edu.

The GSTA has added many new resources to our clearinghouse blog site that provides links to 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 members and can serve as a way for you to network with other members. Join our Facebook group at <http://www.facebook.com/inbox/?ref=mb#/group.php?gid=33805718623>. Josh Dobias, GSTA Associate Chair, deserves many thanks for his hard work maintaining these Internet sites.

If you are planning to attend the APA convention this coming August in San Diego, don't miss the GSTA program hour. We are very excited to have Dr. Regan A. R. Gurung presenting a talk entitled "Adrenalize Your Teaching: Using and Doing Pedagogical Research."

Jennifer J. Stiegler
GSTA Chair
University of New Hampshire
jj.stiegler@unh.edu

Victor Benassi
GSTA Faculty Advisor
University of New Hampshire

National Institute on the Teaching of Psychology

The 33rd Annual National Institute on the Teaching of Psychology (www.nitop.org), co-sponsored by the University of South Florida Dept. of Psychology and the Association for Psychological Science, will be held January 3-6, 2011, at the TradeWinds Island Grand Hotel, in St. Pete Beach, FL. Registration is limited to 375 participants; early registration highly recommended. Poster session proposals should be received by Oct. 1, 2010 to guarantee program space, although later submissions from registered participants are considered if poster space remains available. The preliminary conference program includes morning workshops (first day), 3 poster sessions, 4 participant idea exchanges, social hours, book and software displays, and about 35 featured speakers, well-known for their excellence in teaching psychology. Additional program details will be available after May 1, 2010. The conference registration fee is \$495, which includes buffet breakfasts and lunches, refreshments at coffee breaks and poster sessions, and an evening reception. For more information, contact Joanne Fetzner, National Institute on the Teaching of Psychology, 2303 Naples Court, Champaign, IL 61822; phone 217/398-6969 or email jfetzner@illinois.edu.

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

President-Elect

Loreto R. Prieto

I am honored to again be nominated for the position of STP President-Elect, especially alongside such an esteemed colleague as Dr. Jalbert. Here in this statement, I will briefly highlight some of my experiences with STP and thoughts on the future direction of our Society.

Across my more than 15 year association with STP, I have served in several governance roles, including as a member (1999-2001) and later as Chair (2004-2006) of the STP 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); as Faculty Advisor for the STP Graduate Student Teaching Association (2004-2007); and, as Chair of the STP Task Force on Electronic Rules of Order (2008-2009), to name a few. These opportunities to work closely with STP Executive Committees and Past Presidents have provided me with a solid understanding of the operations and potentials of our Society.

As to my vision of future activities for STP, some immediate challenges exist for us in today's prevailing educational environment that I believe we can address and capitalize on to strengthen our Society, to help support its members, and to benefit those thousands upon thousands of psychology students we educate. Chief among these extant challenges is the current economic struggle within which so many educational institutions and psychology departments find themselves. Budget cuts, reductions in instructional personnel, shrinking resources for teaching -- often in the face of higher undergraduate enrollments and administrative demands to increase student credit hour production. This current fiscal environment has brought the need for many psychology educators on the front lines to teach more and larger classes, yet simultaneously face mandates to not reduce the quality of instruction they deliver. Finally, a greater demand exists for psychology faculty to develop and implement various instructional modalities that will reduce the need for local overhead expense and increase the scope of delivery of courses to as many students as possible. On-line, distance, and specialized cohort courses and curricula are only a few of the burgeoning venues within which psychology educators must teach the current and next several generations of students.

I would like to maintain and build on our Society's ability to help and support our members in their creative educational efforts, so that as a community we can help each another to weather the current fiscal crisis. I believe challenges such as those we face today allow for a real opportunity to continue refining our pedagogy, through bringing psychological science to bear in our scholarship of teaching and learning in psychology. I would be honored to have the opportunity to be of service to the Society in this and other ways. My best to all!

Norine L. Jalbert

It's with surprise, pleasure, trepidation, and enthusiasm that I accept the nomination for STP President-Elect. Surprise because I've admittedly not been as active in STP the past several years as I had been in the past. Health issues dictated I curtail some outside activities and, while I supported STP's Eastern regional activities, I was unable to sustain national participation. So, it's with pleasure that I accept this opportunity to resume STP engagement, and it's with particular pleasure that I accept this nomination made by colleagues who believe I can make positive contributions to STP. However, trepidation about following in the footsteps of so many effective STP Presidents was quick to follow (or was it simultaneous with?) pleasure. STP has established itself as a vibrant, innovative, responsive, supportive organization that is the "voice" of teachers of psychology. The thought of becoming President of an organization with a long-sustained upward trajectory gives me pause to wonder when regression toward the mean might occur. Hopefully, NOT on my watch! The optimist in me says, "you can do it;" the idealist in me says, "you can make a difference;" the rationalist in me says, "embrace the challenge;" the empiricist in me says, "you have demonstrated skills to do this;" the pragmatist in me says, "you'll be surrounded by STP people to help you." With so many inner voices, how can I not enthusiastically say, "yes, I accept nomination for STP President-Elect!"

CREDENTIALS: I've been a STP member since 1977, a fellow since 1996. My STP activities include: first Eastern Regional Coordinator (1994-1997), founding chair of the Instructional Resources Award program (1997-1999), member then chair of the Fellows committee (2000-2002), chair of the G. Stanley Hall committee (2002-2003). I'm currently Treasurer of the Eastern Psychological Association and previously served on its Board of Directors and Program Committee. Other leadership positions include: founding member and first Secretary-Treasurer of the Council of Undergraduate Psychology Programs, Chair of the CUPP Steering Committee, national President and Eastern Regional Vice-President of Psi Chi, President, Secretary-Treasurer, and Steering Committee member of the New England Psychological Assn., 2001 and 2002 NECTOP host and organizer, department chair 1986-1998; 2007-present.

GOALS: I promise to be guided foremost by the STP Mission Statement then by the accumulated experience of STP officers and committee/task-force chairs and the collective voice of the STP membership. As President, I will insure continuity and expansion, but also targeted completion, of existing initiatives, especially as regards growing membership, diversity, participation opportunities, and service to our members. I will work to sustain and support STP's successful programs and will seek new ways to maximize the usefulness of electronic media to communicate and interact with members, including periodic surveys to assess members' priorities, interests, and issues. Lastly, I will strengthen and grow STP visibility and presence at regional, state, and inter-organizational levels. Not all members can participate in STP at the national level but, given the opportunity, they can, might, will participate in other venues where STP creates a presence and an opportunity.

Vice President for Recognitions and Awards

Richard L Miller

I am delighted to have the opportunity to expand my service to the society for the Teaching of Psychology. I have carefully reviewed the duties of the Vice President for Recognition and Awards, and I am confident that I can successfully discharge the duties of that office. I do not know who else has been nominated to serve in this position but I am confident that they too would be successful in fulfilling the Vice Presidential duties given the quality of folks that have come together to make out Society what it is today.

Also, I am well aware that if elected, I will have big shoes to fill given the excellent job that Bryan Saville has done in this position. That said, let me just tell you why I would like to serve. First, I have had some experience in this area, having chaired the Division 2 Fellow's Selection Committee the last couple of years and now serving on the Robert S. Daniel Teaching Award Selection Committee. Also, I am involved in an initiative to make STP's presence more visible within the Association for Psychological Science (APS) by nominating worthy STP members for Fellow status in APS. Second, I am dead keen on being able to work more closely with members of STP, for it is a group that I find to be welcoming, passionate about teaching, open to new ideas, and so willing to share and mentor. Someone once said that "you can get a lot accomplished if you don't worry about who gets the credit" and I have found that philosophy well represented among the members of our society. Finally, while I have been able to serve the Society for many years now as a regional coordinator (RMPA) this would provide me with the opportunity to "give back" more at the national level to a group of folks who have enriched my professional and personal life in so many ways.

Pamela Ansborg

I am honored to be nominated for the position of Vice President of Recognition and Awards. Many of my service activities have been devoted to recognizing excellence and supporting innovation. These experiences contribute to my understanding of the complexities involved in the development, review, and maintenance of award and grant programs. In 2007-08, I was a member of STP's Grants Activities taskforce charged with creating an umbrella structure for STP's grants and awards programs. Over the past three years, I have chaired STP's Small Partnership Grants taskforce. Among other duties, this role involved leading the taskforce to refine the award and eligibility criteria. I also served as a member, and then chair, of the STP taskforce charged with producing a proposal outlining steps by which STP could create a Scholarship of Teaching and Learning award. At my home institution, I chaired the faculty senate committee that created a college-wide teaching award which was approved in 2002 and continues to be given each spring. I also spearheaded the development of departmental awards that recognize student achievement. In addition, I have served on grant panels for the American Association of University Women and the National Science Foundation. As member of STP since 1996, I have served by participating on several taskforces and acting as a reviewer for conference submissions and for manuscripts submitted to *Teaching of Psychology*.

STP is fortunate to have resources to both recognize excellence and support projects that further its mission. As Vice President of Recognition and Awards, I would work to ensure that these programs continue to support and celebrate the achievements and creativity of STP's membership. The wide range of awards and grants offered by STP reflects the diverse activities of STP's

membership. In conjunction with the relevant taskforce members, I will work to maintain that program variety while working on ways to enhance both the application and decision making processes. In addition, I will help develop ways to assess the effectiveness of our existing grants and awards programs, as well as solicit ideas from the membership on providing new program opportunities.

I would be delighted to serve and would work hard to keep the awards and grants programs efficient, strong, and in line with the mission of STP.

Joining or Renewing Membership in STP for 2010

JOINING OR RENEWING MEMBERSHIP IN STP FOR 2010

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

JOINING STP FOR THE FIRST TIME IN 2010

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

RENEWING STP AS AN APA AFFILIATE OR NON-APA MEMBER

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

RENEWING STP AS AN APA MEMBER OF DIVISION 2

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

APS MEMBERS, PLEASE NOTE

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

QUESTIONS ABOUT YOUR STP MEMBERSHIP STATUS

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 2010 American Psychological Association Council of Representatives Meeting

The Council of Representatives of the American Psychological Association (APA) met February 18-21, 2010 in Washington, DC. 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.

Dr. Goodheart reviewed her Presidential initiatives and charges to two task forces. The Task Force on Advancing Practice will develop and disseminate resources for practitioners such as PsycLink, a Practice Wiki to share clinical information and tools. The Caregivers Task Force will develop a Caregiver Briefcase for Psychologists on the APA Website that will be a compendium of assessment, intervention, and planning tools. Dr. Goodheart welcomes those who teach, train, and conduct clinical research to participate in these initiatives. Advocacy will be a priority throughout her presidential year, particularly towards promotion of health care reform legislation.

Dr. Goodheart discussed plans for the 2010 APA Convention. Key-note speakers will include Dr. Daniel Gilbert and former First Lady Rosalynn Carter. Convention programming for families will include an open presentation by Dr. Diane Halpern on work-family balance and a "Kid's Camp" at the Children's Science Museum. Programming will also highlight APA's advocacy for marriage equity and LGBT issues, including a Community Day focused on caregivers for persons with AIDS. As a response to the direct involvement of the owner of the Manchester Grand Hyatt in supporting Proposition 8, APA Council voted to request that the location of the August 2010 Council meeting be moved from the Hyatt to another venue. Dr. Goodheart requested that conference attendees respect all members regardless of their decision to attend or avoid programs at the Hyatt. The convention will receive a finite amount of media time, and she prefers media coverage to highlight APA's contributions in science, practice, and advocacy rather than protests at the Hyatt.

APA Chief Executive Officer Dr. Norman Anderson updated Council on recent successes in the incorporation of language in House and Senate legislation that provides parity in Medicare reimbursement rates for mental health and substance abuse services and recognition of psychologists as health professionals. Dr. Anderson also discussed improvements to APA's Web site and navigational features, and indicated that APA plans to review and optimize its governance structures and functions consistent with its strategic plan.

APA Chief Financial Officer Mr. Archie Turner presented a financial report on APA's real estate, long-term investments, and operating budget. At the end of 2009, APA's real estate equity was approximately \$150 million, and most tenants in its buildings have committed to leases through 2017. In order to address the economic challenges of 2009, APA used real estate revenues to supplement its budget (\$3.5 million) and operating expenses (\$3.5 million). In 2009, APA's investment portfolio was \$56 million (compared to \$39 million in 2008) with an 11% annual return since 1988. In order to protect investments from future market fluctuations, the APA Board of Directors is exploring more conservative investment strategies.

Because of economic uncertainties in the economy of 2009, APA Council agreed to a "break-even budget" in 2009 that would place us in a more favorable position for budgeting in 2010. APA ended 2009 with an estimated \$6.6 million surplus, due to several factors including better-than-anticipated revenues from the *Publication Manual* and expense discipline throughout the entire association. Licensing of APA publications is growing, which has more than offset declines in print revenues. In recent years, APA's memberships have been stable, with a slight increase in affiliates since 2002. As part of its expense discipline, APA operated with a reduced staff of 530 personnel, which is 41 fewer than budgeted, and APA imple-

mented monthly expense monitoring. Because of these factors, APA ended 2009 with an estimated \$6.6 million surplus compared to its \$5.6 million deficit in 2008. In 2009, APA's net assets were \$20 million; in comparison, 2008 was the only year when its net assets were negative (-\$10 million).

Council approved a 2010 Budget with revenues of \$114,424,000 (after recognition of \$3.5 million cash flow from the buildings), expenses of \$113,524,500 and an operating safety margin of \$899,500. This budget includes a reinstatement of the allocation to the Archives of the History of Psychology from \$20,000 in 2009 to \$60,000 in 2010. The 2010 budget does not include money for staff merit, promotion, or equity adjustments. Reductions in spending for management and governance from 2009 will continue except that funding will be restored for the Fall Consolidated meetings. Council voted to request that 2010 honoraria for all Board members remain at 2009 levels. Council also voted to increase the authorization for the Public Education Campaign by \$117,200 to achieve funding of \$1 million in 2010 to support initiatives consistent with APA's strategic plan.

In other business, Council:

- Approved the following core values statement as part of APA's Strategic Plan: The American Psychological Association commits to its vision through a mission based upon the following values: Continual Pursuit of Excellence; Knowledge and its Application Based Upon Methods of Science; Outstanding Service to Its Members and to Society; Social Justice, Diversity, and Inclusion; and Ethical Action in All that We Do.
- Approved changes to dual membership discounts: APA members who also are members of the Association for Psychological Science; the Society for Neuroscience; any one of the organizations that are part of the Federation for the Advancement of Behavioral and Brain Sciences; or any state, provincial and territorial psychological association recognized by APA; and the four ethnic minority psychological associations recognized by APA, will be entitled to a \$25 credit against their APA base dues beginning in 2012. The effect of these changes will be studied with a report back to Council in 2014.
- Approved amendments to the *Ethical Principles of Psychologists and Code of Conduct* (2002) in the Introduction and Applicability sections and in Ethical Standards 1.02 and 1.03 that address how psychologists resolve conflicts with ethics and the law, regulations, or other governing legal authority and that adds the following language: "Under no circumstances may this standard be used to justify or defend violating human rights."
- Adopted as APA policy a revised Model Act for State Licensure of Psychologists with amendments that address concerns expressed by providers of school psychological services.
- Approved APA's development of treatment guidelines, including the establishment of a Steering Committee and Guidelines Development Panel(s) to assist in their development.
- Approved revisions to the APA Advertising Policy for APA Publications that would restrict advertising of educational programs for areas of professional psychology where APA or CPA accreditation is currently provided (e.g., clinical counseling, school, combined) to APA or CPA accredited programs.
- Received the following reports: Final Report of the 2009 Presidential Task Force on the Future of Psychology Practice; and Report of the Task Force on Psychology's Contribution to End Homelessness.
- Extended the expiration date for the *Principles for the Validation and Use of Personnel Selection Procedures* to 2015.
- Assumed responsibility for setting discretionary fund limits for Presidential initiatives.
- Postponed voting on the future of the dues ramp-up for new APA members until February 2013, which will be the end of the first full cycle.

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

The STP Teaching Resources Wiki is now the Teaching of Psychology Idea Exchange (TOPIX) -- renamed to better reflect the purpose of the site. Access it at <http://teachpsych.pbworks.com>. Launched in late fall, the site continues to grow, now averaging 150 visitors per week. Although the site is still in its infancy, there is much content to browse. We have posted, for example, rubrics for grading APA-style papers; presentation slides that use animation to illustrate the size-distance illusion and the Stroop test; videos from all over psychology, including TED videos of Oliver Sacks, Daniel Goleman, and Dan Gilbert; and resources created by other APA divisions, such as the "Curriculum Guide for Education on Child Maltreatment" courtesy of Div. 37: Society for Child and Family Policy and Practice. The core of the site revolves around classroom activities, videos, and our newest addition, "In the News," where summaries of articles from the popular press are linked to the original source and classroom-appropriate discussion questions are provided. If the news article refers to a journal article, look for the article citation and DOI in the summary. Anyone can visit ToPIX, but only members of the site can add content or offer comments. Click 'edit' on any page to join. If you find something useful to your teaching, please leave something for those who follow. We're looking forward to your contributions! Sue Frantz, Associate Director, has assembled an able team of advisors to help her run this site: Meera Rastogi, Ron Shapiro, Bethany Fleck, Jeremy Houska, and Jeff Stowell. Contact Sue if you have questions or suggestions.

Robin Morgan was appointed in January to the role of Assistant Director for Project Syllabus. We thank Margaret Launius (Mansfield University) and Cecilia Shore (Miami University – Ohio) for their service as they rotate off the review team and welcome Sherry Lantinga, (Dordt College), DeDe Wohlfarth (Spalding University) and Kevin Grobman (Louisiana State University) to the review team.

Robin reports the following syllabi were added to the Project since the last newsletter: Social Psychology (Graduate Core Course), by Kevin Grobman, Louisiana State University - Fall, 2009 Adult Development and Aging, by Eric Goedereis, Webster University - Spring, 2010

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

- "Instructor Resources for Media Psychology (2010)" by Susan B. Goldstein (University of Redlands)
- "Using the Drawing and Animation Tools in PowerPoint® to Build Your Own Visual Perception Demonstrations (2010)" by Kenith V. Sobel (University of Central Arkansas)
- "A Template Paper with Comments for Illustrating the 6th Edition of APA Style (2010)" by Jordan Buess and Rick Froman (John Brown University).

In addition, D. W. Rajrecki, of Indiana University-Purdue University Indianapolis, has updated his OTRP resource, "A Job List of

One's Own: Creating Customized Career Information for Psychology Majors (2009)."

Alex Franco, at Northern Catholic University in Medellín, Colombia, has graciously translated into Spanish three of the OTRP resources: Kreiner's *Problem-Based Group Activities for a Sensation & Perception Course*; Eggeston & Smith's *Building Community in the Classroom Through Ice-Breakers and Parting Ways*; and Grososky's *Statistics Decision Aids*.

Departmental Consulting Service—Is your department looking for an external consultant? The Departmental Consulting Service maintains a list of highly qualified consultants. For more information, contact David Kreiner, OTRP Assistant Director for the DCS, at kreiner@ucmo.edu.

October 2010

The Institute for the Study and Promotion of Race and Culture 2010 Diversity Challenge: Race and Culture in Teaching, Training, and Supervision

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 2010 conference is the examination of race and culture in teaching, training, and supervision. 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 in January 2010 when the Call for Proposals will be posted, www.bc.edu/isprc. General information about the conference including pre-registration will also be available on the website.

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- Postponed until its August 2010 meeting discussion on changes to Article V, Section 7 of the APA Bylaws to assure that all state, provincial, and territorial psychological associations be assured a seat on Council.

Respectfully Submitted,

Bill Hill and Tom Pusateri
Division 2 APA Council Representatives

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

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

Current STP Leadership

| Executive Committee | Current Member (term ends) | E-mail |
|--|-------------------------------|--|
| President | Dana S. Dunn (2010)* | dunn@moravian.edu |
| 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 |
| Vice President for Diversity and International Relations | Linda Woolf (2012)* | woolfm@webster.edu |
| Secretary | Eric Landrum (2011)* | elandru@boisestate.edu |
| Treasurer | Elizabeth Yost Hammer (2010)* | eyhammer@xula.edu |
| Executive Director (Ex Officio) | Ted Bosack (2012)* | stp@teachpsych.org |
| Other Elected Positions | Current Member (term ends) | E-mail |
| APA Council Reps. | Bill Hill (2011)* | bhill@kennesaw.edu |
| | Tom Pusateri (2011)* | tpusater@kennesaw.edu |
| Appointed STP Leadership Positions | Current Member (term ends) | E-mail |
| Editor, TOP | Andrew Christopher (2014)* | top@albion.edu |
| Internet Editor | Jeff Stowell (2015)* | je@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

This information courtesy of Jeff Stowell and the STP web site (www.teachpsych.org).