

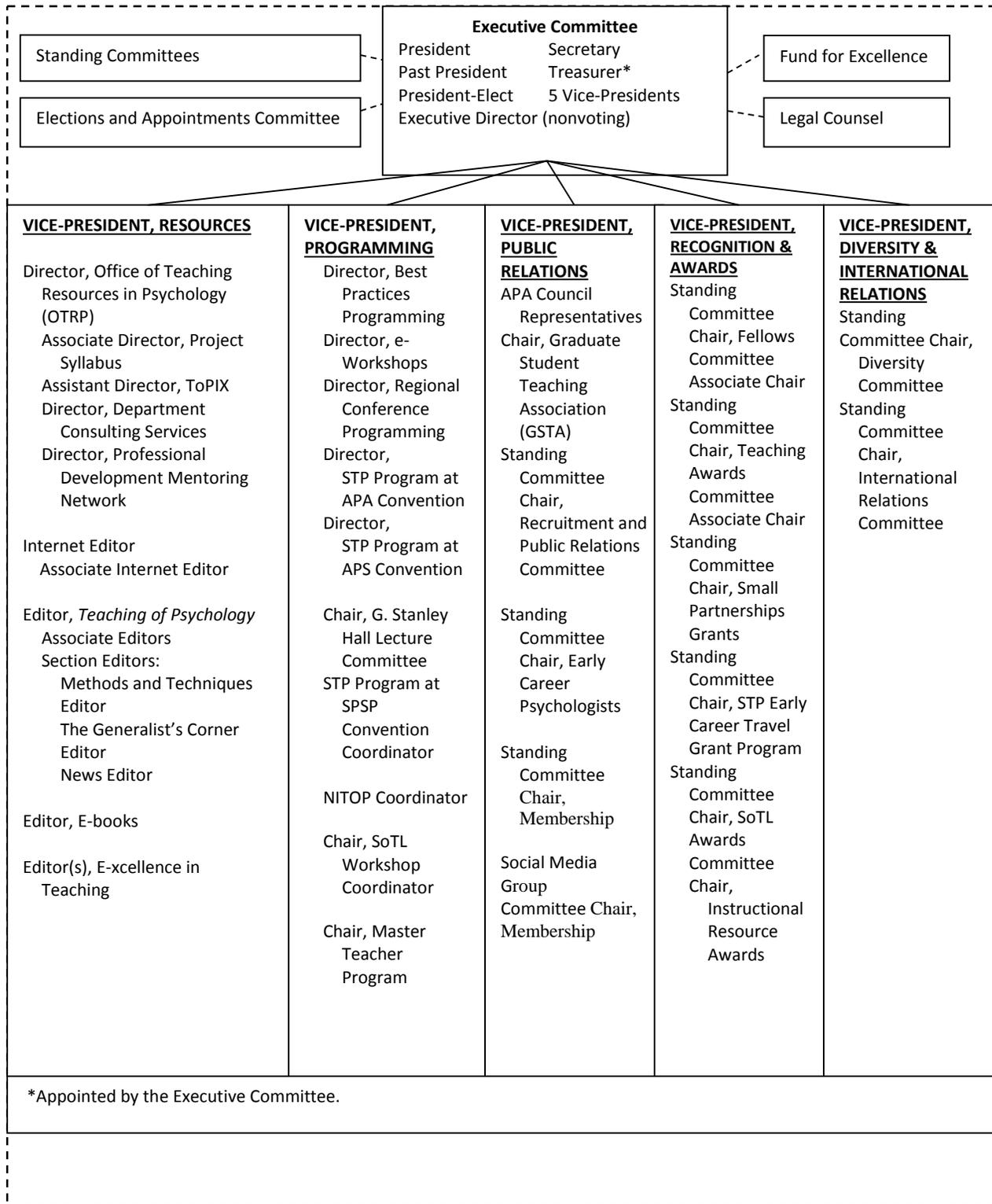
**Society for the Teaching of Psychology
Division Two, American Psychological Association
Mid-Year Update Meeting at the APA Convention**

Marriott Marquis Hotel Capitol Hill Room
Washington, DC
August 7, 2014
8:00am-11:00am



President	Eric Landrum
President-Elect	Suzie Baker
Past President	Victor Benassi
Vice President for Diversity and International Relations	Susan Nolan
Vice President for Programming	Janie Wilson
Vice President for Recognitions and Awards	Beth Schwartz
Vice President for Recruiting, Retention and Public Relations	Diane Finley
Vice President for Resources	Sue Frantz
Secretary	Scott Bates
Treasurer	Dave Kreiner
Executive Director	Ted Bosack

STP Organizational Chart (January 2013)



AGENDA

Thursday, August 7, 2014		
		File No.
8:00am	Call to Order, Welcome, and Introductions (Eric)	
	Announcements / Informational Items (Eric)	
8:10am	Reports	
	Executive Director Report (Ted)	01, 02
	Treasurer's Report (Dave)	03, 04
	Secretary's Report (Scott)	05
	Vice President for Diversity & International Relations (Susan)	06
	Vice President for Programming (Janie)	07
	Vice President for Recognitions & Awards (Beth)	08
	Vice President for Recruiting, Retention, & Public Relations (Diane)	09
	Vice President for Resources (Sue)	10
9:00am	Discussions and Possible Action Items	
	Bylaws change, particularly the Fellows section (Beth)	11
	SoTL Consultancy Service Proposal (Janie)	12
	Fund for Excellence	
	STP Database: Policies and Procedures (Ted)	
	PSYCHTEACHER listserv (Ted)	
	STP-APS Translation Project with Doug Bernstein	13
	Other business	
10:40am	President-Elect Suzie Baker's 2015 STP Presidential Vision	
10:50am	Update from Robin Hailstorks, APA Education Directorate	
11:00am	Adjourn	

STP Executive Director Report

Ted Bosack

June 2014

Membership

This month we complete one year as a contract division of APA during which APA has received and processed all new and renewal memberships in STP. These memberships include renewals and new memberships that arrive through the APA website, by telephone, and by mail as well as those that are initiated through the APS website. The Division Services Office staff has been very accommodating and has been prompt in meeting their routine responsibilities and responding to any inquiries that may arise.

The most recent membership summary tracks numbers through May. In May 2014, APA reported that we had 3,517 paying members whose dues totaled \$85,340, as compared to May 2013 numbers of 3,616 and \$87,046. Counting free memberships, the total was 3,992 for 2014 as compared to 3,994 in the prior year. The difference of 99 fewer paid memberships this year compared to last may at least in part be the result of longer delays for processing membership payments through APS in our current system. Basically, because of the additional step of having to pass the APS check on to the DSO for processing, membership entries from the APS portal may be recorded in the month after they previously would have. In fact, 52 memberships resulting in \$1,300 in dues for April do not appear in the APA figures. Including those numbers would mean that there were only 46 fewer paid members, only \$406 less in collections, and actually more total members for the year.

The delay in processing memberships that come through APS is the result of our arrangement with APS to receive payments monthly and the time it takes APS to send us a check. APA cannot process the memberships without the check, so, in the worst case, the delays can be as long as 60 days from the beginning of a month until the membership is entered into our database. That is regrettable, but I think we are getting this done as fast as we can under the circumstances. And, indeed, the income through APS for the year will likely be over \$32,000, a figure we would not want to jeopardize. There have been very few member complaints about the delay, and persons who have asked about it have all understood of the situation.

Online Database

There are a couple of issues regarding the online WildApricot database that I wish to raise. One will require EC action, and the other the EC should be aware of.

Clearly, there is a discrepancy between the membership numbers reported above and the number of persons being carried in the online membership database. A major reason for his discrepancy is that we have not removed inactive members from the database since we converted to WA and since APA has been handling our dues and uploads. Therefore, as we gain new members for 2014 but do not remove

members from 2013 who have not renewed for 2014, the numbers in the database grow. We could update the database to reflect the 2014 memberships at any time, but we do have individuals who renew late in the year. We need to decide how long we will carry members before removing them from the database. In the past, APA has carried members for 2 years, and currently it is carrying them for one year before deleting them from the APA database.

This decision is complicated by a characteristic of the WA membership system. When a person is added to this system, WA assigns a unique identifier number to that person and also employs the person's email address as a second unique identifier. As I understand the system, all of the information about members is linked to those identifiers. If we delete the inactive members from WA, those data will be lost. If the person renews later, and they sometime do after a year or more, that person will be assigned a new identifier and the old information will not be linked to that. Thus, if we eventually we wish to know the history of a particular member, we may be able to find it by searching the old ED-maintained databases and APA's databases, but we will likely not find that in the WA system. At any rate, it would seem necessary for the EC to decide how long to keep unpaid members in the database that provides access to resources.

A related problem is embedded in the use of email addresses as a unique identifier and source of access to resources. When a member renews an STP membership but lists a different email address from the prior year, WA does not recognize that person as a renewing member and assigns a new unique number and opens a new record. Therefore, the member may appear in the WA database multiple times; currently, I have seen up to three entries. This situation also results in our showing larger member numbers in the WA database than in our other records. Members change the email address for a variety of reasons. They change ISPs, have multiple accounts and decide to use a different one, or change employers and domain names. With the current membership software, we seem to have no obvious way to deal with this. Ideally, a member's membership ID would serve as that person's unique identifier. That way, every time a person renews membership we would nearly always be able to match him/her up with past history. Jeff has inquired of the WA management about this, and they say it is not possible. Further, they say there is no workaround.

I will continue to explore with Jeff and Christine Chambers from the DSO if there are any options with in this system that we can use to overcome these issues. At this point we are trying to see if APA can import WA's unique identifier into their records and use that when uploading renewals. Indeed, it may only be my own compulsiveness about the online database that makes me uncomfortable with what is happening, but we will continue to explore.

PsychTeacher

At the winter meeting, we discussed a problem that we were having with PsychTeacher where by some moderators were not receiving notice that they had been assigned messages for vetting and some subscribers were not receiving postings. We addressed this problem with the host services at Kennesaw

State, and we know of any recurrence of these problems subsequently. In addition, we added five new moderators, and that transition has gone very well.

**STP Archiving Report
Mid-Year Report
Submitted June 30, 2014
Bill Hill, STP Archivist**

I have summarized my activity below. I have also included a budget update. I want to again thank my Advisory Group for input and advice: Barney Beins, Ted Bosack, Steve Davis, Regan Gurung, Mary Kite, and Tom Pusateri.

LISTSERV ARCHIVING

I have downloaded all archives. I am near finishing editing and indexing the TOPEC Archives. This has been a more tedious and time-consuming job than I anticipated. Because posters often completely changed or slight modified subject headings, substantial editing was required to develop a searchable database with accurate subject headings. Also, downloading of attachments must be done separately from the download of messages and then requires setting up links in the message database to the attachment database.

CONTACTING PAST STP LEADERS

Early this year I sent a message to STP Past-Presidents, Secretaries and Treasurers requesting donations to the archive (see Appendix with letter). I was able to find an email contact address for 36 Past-Presidents using the APA Membership Directory (2 were listed with a snail mail address only; 28 were not listed and most of those are deceased as far as I can tell). I received responses from 12 of the 36 I contacted. I will soon be sending a follow-up message to see if others might still respond.

Most of the materials I have received are from the late 1980's forward. I have approximately 7 large boxes of materials to sort through, digitize, and index. I want to thank the following individuals for their donations to the archives: Jim Korn; Steve Davis; Elizabeth Swenson; Marky Lloyd; Ginny Mathie (who donated earlier to Ted Bosack); Dave Johnson; Bill Addison; Mary Kite; Maureen McCarthy; Ruth Ault; and Tom Pusateri (who donated a complete set of the Newsletter).

Steve Davis had worked on a project researching STP Presidential Addresses. He sent me the Presidential Addresses for which he had copies. I had not considered archiving these, but will pursue this.

ARCHIVAL DOCUMENTS PRINTED IN *TEACHING OF PSYCHOLOGY*

For much of its history, *ToP* included sections related to D2/STP (updates, Presidential Messages, Business Meeting minutes, etc.) as well as News Items that included D2/STP activities and initiatives. Because *ToP* is available online, I had assumed that this was all electronically archived in the online issues. Several months ago I discovered this was not the case. When *ToP* past issues were scanned, this content was largely excluded.

While visiting Randy Smith recently, who has a complete collection of *ToP*, I reviewed all issues and identified and constructed an issue/page number list 616 pages of D2/STP content than had not been scanned. I was able to scan 102 pages of this content during that visit (scanning page by page is time consuming process). I will be working with Randy (and possibly Dave Johnson and/or Barney Beins, who also have complete sets) to scan the remaining 514 pages.

ARCHIVIST BUDGET & RECOMMENDATION

As I noted in my previous report, I have requested only \$2500 from my support budget of \$5,000 in 2013 and none from the 2014 budget. My total expenditures in 2013 were \$807.85 and so far in 2014 I have had shipping costs for donations of \$129.76, for a total expenditure of \$937.61. Currently, I do not anticipate using any of the \$5,000 allocated for 2014

APPENDIX

Letter to Past-Presidents (basically same letter to past secretaries and treasurers)

Dear Division 2 Past President:

I have been appointed Division 2 (Society for the Teaching of Psychology, STP) Archivist. My basic charge from the STP Executive Committee is to collect as many existing records of Division 2/STP as possible, digitize these records (where necessary), and organize them into a searchable database. Once this task is accomplished, the hardcopy and digital records as well as the database will be offered as a donation to the Center for the History of Psychology at the University of Akron.

I am contacting you to consider donating any hardcopy or digital STP records you may have to the STP archiving project. I am particularly interested in obtaining copies of STP/Division 2 Executive Committee Agenda Books, past issues of the STP/Division 2 Newsletter, Committee or Task Force Reports, Treasurer's Reports, and any other documents that address STP/Division 2 business and initiatives. I can access materials stored on any digital medium except the old 5.25 floppy disks. I am not asking that you sort the materials prior to sending them to me. Simply box and ship them to me.

If you have any materials you are willing to donate or any questions about the archiving project, please contact me. If you have a donation, I will provide you with shipping information and a UPS account number to which you can charge shipping.

Thanks for your consideration and assistance!

Bill Hill

STP Archivist

**Society for the Teaching of Psychology
Treasurer's Report
August , 2014**

Summary

STP ended 2013 with a surplus of \$58,269.48, compared to a budgeted deficit of \$13,980.00. The substantial difference between actual and budgeted income was due in large part to balances from the Best Practices conference (now ACT) and SPSP Teaching Preconference accounts being deposited into the STP account as well as a \$15,000 payment for the NGLC U-Pace Grant.

Our actual expenditures are becoming closer to budgeted expenditures (approximately \$22,000 under budget in 2013 as compared to \$60,000 under budget the previous year). For 2014, we have budgeted expenditures of \$314,180 and income of \$290,050, for a budgeted deficit of \$24,130.

Our assets remain strong. At the end of 2013, we had \$753,335.67 in assets, not including the Fund for Excellence. This amount is slightly lower than what we held at the end of 2012, even though our checking, short-term investments, and long-term investments were all greater at the end of 2013. Note that this year accounts that have been held separately for the SPSP Teaching Preconference and for the Best Practices conferences were deposited into the STP account; they are no longer included as separately held assets.

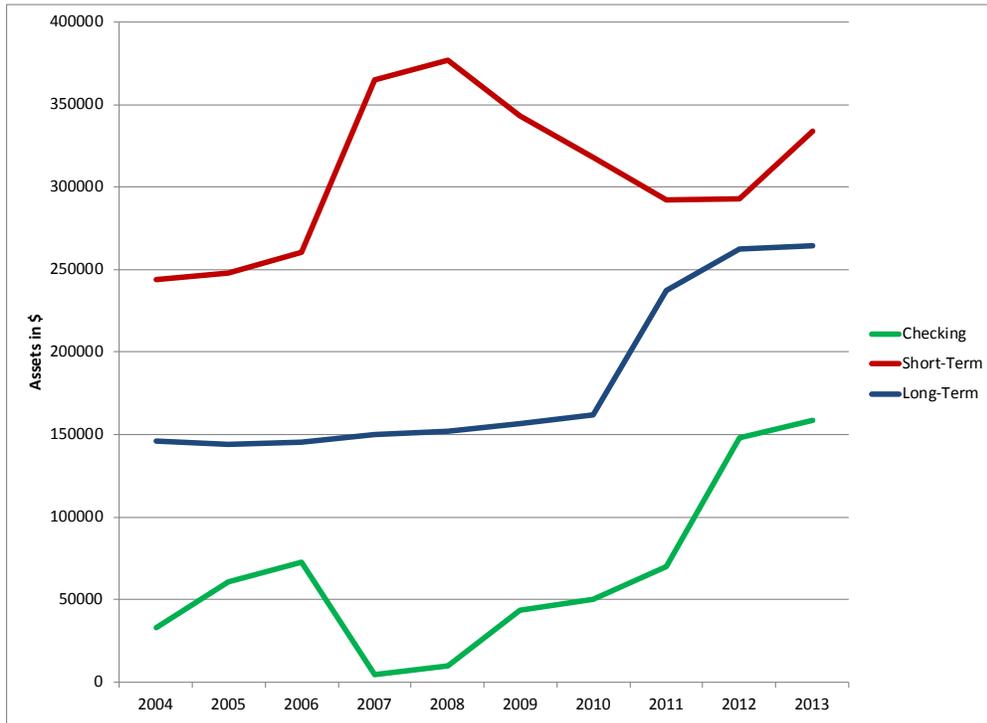
2013 Income and Expenditures

	Actual	Budgeted	Difference
Income	\$309,816.11	\$260,050.00	\$49,766.11
Expenditures	\$251,546.63	\$274,030.00	\$(22,483.37)
Surplus (Deficit)	\$58,269.48	\$(13,980.00)	

Assets	2013 End of Year	2012 End of Year
Checking (APA)	158,297.99	147,875.79
Checking (Division)	456.71	456.71
Short Term Investments	333,849.81	292,702.34
Long-Term Investments	260,731.16	262,415.07
Fund for Excellence	331,389.70	324,541.70
Funds held at Georgia Southern	N/A	53,581.15
Funds held at UW-Green Bay	N/A	2430.03
Total Assets (Not Including FFE)	753,335.67	759,461.09

(Note: Asset Report does not include advances sent to officers prior to expenditures.)

Assets held by STP have increased dramatically over the 10-year period from 2004 to 2013. Much of this growth is the result of a substantial increase in income from the *Teaching of Psychology* contract with Sage Publishing, beginning in 2012. Notable changes in the amounts held in our checking account, short-term savings, and long-term investments reflect shifts between accounts. For example, a large increase in short-term holdings in 2007 corresponds to a decrease in the checking account. Likewise, decreases in short-term holdings in 2009 and 2010 correspond to increases in the long-term investments.



Respectfully Submitted,

David Kreiner
Treasurer, Society for the Teaching of Psychology

STP Budget 2013 Detailed Report

INCOME	BUDGETED	ACTUAL
APA Member Dues	\$ 30,000.00	\$ 28,325.00
Dues from Other Sources	\$ 50,000.00	\$ 63,113.50
ToP - Profit Share	\$ 145,000.00	\$ 145,000.00
ToP - Honorarium for Editor	\$ 15,000.00	\$ 15,000.00
Handbook Royalties	\$ 800.00	\$ 884.51
FFE for Awards	\$ 7,000.00	\$ 9,000.00
Interest	\$ 9,000.00	\$ 35.34
Dividends	\$ 3,000.00	\$ 4,918.70
APA CE Revenue Share	\$ 250.00	
Best Practices		\$ 23,850.00
SPSP Preconference Funds		\$ 4,689.06
NGLC UPace Grant		\$ 15,000.00
TOTAL	\$ 260,050.00	\$ 309,816.11

EXPENDITURES	Budgeted	Remaining
President	\$ 500.00	\$ 500.00
Release time	\$ 8,000.00	\$ -
Presidential Support of Organizations	\$ 500.00	\$ 500.00
BEA/BSA Liaison travel	\$ 3,000.00	\$ 1,027.68
Presidential Citations	\$ 2,000.00	\$ -
President-Elect	\$ 500.00	\$ 500.00
Release time	\$ 4,000.00	\$ -
Division Leadership Conference	\$ 500.00	\$ 366.64
Education Leadership Conf	\$ 500.00	\$ 500.00
Past-President	\$ 200.00	\$ 200.00
Secretary	\$ 200.00	\$ 200.00
Treasurer	\$ 200.00	\$ 100.00
Release time	\$ 4,000.00	\$ 4,000.00
Executive Director	\$ 12,500.00	\$ 3,382.40
Executive Director Stipend	\$ 25,000.00	\$ -
VP for Resources		\$ -
Professional Development Program	\$ 4,000.00	\$ -
OTRP, Wiki space	\$ 500.00	\$ 500.00
ToP Editor Release Time	\$ 8,000.00	\$ -
ToP Stipend	\$ 10,000.00	\$ -
ToP Administrative Support	\$ 5,000.00	\$ 2,000.00
Internet Editor	\$ 8,000.00	\$ 4,000.00
Internet expenses	\$ 2,510.00	\$ 350.00
VP for Programming		
G. Stanley Hall Lectures	\$ 4,000.00	\$ 2,310.73
Director of Best Practices	\$ 4,000.00	\$ 500.00
Best Practices Expenses	\$ 1,000.00	\$ (24,931.84)
APS Meeting Program	\$ 6,000.00	\$ 6,000.00
APA Program Chair	\$ 800.00	\$ 2.84
APA Hosp. & Social	\$ 7,500.00	\$ 738.62
NIToP	\$ 8,000.00	\$ 1,592.04
Director of Regional Program	\$ 5,100.00	\$ 2,340.81
Master Teacher Program	\$ 5,000.00	\$ 458.80
Writing Workshop	\$ 7,000.00	\$ 3,614.74
VP for Recruit, Retention, & PR	\$ 3,500.00	\$ 107.83
Council Reps	\$ 1,600.00	\$ (2220.30)
Grad Students Teaching Assoc	\$ 2,000.00	\$ 2,000.00
ECP Council	\$ 4,500.00	\$ 2,004.17
VP for Recognition & Awards		\$ -
Teaching Excellence Awards	\$ 15,000.00	\$ -
Fellows	\$ 150.00	\$ 150.00
Teaching Awards	\$ 1,700.00	\$ (1,768.24)
STP Small Grant Program	\$ 6,000.00	\$ 1,150.00

Early Career Travel Grant	\$ 10,000.00	\$ 778.24
STP Poster Awards	\$ 2,000.00	\$ 800.00
OTRP Inst. Resource Grants	\$ 7,500.00	\$ 3,000.00
SoTL Research Grant	\$ 10,000.00	\$ 356.37
VP for Diversity & International		\$ -
Diversity Committee	\$ 500.00	\$ 500.00
International Committee	\$ 500.00	\$ 500.00
<i>Other</i>		\$ -
Elections Committee	\$ 150.00	\$ 150.00
Executive Summer/Fall Meeting	\$ 14,000.00	\$ (9,815.10)
Executive Mid-Winter Meeting	\$ 14,800.00	\$ 3,258.29
AHAP Contribution	\$ 3,000.00	\$ -
Archivist/Historian	\$ 13,000.00	\$ 2,500.00
Contrib - Womens Cauc	\$ 50.00	\$ 50.00
Contrib - CASAP	\$ 50.00	\$ 50.00
Contrib - COUNT	\$ 20.00	\$ 20.00
Miscellaneous	\$ 1,000.00	\$ 388.15
Reinvestment of dividends	\$ 3,000.00	\$ 3,000.00
Start-up Release fund	\$12,000	\$ 4,770.50
TOTAL	\$ 274,030.00	\$ 22,483.37

Society for the Teaching of Psychology

Secretary's Report July 2013 - June 2014

This is a record of Executive Committee votes from July 2013 through June 2014. Motion numbers precede each motion in **bold** font in the following format: VOTE YEAR-MONTH-DAY_MOTION-NUMBER. This report is submitted July 2104, as the annual report of the secretary.

VOTE 2013-08-03_01

Motion: I move that we approve Elizabeth Mazur as the incoming chair of the Instructional Research Award.

Moved: Pam Ansborg

Seconded: Susan Nolan

Outcome: passed (10/0/0, Y/N/A)

VOTE 2013-08-03_02

Motion: I move that current APA Fellows who have been a member of the Society for the Teaching of Psychology for two consecutive years will be evaluated based on the criteria for APA Fellow status in STP, listed above. Self-nominations are encouraged. Nominators are asked to submit (a) an electronic copy of the nominee's curriculum vita; (b) the names of two Fellows of Division Two who have agreed to support the application; and (c) a 1-2 page letter outlining how the nominee has met the criteria listed above. This documentation will provide evidence to the Society's Fellows Committee that the nominees have met APA's principle criterion for selection to Fellow status, that is, that they have made "unusual and outstanding contribution or performance in the field of psychology." It is not necessary to provide supporting evidence for all the criteria and letters from endorsers are not required. However, if the committee members need additional information to evaluate the application, they will contact the nominator and/or their endorsers.

Moved: Eric Landrum.

Seconded: Norine Jalbert

Outcome: passed (10/0/0, Y/N/A).

VOTE 2013-08-03_03

Amendment to the Bylaws, presented at the annual Business Meeting, 2013

Motion: Amend Article VII Section 1 of the bylaws by inserting the boldfaced, underlined wording into the current language: "The elected officers of the Society shall be determined by a vote of Member and Fellows of the Society, voting on a mail **or electronic ballot**, with the exception of Representatives to APA Council, for whom only APA members may vote and the Treasure, for whom only members of the Executive Committee may vote."

Moved: David Kreiner

Seconded: Ruth Ault

Outcome: passed (10/0/0, Y/N/A)

VOTE 2013-08-16_01

Motion: I move that the ECP Council rotation be changed to a 2-2-1 pattern over three years by allowing Jenny Stiegler Balfour to serve one additional year (rotate OFF January 2015)

Moved: Diane Finley

Seconded: Sue Frantz

Outcome: passed (9/0/1, Y/N/A)

VOTE 2013-08-19_01

Motion: I move that a committee member who serves the allowable 2 terms of 3 years each be allowed to move up to the Chair position for the committee, as needed. The Chair can then serve **one** final term of 3 years for a total of 9 consecutive years of service on a single committee. (Note that this motion does not allow for the Chair to step down after 2 terms of 3 years and become a member of the same committee.)

Moved: Janie Wilson

Seconded: Sue Frantz

Outcome: passed (9/0/1, Y/N/A)

VOTE 2013-08-20_01

Motion: I move that we endorse Barry Anton and Kurt Geisinger (unranked) for APA president and that I invite each of them to prepare a brief statement on their qualifications as they relate to the STP mission (which the EC will then share with our members).

Moved: Victor Benassi

Seconded: Eric Landrum

Outcome: passed (9/0/1, Y/N/A)

VOTE 2013-09-24_01

Motion: I move that 2014 STP President Eric Landrum's proposed task forces on skills matter, the power of story, and national advocacy for psychology undergraduates be approved.

Moved: Sue Frantz

Seconded: Diane Finley

Outcome: passed (9/0/1, Y/N/A)

VOTE 2013-11-05_01

Motion: I move that David Kreiner be appointed to a second three-year term as STP Treasurer, beginning January 1, 2015.

Moved: Diane Finley

Seconded: Susan Nolan

Outcome: passed (9/0/1, Y/N/A)

VOTE 2013-11-19_01

Motion: I move that the EC budget \$2350 for I-COPE (2014) which will include co-sponsorship of one dinner (which includes an STP table throughout the conference) and travel for one person to attend.

Moved: Susan Nolan

Second: Eric Landrum

Outcome: passed (10/0/0, Y/N/A)

VOTE 2013-08-03_01

Motion: I move that we approve Elizabeth Mazur as the incoming chair of the Instructional Research Award .

Moved: Pam Ansborg

Seconded: Susan Nolan

Outcome: passed (10/0/0, Y/N/A)

VOTE 2013-08-03_02

Motion: I move that current APA Fellows who have been a member of the Society for the Teaching of Psychology for two consecutive years will be evaluated based on the criteria for APA Fellow status in STP, listed above. Self-nominations are encouraged. Nominators are asked to submit (a) an electronic copy of the nominee's curriculum vita; (b) the names of two Fellows of Division Two who have agreed to support the application; and (c) a 1-2 page letter outlining how the nominee has met the criteria listed above. This documentation will provide evidence to the Society's Fellows Committee that the nominees have met APA's principle criterion for selection to Fellow status, that is, that they have made "unusual and outstanding contribution or performance in the field of psychology." It is not necessary to provide supporting evidence for all the criteria and letters from endorsers are not required. However, if the committee members need additional information to evaluate the application, they will contact the nominator and/or their endorsers.

Moved: Eric Landrum.

Seconded: Norine Jalbert

Outcome: passed (10/0/0, Y/N/A).

VOTE 2013-08-03_03

Amendment to the Bylaws, presented at the annual Business Meeting, 2013

Motion: Amend Article VII Section 1 of the bylaws by inserting the boldfaced, underlined wording into the current language: "The elected officers of the Society shall be determined by a vote of Member and Fellows of the Society, voting on a mail **or electronic ballot**, with the exception of Representatives to APA Council, for whom only APA members may vote and the Treasure, for whom only members of the Executive Committee may vote."

Moved: David Kreiner

Seconded: Ruth Ault

Outcome: passed (10/0/0, Y/N/A).

VOTE 2013-08-16_01

Motion: I move that the ECP Council rotation be changed to a 2-2-1 pattern over three years by allowing Jenny Stiegler Balfour to serve one additional year (rotate OFF January 2015)

Moved: Diane Finley

Seconded: Sue Frantz

Outcome: passed (9/0/1, Y/N/A)

VOTE 2013-08-19_01

Motion: I move that a committee member who serves the allowable 2 terms of 3 years each be allowed to move up to the Chair position for the committee, as needed. The Chair can then serve **one** final term of 3 years for a total of 9 consecutive years of service on a single committee. (Note that this motion does not allow for the Chair to step down after 2 terms of 3 years and become a member of the same committee.)

Moved: Janie Wilson

Seconded: Sue Frantz

Outcome: passed (9/0/1, Y/N/A)

VOTE 2013-08-20_01

Motion: I move that we endorse Barry Anton and Kurt Geisinger (unranked) for APA president and that I invite each of them to prepare a brief statement on their qualifications as they relate to the STP mission (which the EC will then share with our members).

Moved: Victor Benassi

Seconded: Eric Landrum

Outcome: passed (9/0/1, Y/N/A)

VOTE 2013-09-24_01

Motion: I move that 2014 STP President Eric Landrum's proposed task forces on skills matter, the power of story, and national advocacy for psychology undergraduates be approved.

Moved: Sue Frantz

Seconded: Diane Finley

Outcome: passed (9/0/1, Y/N/A)

VOTE 2013-11-05_01

Motion: I move that David Kreiner be appointed to a second three-year term as STP Treasurer, beginning January 1, 2015.

Moved: Diane Finley

Seconded: Susan Nolan

Outcome: (9/0/1, Y/N/A)

VOTE 2013-11-19_01

Motion: I move that the EC budget \$2350 for I-COPE (2014) which will include co-sponsorship of one dinner (which includes an STP table throughout the conference) and travel for one person to attend.

Moved: Susan Nolan

Second: Eric Landrum

Outcome: passed (10/0/0, Y/N/A)

VOTE 2014-01-17-01

Motion: I move to approve the meeting minutes as currently correct.

Moved: Diane Finley

Seconded: Susan Nolan

Outcome: Passes (10/0/0, Y/N/A)

VOTE 2014-01-17-02

Motion: I move to approve the minutes to the business meeting from last August.

Moved: Sue Frantz

Seconded: Susan Nolan

Outcome: Passes (10/0/0, Y/N/A)

VOTE 2014-01-17-03

Motion: I move that the chair of the teaching awards will no longer be funded to go to APA.

Moved: Beth Scwhartz

Seconded: Victor Benassi

Outcome: Passes (9/0/1, Y/N/A)

VOTE 2014-01-17-04

Motion: I move that the budget for GSH/HKW/Regional speakers line to be adjusted to \$1,200/speaker, line-item total of \$4,800, unless there are special circumstances brought to the EC (e.g., international, special accommodations).

Moved: Janie Wilson

Seconded: Beth Schwartz

Outcome: Passes (10/0/0, Y/N/A)

VOTE 2014-01-17-05

Motion: I move that the budget for APS speakers line to be adjusted to \$1,200/speaker, line-item total of \$7,200, unless there are special circumstances brought to the EC (e.g., international, special accommodations).

Moved: Diane Finley

Seconded: Susie Baker

Outcome: Passes (9/0/1, Y/N/A)

VOTE 2014-01-17-06

Motion: I move that the budget for Master Teacher Program line to be adjusted to \$1,200/speaker, line-item total of \$6,000, unless there are special circumstances brought to the EC (e.g., international, special accommodations).

Moved: Diane Finley

Seconded: Susie Baker

Outcome: 6/0/4 (0/0/0, Y/N/A)

VOTE 2014-01-17-07

Motion: I move that the 2014 budget for NITOP be listed as three items: NITOP Sponsorship and AV costs (\$5,500), Speaker Travel Grant (\$1,200) unless there are special circumstances brought to the EC (e.g., international, special accommodations), Liaison (\$1,200, reasonable travel costs).

Moved: Scott Bates

Seconded: Beth Schwartz

Outcome: Passed (10/0/0, Y/N/A)

VOTE 2014-01-17-08

Motion: I move that (a) the budget line for travel expenses for director of STP programming at the APA convention (McMinn in 2014) is changed to \$1,200 or reasonable expenses, and (b) the budget line listing "APA hospitality suite and social" be changed to "APA Social" at the amount of \$5,000.

Moved: Diane Finley

Seconded: Janie Wilson

Outcome: Passed (10/0/0, Y/N/A)

VOTE 2014-01-17-09

Motion: I move that we abolish the Master Teaching Speaker Program.

Moved: Sue Frantz

Seconded: Susie Baker

Outcome: passed (6/0/4, Y/N/A)

VOTE 2014-01-17-10

Motion: I move to accept the changes to the Policies and Procedures Manual dated January 16, 2014.

Moved: Janie Wilson

Seconded: Sue Frantz

Outcome: passes (10/0/0, Y/N/A)

VOTE 2014-01-18-01

Motion: I move that we establish a conference speaker grant program to fund a keynote speaker for small teaching conferences; the budget line is for 5 speakers (\$6,000, \$1,200/speaker) annually.

Moved: Janie Wilson

Seconded: Beth Schwartz

Outcome: Pass (10/0/0, Y/N/A)

VOTE 2014-01-18-02

Motion: I move that the ECP and GSTA groups be budgeted \$5,000 each, annually.

Moved: Janie Wilson

Seconded: Susan Nolan

Outcome: passed (10/0/0, Y/N/A)

VOTE 2014-01-18-03

Motion: I move that the society's annual reports are due in December and interim action-item reports are due mid-calendar year; both dates to be date determined by the president.

Moved: Sue Frantz

Seconded: Beth Schwartz

Outcome: pass (10/0/0, Y/N/A)

VOTE 2014-01-18-04

Motion: I move that the budget dated January 18, 2014 (including a budgeted deficit of \$16,230) as presented to the EC be approved.

Moved: Victor Benassi

Seconded: Beth Schwartz

Outcome: Pass (10/0/0, Y/N/A)

VOTE 2014-01-31-01

Motion: I move that we cover all travel costs for Dr. Birgit Spinath to travel from Germany to speak at the 2014 STP annual conference on teaching (ACT).

Moved: Janie Wilson

Seconded: Susan Nolan

Outcome: passed (10/0/0, Y/N/A)

VOTE 2014-01-25-01

Motion: I move that we amend the budget by increasing the line for the STP teaching preconference at SPSP to \$7300.

Moved: Janie Wilson

Seconded: David Kreiner

Outcome: passed (10/0/0, Y/N/A)

VOTE 2014-03-05-01

Motion: I move that the 2014 STP budget be increased by \$3600 for the Conference Speaker Grant Program (formerly the Master Teacher Speaker Program). The increased amount would fund 3 additional conferences held in 2014.

Moved: Janie Wilson

Seconded: Beth Schwartz

Outcome: passed (9/0/1, Y/N/A)

VOTE 2014-06-10-01

Motion: I move that we allocate \$900 to cover printing of the inserts in ToP.

Moved: Diane Finley

Seconded: Susan Nolan

Outcome: passed (10/0/0, Y/N/A)

VOTE 2014-06-24-01

Motion: I move to increase the budget for the 2014 APA Social Hour to \$7,000.

Moved: David Kreiner

Seconded: Victor Benassi

Outcome: passed (9/0/1, Y/N/A)

Report from Vice President for Diversity and International Relations

Susan A. Nolan

June 19, 2014

Below please find reports from the Diversity Committee and the Committee on International Relations.

Overview: As of September 1, 2013, there was a new Chair for the Diversity Committee, Dr. Jyh-Hann (John) Chang of East Stroudsburg State University. Dr. Martha Zlokovich, Executive Director of Psi Chi, continues to serve as the Chair of the International Relations Committee.

Susan is continuing to work with the Chairs to continue a regular dialog between the committees, which have many goals in common. The most recent joint meeting, a conference call with Susan, John, and Martha, followed the winter STP meeting. Kelley Haynes-Mendez, a member of both committees, continues to serve as a liaison between them.

As an example of a joint initiative, the committees will work together to develop international resources that complement the extensive diversity resources that the Diversity Committee has developed. We also submitted a joint symposium for APA, which will be presented on August 9, 2014. More about these and other joint initiatives are described in greater detail in the reports that follow.

In addition, I am working with Martha and members of her committee on the Internationalization of Project Syllabus, including the development of an international rubric in conjunction with volunteers from Division 52 and from Project Syllabus. Also, we will represent STP at the International Committee on Psychology Education (I-COPE) in August 2014. See the International Relations Committee report below for more details on these two initiatives.

STP Diversity Committee Accomplishments and Goals John Chang, Chair

The charge to this committee is: *“to oversee and assess all Society activities related to diversity issues, including but not limited to, diversity in membership, integration of diversity into the curriculum, hiring and retaining a diverse faculty, and attracting members of diverse groups to psychology as a major and a profession”* and the Committee’s objective, established in 2011, of *“Building community among and supporting diversity-oriented scholars and teachers, perhaps beginning with conference discussions/presentations.”*

Committee Chair: John Chang (2013-2015, first term)

Committee Members:

Kristine Anthis (2014-2016, first term)
Bonnie Green (2014-2016, first term)
Sachi Horback
Chris Jones-Cage (2014-1016, first term)
Kathleen Keefe-Cooperman
Thomson Ling
Matthew Taylor
Xin Zhao (2014-2016, first term)

Ali Mattu, Kelly Haynes Menendez, Meera Rastogi stepped down from the committee in September, 2013. A call for new members was issued through the STP Web site and listserv in November, and several STP members expressed interest. Four people responded to the call for new members, and the committee voted to accept all four. Kristine Anthis, Bonnie Green, Chris Jones-Cage, and Xin Zhao joined the team during the Spring 2014 semester. They will all serve terms from 2014-2016.

Activities from January 1, 2014 through June 19, 2014

The committee met by conference call three times during the spring semester.

Old/Ongoing Business:

1. Development of International Teaching Resources: Susan Goldstein and Kelley Haynes-Mendez had volunteered to work with the International Relations Committee (IRC) to update the International Teaching Resources. The IRC is collecting resources for teaching in international psychology and more general issues in international psychology. Xin Zhao is checking with Susan Goldstein to see if it makes sense for us to work on this, given those who were in this in the past have all left the committee. If committee decides to go forward, Bonnie Green will assist.
2. Development of International Teaching Resources: Xin Zhao is verify with past subcommittee members as to the need of this project continuing. If it does go forward both Xin and Bonnie Green will work with the International Relations Committee (IRC) to update the International Teaching Resources. The IRC is collecting resources for teaching in international psychology and more general issues in international psychology. IN PROGRESS.
3. Disseminating Information on Diversity in Teaching: Continue to invite participation toward our goal of compiling and disseminating information on best practices in diversity teaching and scholarship. *ONGOING*
 - a. NITOP 2014 – Susan Goldstein presented a workshop at NITOP on January 4, 2014 on ADA and inclusive classrooms as a representative of the Diversity Committee.

- b. APA 2014 – Before stepping down as Chair, Peggy Brady-Amoon, past chair of the committee, resubmitted a proposal with Martha Zlokovich, Susan Nolan, and others (Proposal No. Sym914202: *Transforming the Curriculum through the Infusion of Social Justice and International Competencies*). It was accepted for APA 2014.
- c. Webinars: A subcommittee that includes Kristine Anthis, Bonnie Green, Chris Jones-Cage, and Xin Zhao is exploring the idea of offering diversity-related Webinars. They are exploring possible topics and speakers.

New Business:

1. STP Web site: Kathleen Keefe-Cooperman has been granted access to diversity-related STP web pages, and is now monitoring them.
2. APA Board Nominations: The committee sought nominations for APA Boards to recommend to STP. The diversity committee recommended Sachi Horback for nomination for BEA, and this recommendation was endorsed by the nomination and elections committee. Sachi's name was submitted as one of the official STP nominations.
3. TOPSS Lesson Plans: Members of the committee reviewed several Teacher of Psychology in Secondary Schools (TOPSS) lesson plans to assess their diversity content and make recommendations. Lesson plans reviewed in 2014 include perspectives in psychological science, personality, and psychological disorders.
4. APA 2015: A plan is being drafted to increase submissions of proposals for STP at APA in 2015.
5. Statement of Diversity in Awards: Thomson Ling and one additional member will be drafting a statement of diversity to be included in all STP Award call for nominations.

**Report to STP Board from the International Relations Committee
Martha S. Zlokovich, Chair**

The charge to this committee is to: “*oversee and assess all Society activities related to international issues, including, but not limited to, internationalizing membership, integration of international issues into the curriculum, and attracting members of international communities to psychology as a major and a profession.*”

Committee Chair: Martha S. Zlokovich (2012-2014, first term)

Committee Members:

Jacqueline Cranney (2012-2014, first term)

Kelly Haynes-Mendez (2012-2014, first term)

Irene Lopez (2012-2014, first term)
Viashali V. Raval (2012-2014, first term)
Catherine Rawn (2014-2016, first term)
Toshiaki Sasao (2012-2014, first term)
<http://www.teachpsych.org/diversity/irc.php>

Activities from January 1, 2014 through June 19, 2014

Old/Ongoing Business:

1. DIAG-Funded Flyers Distributed: Flyers soliciting international syllabi for Project Syllabus were printed and distributed at various conferences by committee members and Susan Nolan. Psi Chi placed flyers at its exhibit booth. In 2014, the flyers were disseminated in hard copy form at monthly meetings of the Psychology Coalition at the United Nations and the Psychology Day at the United Nations Planning Committee in New York; the Society for Cross-Cultural Research in Charleston, South Carolina; in March at the Eastern Psychological Association in Boston; and in April at the annual Psychology Day at the United Nations in NYC. They will be disseminated in August at the International Conference for Psychology Education (I-COPE) in Flagstaff, Arizona. Analysis of the effectiveness (an increase international/non-English syllabi) has not yet been undertaken. In addition, a submission by Susan Nolan and Martha Zlokovich entitled *Internationalizing Project Syllabus: The Development of an International Rubric for Syllabi* was accepted for presentation at ICOPE.
2. Internationalizing Project Syllabus: The DIAG-funded Internationalization of Project Syllabus initiative has elicited syllabi from several countries outside of the U.S. Some professors have observed that the rubric is too U.S.-centric. Susan Nolan, Robin Morgan (director of Project Syllabus), and Martha Zlokovich agreed with the complaints, and decided to form an ad hoc committee to attempt to develop a rubric that would be applicable more broadly. This rubric would not replace the current one; rather, it would be used for non-U.S. syllabi that must adhere to a different format. We would likely have a designation that indicates which rubric was applied to any syllabus that is published on the Web site.

An ad hoc committee was formed, and it met in Google Hangouts on January 15, 2014. Robin Morgan has two people from her Project Syllabus team – Jeanne Slattery and Maria Venzke – who are willing to volunteer. Susan and Martha also will serve, along with Maria del Pilar from Universidad del valle de Guatemala. Craig Shealy, Director of the Curriculum Committee of Division 52 (International Psychology), recruited two people – Gloria Grenwald and Richard Velayo – from that division as well, given that the DIAG funding was for both Divisions 2 and 52. The committee added another faculty member, Yana Durmysheva, who is interested in curriculum development, and came to the US after graduating from high school in Russia. Yana contacted Martha after reading about Project Syllabus and the IRC on the STP website. She is an experimental psychologist and

currently a faculty member at Borough of Manhattan Community College, CUNY.

3. Development of International Teaching Resources: Susan Goldstein and Kelley Haynes-Mendez from the Diversity Committee volunteered to work with the International Relations Committee (IRC) to update the International Teaching Resources. We are collecting resources for teaching in international psychology and more general issues in international psychology. This work is in progress.

New Business:

1. Translating TOP into French: The committee voted to use \$500 of its budget to support the efforts of Doris Vasconcellos-Bernstein and Doug Bernstein to translate selected *Teaching of Psychology* articles into French. We encouraged STP to match that amount, and to consider translating the same articles into more commonly-spoken languages such as Mandarin or Spanish. The committee awaits discussion from the EC at the 2014 Board Meeting before proceeding.
2. STP Web site: Martha Zlokovich has been granted access to STP web pages relevant to the IRC, and is now monitoring them.
3. APA Board Nominations: The committee sought nominations for APA Boards to recommend to STP – particularly for the Committee on International Relations in Psychology (CIRP). The International Relations Committee recommended Irene Lopez for nomination for BEA, and this recommendation was endorsed by the nomination and elections committee. Irene's name was submitted as one of the official STP nominations.
4. APA 2014: The IRC cooperated with the STP Diversity Committee, Peggy Brady-Amoon, (STP Diversity Committee) E. Janie Pinterits (Alliant International University, San Francisco), Susan Nolan (Divisions 52 and 2), Amy Carillo (The American University of Cairo, Egypt), Carie Forden (Clarion University), and Martha S. Zlokovich (STP International Relations Committee) to submit a symposium proposal to APA entitled *Infusing Social Justice and International Competencies and Across the Curriculum*. It was submitted through Division 2 and co-sponsored by Divisions 1, 9, 17, and 52. The submission was rejected for APA 2013 but the group revised and resubmitted it, and it was accepted for presentation at APA 2014.
5. International Conference on Psychology Education (I-COPE): The STP IRC coordinated with the I-COPE conference organizers about possibilities for sponsorship of the August 2014 conference. The EC voted to co-sponsor the dinner on the last night of the conference for \$1000. For that co-sponsorship, we'll be permitted to have a table set up throughout the conference. The EC also voted to support travel funding for Susan Nolan to represent STP at the conference. Martha Zlokovich will be there representing Psi Chi, so she does not

need travel funds but also will represent STP. We have contacted the keynote speakers who are STP members, and the following already have agreed to volunteer at the STP table during the conference: Charles Brewer, John Davis, Dana Dunn, Diane Halpern, and Maureen McCarthy.

In addition, a submission by Susan Nolan and Martha Zlokovich entitled *Internationalizing Project Syllabus: The Development of an International Rubric for Syllabi* was accepted for presentation at ICOPE in Flagstaff, AZ in August.

6. International Committee for Women (ICfW): ICfW is a standing committee of Division 52. It held its annual meeting at APA 2013. Members of the STP IRC continue to participate in ICfW initiatives, particularly as they relate to the teaching about women's issues around the world. The ICfW is currently planning a summit for APA 2015.
7. Committee on International Relations in Psychology (CIRP): Martha agreed to attend the CIRP breakfast at APA 2014 as a liaison from her committee and Division 2.

2014 Winter Programming Report

Includes report for Directors or Program Coordinators in areas of STP Programming:

BP (ACT)

e-conference

APA

APS

STP at Regional Conferences

G. Stanley Hall/Harry Kirke Wolfe

SPSP preconference

NITOP involvement

SoTL Writing Workshop

Best Practices (BP) Conference / Annual Conference on Teaching (ACT, new name) Submitted by Natalie Kerr Lawrence

I have been planning STP's 13th Annual Conference on Teaching (ACT) to be held October 10 & 11, 2014 in Atlanta, GA. Janie Wilson and I recruited three wonderful keynote speakers. **John Cacioppo** is a world-renowned social psychologist at the University of Chicago. He is the author of the introductory psychology text *Discovering Psychology: Science of the Mind*. **Nathan DeWall** is an award-winning teacher and researcher at the University of Kentucky. He was identified as a "Rising Star" by the Association for Psychological Science. He recently partnered with David Myers to co-author the popular introductory psychology text *Exploring Psychology*. **Birgit Spinath** is a professor of Educational Psychology at Heidelberg University in Germany. She is the Editor-in-Chief of the European journal *Psychology Learning and Teaching*. You can find more information about these speakers on the conference website: <http://teachpsych.org/conferences/bp/index.php>.

I sent out a Call for Proposals for symposia and posters earlier this year. The deadline for submitting proposals was June 1, 2014 (but I will continue to accept poster proposals on a rolling basis until we reach capacity). So far, we have received 38 proposals for symposia and 35 proposals for posters. The program committee is currently reviewing proposals, and I expect to finalize the program by early July.

I am surprised that we did not receive more proposals. Given that the conference does not have a specific theme this year, I thought we would have a record number of presenters and attendees. I will advertise the fact that we are still accepting poster proposals to hopefully increase the number of presenters. It's too soon to predict how many attendees we will have. We only have five registrants, but the early-bird registration deadline is still two months away.

STP online/e-conference
Submitted by Steven Lloyd

Topic for 2014: *Teaching Competencies*

1. The conference format was expanded this year to include two keynote talks (1 hour sessions) and five additional presenters (30 minute sessions) across a diverse range of subtopics.
2. Conference attendance was down from the previous year. Topics that appeal to a wider audience will be sought for the upcoming conference.

Individual Registrants: 18

Institutional Registrants: 12

3. The fee for Individual registrants was \$20 and for institutional registrations was \$50. Registration brought in \$960, and \$179.06 was paid out for technology expenses (headsets to present from offices). Total profit for the conference was \$780.94 given that we had no travel costs for speakers.
4. The conference continued to use a technology platform (Wimba classroom) after a successful pilot the previous year. Wimba classroom was chosen for its ease of use and quick learning curve. Additional features were incorporated into this year's conference, including many features that are capable of boosting audience participation and feedback (e.g., polling, question-and-answer sessions).
5. A new website was built to store and serve the archives. It can be found here:
<https://sites.google.com/a/northgeorgia.edu/psychlabs/home/2014-stp-econference>
6. There is room for continued growth, and the incorporation of additional technologies and topics that appeal to a broader audience will serve this purpose.
7. The e-Conference Director's term will expire in 2015, and he is actively looking for a replacement to train for the coming year. Help in this regard is appreciated.

American Psychological Association, STP Programming
Submitted by Jamie G. McMinn

Since writing the January report, my activities have focused on finalizing the division's program at the 2014 convention. As a preview of divisional activities, I offer a few descriptive statistics on accept rates relative to those in past years. To provide a context, the division received more programming hours (2) for symposia than it had in Honolulu. We were one of the few divisions to receive more programming hours this year, which speaks to our members designating the division as their primary membership. To maintain a large program allotment in the future, we need to do all we can to encourage our members to attend and report their membership in Division 2. Recruiting new members at the convention also is important.

Year	Location	Divisional Symposia	Collaborative Programs	Posters
2011	Washington, DC	16/68 = 89.7%	N/A	61/68 = 89.7%
2012	Orlando, FL	15/22 = 68.2%	N/A	64/69 = 92.8%
2013	Honolulu, HI	17/40 = 42.5%	N/A	80/101 = 79.2%
2014	Washington, DC	17/20 = 85.0%	5/10 = 50%	41/55 = 75.0%

You will astutely note that the divisional symposia acceptance rate this year is far larger than what it was in 2013. I have reflected on why this may be. We received fewer symposia proposals this year than we did for last year's convention, and I suspect location drives a lot of that. Hawaii was a big incentive. Also, as the economy struggles to recover, members may have less institutional funding available to them to attend conferences. Also, some members submitted collaborative proposals rather than divisional proposals, with the expectation that the collaborative programs would receive more publicity and desirable times during the convention. (The latter assumption was not always correct, of course.)

Collaborative Programming

In addition to these divisional talks and posters, STP is also associated with 5 collaborative programs. The collaborative programs are new this year. The Board of Convention Affairs (BCA) received around 170 proposals, and approximately half of them were accepted. BCA staff members will be closely monitoring the success of these programs, and I suspect they will increase in importance as the number of programming hours that divisions receive continues to decline over coming years.

To prepare for the convention, I worked to:

- finalize the STP program based on peer reviews and sending acceptance/rejection letters to those who submitted proposals.
- respond to participant inquiries about schedules. There seemed to be many glitches in the new email system that the Convention Office used to alert speakers to the day, time, and location of their talks.
- prepare program and recruitment materials for distribution on the listserv, division website, and at the convention.
- anticipate working with the hotel caterers to plan for the STP social hour. Catering is the only task that has not been initiated, but menus should appear soon. Because of the extended social hour, more food will be provided (compensated by the lack of a hospitality suite this year).

Planning for the 2015 convention in Toronto (August 6-9) is already underway. I will begin working more closely with President-elect Suzie Baker so that she is aware of her various responsibilities for the convention. Also, to prevent a second year of low symposia submissions, I will work on more targeted requests for proposals from STP members. Also, the 2014 program is heavy on clinical training. Although such training is certainly important to our members, I would like to see a more balanced program for all types of SoTL at the 2015 convention.

Collaborative proposals for the 2015 convention will be due in early November, with divisional proposals due in early December. We will not know how many divisional programming hours we will receive until October after the 2014 attendance data have been processed.

Lastly, I would be remiss if I didn't thank Eric, Ted, and Janie for their ongoing support of the APA convention program and their tireless patience with my emails.

**APS Teaching Institute and APS STP-sponsored talks
Submitted by Jeff Holmes**

The Teaching Institute at the APS convention was held on May 22, 2014. The three STP-sponsored talks held during the regular convention were Kathleen VoHS, Robert Burton, and Carol Tavis. The complete list of speakers appears below. I have begun recruiting speakers for the 2015 convention. Speakers confirmed thus far for 2015 include Saul Kassin (Williams College and John Jay College of Criminal Justice), Loreto Prieto (University of Iowa), Sheena Iyengar (Columbia), James Pennebaker (Univ. of Texas, Austin), Sonja Lyubormirsky (Univ. of California, Riverside), and Carolyn Keating (Colgate).

Speaker list from the 2014 APS teaching institute:

Workshop:

R. Eric Landrum - Boise State University

Maureen McCarthy - Kennesaw State

Dana S. Dunn – Moravian College

Teaching institute concurrent sessions:

Aaron S. Richmond – Metropolitan State University of Denver

Jessica L. Hartnett – Gannon University

Bill Buskist – Auburn University

Salvador Macias, III, Ph.D. – University of South Carolina, Sumter

Sue Frantz – Highline Community College

Matthew J. Sharps – California State University Fresno

Opening plenary - Diane Halpern – Claremont McKenna College

David A. Dunning – Cornell University

Mark G. Frank – University at Buffalo, State University of New York

STP main convention talks:

Kathleen D. VoHS – University of Minnesota

Robert A. Burton, M.D.

Carol Tavis

STP at Regional Conferences, Fall 2013
Submitted by Aaron S. Richmond and Bethany Fleck

Accomplishments

- I scheduled and meet (virtually) with regional coordinators this spring. We discussed various aspects of programming at each of the regional conferences. For example, (1) we brainstormed about how to improve STP related programming; (2) generally they described their programming at each regional conference; and (3) we discussed the new changes to STP and APA sponsored speakers. Although, we did not have all the 7 regional coordinators in attendance, great ideas were shared, and I would like to see STP continue to have a virtual meeting for all regional coordinators annually.
- Bethany Fleck from Metropolitan State University of Denver will replace me as the Director of Regional Programming starting January 2015. Throughout the remainder of this year and beyond, I will assist her in learning her new position. As such, she assisted in writing this report.
- The EC decided that if regional conferences did not receive a G. Stanley Hall or Harry Kirke Wolfe speaker for their conference, STP would sponsor up to \$1200 travel reimbursement for a speaker.
- I requested and received funding to purchase STP podium and table banners for the regional conferences. These were used to promote STP at each regional.

Continued Goals

- To provide a more accurate account of STP-related programming at the regional conferences.
- Work with coordinators to create a standardized form for regional coordinators to report on their conference, including attendance, number and type of talks, keynote speakers, and suggestions for improvement.
- Consolidate and cleanup programming website for regional programming.
- Keep promoting STP programming at the conferences where STP is involved and continue to develop programming for those who are not as strong.
- Attend 2-3 of the regional conferences per year to represent STP. In my experience this seems to be one of the most effective ways to promote STP.

EPA: Eastern Psychological Association (Pittsburgh, PA, March 13th-15th, 2014)

- Stacey Zaremba from Moravian College is the regional STP coordinator for EPA.
- STP-related programming:
 - 1 keynote speaker
 - 12 paper presentations
 - 3 symposia
 - 29 teaching posters
 - EPA received a Harry Kirke Wolfe Speaker: Kenneth Keith.
- Conference notes:
 - I did not attend this conference in 2014.

- I received several emails from attendees at this conference expressing how good the STP-related programming was. Stacey is doing a great job and continues each year to build and enhance STP-related programming at EPA.

RMPA: Rocky Mountain Psychological Association (Salt Lake City, Utah April 24th-26th, 2014)

- Rick Miller from University of Nebraska Kearney is the STP regional coordinator.
- STP related programming:
 - 2 keynote speakers
 - RMPA received one of the Harry Kirke Wolfe speakers: Barney Beins
 - 4 symposia
 - 6 workshops
 - 1 teaching take-out
 - 1 poster session with 12 posters
 - RMPA has a planning meeting open to all attendees where they sketch-out possible topics for the following year and use this as a guide to recruit/solicit speakers for the following year's program.
- Conference notes:
 - I attended this conference, gave several STP-related talks, and made an announcement promoting STP at the keynote address.
 - An STP business meeting and planning luncheon was held at the conference to outline next year's program.

MPA: Midwestern Psychological Association (Chicago, IL, May 1st – 3rd, 2014)

- Meera Komarraju is the STP Regional Coordinator.
- STP related programming:
 - 1 keynote address
 - 3 Invited addresses
 - 2 roundtable discussion
 - 10 symposia
 - 2 workshops
 - 6 oral paper sessions
 - 24 posters
 - MPA did not receive a G. Stanley Hall or Harry Kirke Wolfe Speaker. As such, STP sponsored a speaker: Robert Bjork.
- Conference notes:
 - Meera convinced Pearson Publishing (third year in a row) to donate \$600.00 toward AV costs.

- I attended MPA this year and gave two STP-related talks. I also met with Meera and discussed possible programming ideas for next year. MPA continues to be a model regional conference for STP related programming.

WPA: Western Psychological Association (Portland, OR April 24th-April 27th, 2014)

- Heidi Riggio from CSU Los Angeles is WPA's STP coordinator.
- STP-related programming at the Terman Teaching Conference:
 - 6 invited speaker sessions
 - 1 poster session with 45 posters
 - In WPA's programming they had a thematic program centered on mentoring graduate students and junior faculty
 - Worth Publishers sponsored a coffee break
 - WPA also had 3 invited "Last Lectures"
 - WPA also give out a Teaching Award Presentation
 - WPA also received the G. Stanley hall Lecture: Lisa Diamond
- Conference notes:
 - I did not attend this conference in 2014.

SWPA: Southwestern Psychological Association (San Antonio, TX march 5th – 8th, 2014)

- Amy Bohmann from Texas A & M University is the STP regional coordinator.
- STP Programming:
 - 2 workshops
 - 4 symposia
 - 1 oral presentations
 - 1 poster session with approximately 20 posters
 - 2 teaching demonstrations sessions
 - SWPA holds a planning/business meeting to begin developing the STP related program for the following year.
 - SWPA received funding from STP for a keynote speaker, as they did not receive a Harry Kirke Wolfe or G. Stanley Hall speaker. Robert Bjork was their speaker.
- Conference notes:
 - SWPA and South West Teaching of Psychology (SWToP) are now combined.
 - SWPA is doing a great job year after year of increasing their STP-related programming.

SEPA: Southeastern Psychological Association (Nashville, TN march 5th – 8th, 2014)

- Amy Hackney from Georgia Southern University is the STP coordinator.
- STP Programming:
 - 1 invited speaker
 - 3 workshops

- 1 symposium with 4 separate paper presentations
- 1 poster session with 20 posters
- 1 panel discussion
- SEPA received a G. Stanley Hall speaker: Mathew T. Feldner
- Conference notes:
 - I attended this conference and presented STP-related research. Unfortunately, I was unable to meet with Amy as she was not at the conference. Continued communication is needed to develop the appropriate relationships to set up STP programming. Amy, Bethany, and I will be working on this together.

**Stanley Hall/Harry Kirke Wolfe Lectures
Submitted by Jessica Irons and Scott Bates (Co-Chairs)**

The G. Stanley Hall / Harry Kirke Wolfe Lectures Committee had a successful lecture series delivered August 2013 in Honolulu, HI (See December 2013 report for more details).

2014 Speakers

G. Stanley Hall Lectures

The conceptual and empirical underpinnings of the modern behavioral therapies

Michael J. Dougher, PhD, University of New Mexico

Friday, August 8, 2:00 – 2:50 PM, Convention Center Room 154A

Session Chair: Jessica G. Irons

Abstract:

There has been rapid growth in recent years in the use and reported effectiveness of mindfulness/acceptance based behavioral therapies. The philosophical assumptions and laboratory-based principles that underlie these modern behavioral therapies are sufficiently different from traditional behavioral and cognitive-behavioral therapies that some have referred to them as “third-wave” behavior therapies. Perhaps ironically, the underlying epistemology of many of these therapies stems from a behavior analytic or radical behavioral perspective on private events (thoughts and feelings); a perspective that many identify with the denial or eschewal of private events and the concept of mind in a science of behavior. The more prominent of these therapies (e.g., Acceptance and Commitment Therapy, ACT) are also based on a modern behavioral account of language and cognition called relational frame theory (RFT). Despite their rising popularity and empirically supported effectiveness for a variety of clinical disorders, these modern approaches have not yet made it into the pages of today’s introductory psychology texts. The purpose of this talk is threefold: a) To describe the functional/contextual view of private events that characterize these therapies and distinguish it from the structuralistic/mechanistic perspective characteristic of the more traditional behavioral therapies; b) To outline the basic tenets of RFT and report some of the relevant laboratory data that support it; and c) To explore the interesting and perhaps unique clinical implications and interventions of this philosophy and theory.

The Story of H.M.: Recent Findings Indicating More than Memory Deficits

Lori James, PhD, University of Colorado Colorado Springs

Friday, August 8, 3:00 – 3:50 PM, Convention Center Room 144B

Session Chair: Jessica G. Irons

Abstract:

Many introductory textbooks on psychology present information about the amnesic patient H.M., widely known for his remarkably dense anterograde amnesia. In 1953, H.M. had an operation in which most of his medial temporal lobes were removed in an attempt to control his epileptic seizures, and from that time on, H.M. was unable to form new memories. He participated in hundreds of research projects over a span of more than 50 years, until his death in 2008. His deficit is typically characterized as a relatively pure case of anterograde amnesia, accompanied by some retrograde memory deficits. However, over the last 15 years, published findings have begun to call into question the purity of H.M.'s memory deficit. Specifically, my colleagues and I have documented specific deficits in his language comprehension, language production, and visual cognition, and also identified some exacerbated age-related changes in H.M.'s non-memory cognitive processes. The research has definitely been controversial, especially regarding the mechanisms underlying H.M.'s deficits in domains other than memory, but the basic finding that H.M. may not have been a pure amnesic remains unknown to many psychologists who do not specialize in memory research as well as to the public at large.

The Psychology of Self-Motivation: Cultivating an Actively Caring for People Culture

E. Scott Geller, PhD, Virginia Tech

Saturday, August 9, 4:00 – 4:50 PM, Convention Center Room 144A

Session Chair: Jessica G. Irons

Abstract:

An Actively Caring for People (AC4P) culture requires people to do the right things for others when no one is watching to hold them accountable. Such self-accountability requires self-motivation. This spirited, research-based presentation will specify practical ways to facilitate the self-motivation needed to achieve and sustain an AC4P Culture. The theme of this presentation is the same as Dr. Geller's realistic narrative, coauthored with Bob Veazie, and entitled *When No One's Watching: Living & Leading Self-Motivation*. Dr. Geller and his students have published two books on the AC4P theme: *Actively Caring for People: Cultivating a culture of compassion* and *Actively Caring at Your School: How to make it happen*. These books will be available for conference participants.

Harry Kirke Wolfe Speaker

Assessing Skills: The Future of Undergraduate Psychology Education

R. Eric Landrum, PhD, Boise State University

Saturday, August 9, 5:00 – 5:50 PM, Convention Center Room 144A

Session Chair: Jessica G. Irons

Abstract:

The popularity of undergraduate psychology leads to challenges that the discipline may not be handling so well. Articulating what students should know and be able to do, followed by psychometrically meaningful assessment, comprise important steps to answering accountability concerns and building a sustainable future for undergraduate psychology education. If we were to measure skills at the time of graduation, we could provide valuable information and confidence to our graduates, as well as assurances competencies to departments, institutions, employers, legislators, and citizens. Local skills assessment efforts are commendable, but nationally-coordinated efforts are warranted given the high stakes; fortunately, psychology educators are fully capable of leading the way.

New Member Selection

Jessica Irons is rotating off the committee, and thus a new member will be selected to fill the open position. In 2013 we conducted a search for a new member and made an offer that was ultimately declined. We are conducting the search a second time with applications due for consideration July 1, 2014. Scott Bates will take over as sole Chair beginning July 1, 2014. Below are the current members and their contact information.

G. Stanley Hall / Harry Kirke Wolfe Lectures Committee Members

Jessica Irons (Co-Chair) Assistant Professor Department of Psychology James Madison University Harrisonburg, VA 22807 540-568-6565 ironsjg@jmu.edu	Scott Bates (Co-Chair) Associate Professor Department of Psychology Utah State University Logan, UT 84332 435-797-1448 Scott.bates@usu.edu
Elizabeth Sheehan Lecturer, Psychology Department Georgia State University 1170 Urban Life Building 404-413-6267 (office) 404-413-6207 (fax) esheehan@gsu.edu	Robert DuBois Learning Facilitator, Psychology 800 Main Street Pewaukee, WI 53072 Rdubois2@wctc.edu

**STP Teaching Preconference at SPSP
Submitted by Courtney Rocheleau**

SPSP was held in Austin, Texas, in 2014. For SPSP this year, our preconference had 45 paid participants. We had two keynote speakers at the preconference: C. Nathan DeWall from the University of Kentucky and Joshua Correll from the University of Colorado. Nathan spoke about implications of self-control and self-regulatory processes in an academic environment, how to teach these concepts in class, and how to encourage the development of students' self-regulatory

skills and capacity. Joshua spoke about the importance of dynamism in the study and teaching of social psychology, emphasizing the fact that the majority of social psychological phenomena we're interested in develop organically over time, but our research techniques tend to focus on snapshots in time. We also enjoyed our invited speaker, Ryan Howell, from San Francisco State University. He discussed strategies for teaching statistics through conceptual questions that focus on their utility for answering questions about which students are inherently interested.

In addition to these interesting and provocative invited addresses, we had several participant-submitted talks throughout the day. The talks represented a mix of more theoretical, "big picture" ideas and more concrete and practical tips for teaching. Overall, participants evaluated the preconference highly and reported finding the preconference useful to them in their career development. The combination of graduate students, novice teachers, and experienced teachers led to fruitful conversations (particularly during the discussion-group lunch session and the ECP-hosted happy hour after the preconference officially ended) and new opportunities for mentoring, collaboration, and friendship.

As my term as preconference organizer ended with 2014's preconference, Seth Wagerman will be starting his term for the 2015 preconference, to be held in Long Beach, California. On a personal note, I'd like to thank STP for providing me the opportunity to serve in this position. I enjoyed the experience as preconference organizer immensely and feel grateful to have had the opportunity to have a hand in a preconference that has been an important professional resource to me throughout my career, beginning when I was in graduate school.

**STP Pre-Conference Session at NITOP
Submitted by Bill Altman**

NITOP 2014 was a great success. Sue Frantz's STP-sponsored talks were popular, and people found them to be helpful. I attended both and learned new things in each. I was also able to interest people in STP at our vendor table, and many of them either signed up at the table or came by later to tell me they'd done so from their hotel rooms. In addition (crossover of areas, here) I was able to get several of the presenters to provide essays for STP's *E-xcellence in Teaching* monthly email, and several were interested in talking with Sue about other possible ways to become more involved.

For next year, I've arranged for Dr. William M. K. Trochim of Cornell to be our sponsored speaker. He'll be doing a 2-3 hour workshop, entitled *Activities That Engage Students in Research Methods*, on incorporating research methods into regular classes. I know he's hoping to have people coming away at the end with specific things they can use in their classrooms in the next semester. My only regret is that I'll be doing a session at the same time, so that I won't be able to attend Bill's workshop. He has promised me a preview over the summer, which should be fun. As part of talking with him about the presentation possibility, he told me that he was pretty much out of the loop on both NITOP and STP, but that the ideas of

each excited him a lot, and he's thinking of becoming more involved in the future. This will be greatly helped by the free 1-year membership that STP has generously offered him for being our speaker (and for which he was both honored and quite grateful).

Also, I know that STP is reviewing whether or not we will continue to sponsor NITOP. Please let me know of the decision and what our future involvement might look like.

**STP SoTL Workshop/Writing Workshop
Submitted by Regan Gurung**

STP will hold its 4th annual writing workshop again connected to the Best Practices conference (to be the ACT conference in 2014). A general call for attendees was posted early in the year, and all assignments were made by May 30th. Applicants were consistent with the year before (16).

This year, I have reorganized mentoring such that each mentor now has 2-3 mentees versus 4-5. I trust this will give the mentee more attention and reduce the workload for the mentor.

There are two significant additional activities tied to the workshop this year:

- First, I added three new mentors. I made a general call to all STP members, fielded applications and selected mentors with an eye to bringing in more junior faculty. New mentors are Michelle Droiun, Kristine Anthis, and Aaron Richmond. Each new mentor has 2 mentees for the 2014 workshop.
- A working group is formulating an online SoTL consultancy service providing a resource for scholarly teachers and faculty doing SoTL or those want to practice the science of learning. A report from this group has been distributed to the EC for discussion.

A number of past attendees have been publishing and presenting SoTL work providing anecdotal evidence for the effectiveness of the workshop. SoTL mentors will also coordinate a formal assessment of all four years of the program at the conclusion of the 2014 workshop.



The Society for the Teaching of Psychology

Vice President For Recognition and Awards

Semi-Annual Reports, Summer 2014

Submitted by: Beth M. Schwartz, Ph.D.

Scholarship of Teaching and Learning Research Grant

Submitted by: Georjeanna Wilson-Doenges

1. Committee Members (names, institutional affiliation, term expiration date, and email address):

Georjeanna Wilson-Doenges, Chair, of University of Wisconsin-Green Bay, (term expires 2014) email: wilsong@uwgb.edu

Trent W. Maurer, of Georgia Southern, (term expires 2013) email: tmaurer@georgiasouthern.edu

Jessica Hartnett, Gannon University (term expires 2013); email: hartnett004@gannon.edu

Anna Ropp, Metropolitan State University of Denver (term expires 2014); email: aropp@msudenver.edu

David Daniel, James Madison University (term expires 2013); email: danieldb@jmu.edu

Lisa Dinella, Monmouth University (term expires 2014); email: ldinella@monmouth.edu

2. Does your committee have any vacant positions that need to be filled for the next round of decisions? (If so, please indicate the number of vacancies)

Yes, 3 positions replacing Trent Maurer, Jessica Hartnett, and David Daniel

3. A list of the number of applications received from the previous call for proposals and the number of grants/awards funded. This should include the funding percentage (how many awards were funded from the total requested) and the funding rate (average % of requested proposal that was funded).

We received only 8 proposals and partially funded one (12.5% funding rate). We gave out only \$4,000 of the \$10,000 we had to give because we felt that the proposals were not meritorious of funding. We returned \$6,000 to STP.

4. A list of those who received the award, the recipient's affiliation, the title of the project/presentation (if applicable).

Culturally Competent Graduate Psychology Training: A Training Model for Skill Development in Immigrant Psychological Assessment

\$4,000

Dr. Joan Popkin
Tennessee State University
3500 John Merritt Blvd.
Department of Psychology
Nashville, TN 37209
jpopkin@tnstate.edu

Co-investigators:
Dr. Jorge Victor Boero
Athena Consulting and Psychological Services, LLC

Karla McKanders, Esq.
University of Tennessee College of Law, Legal Clinic

Amy Berman
Tennessee State University

Jacqueline Newman
Tennessee State University

Feedback from committee:

This is the second round of applications that were very disappointing. In February of 2012 we received 17 applications for the first installment of this grant and there were more deserving proposals than what were funded. We then changed the funding cycle so that the recipients would have the full calendar year to complete their projects instead of only from March until December, making the applications due October 31, 2012. We only received 5 applications and were not overly enthused about their quality which was much lower than the previous submission cycle. In October 2013 we received 8 applications but the quality of the proposals was disappointing so we didn't give out all the funds for the second cycle in a row. We only partially funded one proposal for \$4,000 and then gave the rest of the money back to STP. The selection committee is very disheartened and wanted the

Executive Committee to reconsider giving out this grant. The Executive Committee decided to continue one more year with some better advertising and then reassess next year.

With that being said, only Anna, Lisa and I are continuing on the committee and we need some help recruiting 3 new members for this year's selection. We also need help advertising this grant to try to increase both the quantity and quality of these proposals.

Award Program: Small Partnerships Grant

Submitted by: Jessica Lakin

1. Committee Members (name, institutional affiliation, email address, and term expiration date):

Jessica Lakin (Chair), Drew University, jlakin@drew.edu (term expires 2015)

Selena Kohel, Cottey College, sk237@nyu.edu (term expires 2015)

Dan Segrist, Southern Illinois University Edwardsville, dsegri@siue.edu (term expires 2015)

A call went out for two new members. The following individuals expressed interest and will be offered positions on the committee with terms that expire in 2017.

- Eric Klein - Ashford University: Eric is already on STP's Task Force on the Assessment of Undergraduate Skills in Psychology, but wants to be more involved in STP.
- Keli Braitman - William Jewell College: She said you spoke with her about this opportunity at the AP grading. She is new to STP and wants to get involved.

2. Does your committee have any vacant positions that need to be filled for the next round of decisions? (If so, please indicate the number of vacancies)

Yes, see above. I posted a call on 6/2/14 with a deadline of 6/20/14 for two new committee members.

3. Please provide the requested information in the section that applies to the type of program that you chair. Also, feel free to provide any more information that you'd like me to pass along to the Executive Committee.

For Grant Programs Only:

- Contact info for recipients (name, institutional affiliation)
- Title or Brief description of funded activities (2-3 sentences at most)
- Number of proposals received

- Total amount of funding requested
- Total amount of funding awarded
- Feedback on process from committee (e.g., difficulties encountered, suggestions for improvement, assessment of how well level of funding of program meets members' needs, assessment of how well program fills a need)

In the past, the Small Partnerships Grant committee received two very different kinds of proposals: conference proposals (both large and small) and proposals for faculty research collaborations across institutions. It was very challenging to develop a rubric that could capture the differences between these types of proposals and score them in a way that felt equitable; we were comparing apples and oranges. Because of ongoing concerns about this problem, the committee (and the previous VP for Recognition and Awards) re-wrote the call for submissions this year to try to better differentiate the Small Partnerships Grants from STP's newly-established SOTL grant program. We did not want to fully remove faculty research collaborations from our purview (e.g., we imagined a situation where we could fund non-SOTL research that brought faculty members together across institutions, for example), but we did want to make it clear that if people were proposing research collaborations that would fall into the SOTL category (as most of the applications for research collaborations that we received in the past did), those submissions would be better directed to the SOTL grant program. A copy of the call for proposals that we used for the 2014 funding cycle is attached at the end of this document.

For the 2014 cycle, we received 11 proposals. All five members of the committee reviewed and scored the 11 proposals according to a rubric that was developed prior to receipt of the submissions. Generally speaking, the revised call for proposals seems to have been effective. As the chair of the committee, I did not receive any questions for clarification from STP members, and none of the 11 proposals that we received were for faculty research collaborations that the committee members would have defined as SOTL research. In fact, all 11 of the proposals we received this year were for conferences or small group meetings or working groups where discussing teaching (broadly speaking) was the focus. While there are certainly some minor changes that we will make to our scoring rubric for next year, there was generally consensus in our scores, and determining the funding amounts was relatively easy (certainly much easier than it has been in the past given the similarity in the types of proposals that were being evaluated).

The total amount of funding that was requested for 2014 across the 11 proposals was \$24,090. Amounts ranged from \$300 to \$6,000 (the maximum possible request). The average request was \$2,190 (the median was \$1,770), and we awarded the full amount that was available (\$6000).

We funded the four proposals listed below for the amounts indicated. As you can see, we were able to fully fund three of the four proposals.

1. Melissa Birkett (Northern Arizona University) and K. Laurie Dickson (Northern Arizona University): Facilitating International Networking for Community College Faculty at the 6th International Conference on Psychology Education

Requested: \$2,000

Amount funded: \$2,000

2. Jane Noll (University of South Florida), Jennifer Peluso (Florida Atlantic University), Kristin Nichols-Lopez (Florida International University), Barbara Licht (Florida State University), and Jane Halonen (University of West Florida): Florida Council for Undergraduate Psychology Curriculum and Assessment

Requested: \$5,000

Amount funded: \$2,175

3. Catherine Overson (University of New Hampshire) and Bill Stine (University of New Hampshire): Applying the Science of Learning in the High School Psychology Course

Requested: \$825

Amount funded: \$825

4. Susan Simonian (College of Charleston) and Mark Hurd (College of Charleston): Enhancing Psychological and Interdisciplinary Neuroscience Education

Requested: \$1,000

Amount funded: \$1,000

In the table below, you will see summary information for the funding cycles since 2012.

Funding Cycle	Number of Proposals Received	Number of Proposals Funded	Annual Funding Percentage	Cumulative Funding Percentage
2012	11	4	36	
2013	15	6	40	38
2014	11	4	36	38

Call for Proposals

The Society for The Teaching of Psychology (Division 2 of APA) is pleased to announce a program of small grants to promote communication and collaboration between psychology teachers from different institutions. Specifically, this program is intended to bring together individuals to engage in planned activities to promote the teaching of psychology or who desire to work together to think about the ways in which the teaching of psychology can be improved. Proposed activities could take the form of conferences or small meetings devoted to teaching-related topics, or could take the form of collaborative activities between specific individuals from different institutions that are intended to improve the teaching of psychology in some way (e.g., bringing together high school and college psychology students for an interactive or experiential program, development of programs devoted to mentoring future psychology teachers, programs to bring together and utilize specialized teaching resources from different institutions).

Grant funds can be used to defray the costs of the collaborative activities or the meetings involving representatives from different institutions (e.g., materials, equipment, fees, travel, food). Activities funded by this program may result in peer-reviewed publications, but do not necessarily have to have this goal. Research collaborations that focus on the Scholarship of Teaching and Learning (SoTL) are no longer eligible for funding through this grant program; those interested in obtaining funding to support SoTL should apply to STP's "Scholarship of Teaching and Learning Research Grant" program. Non-SoTL research collaborations that include a significant teaching component can be submitted for consideration; proposals for research collaborations that will have no impact on teaching or include no teaching-related activities are also not appropriate for this program.

This grant program is open to members of the Society for the Teaching Psychology who teach psychology at 4-year colleges and universities, 2-year colleges, or high schools. We have a total of \$6000 to award. These funds will likely be divided among several outstanding proposals, so it is possible that awardees may only receive partial funding for their projects. Since tracking began in 2012, 38% of submissions have been partially or completely funded. The funded projects must be completed during the 2014 calendar year. Policies regarding STP grant programs can be found on the STP website (<http://teachpsych.org/members/policies.php>).

Proposals should not be longer than two pages in length and should include the following sections: a) applicants' names and contact information, b) title of project, b) objective(s) and anticipated benefits of the project, c) description of activities to meet those goals, d) methods by which you will measure efficacy of the project, and e) a budget. Please note that indirect costs will not be funded. Because of budget limitations, please indicate whether and how you would be willing to go forward with the project in the case of partial support. A list of projects that were funded over the past several years can be found on the STP website (<http://teachpsych.org/Default.aspx?pageId=1599543#.UbIIWue1GHo>), although you should note that the types of projects that we anticipate funding beginning in the 2014 cycle has shifted slightly (as outlined in this call for proposals).

Proposals will be evaluated on the expected impact (e.g., number of people involved in project and affected by project outcome, whether project leads to an ongoing partnership), innovativeness, geographic reach of the proposed project, and the extent to which the project supports the mission of STP. In addition, clarity of the proposal and efficacy of the program assessment will factor into the evaluation of proposals. New applicants and projects will be given priority over those that have previously received funds from this grant program. Please indicate in the application if funds have been received from this program in the past.

Upon notification of funding, grant recipients must submit a brief abstract (no more than 200 words) describing the purpose, method, and expected outcomes of the funded project. These abstracts will be posted on the STP website. Grant recipients will also be asked to complete a final report on the outcome of the project within one year of receipt of funds. The final report will detail how funds were spent. The report should also include an assessment of the efficacy of the project by describing how well the project met its goals and budget, and whether the partnership will continue beyond the life of the grant.

Please submit proposals to Jessica Lakin at jlakin@drew.edu by November 8, 2013. Questions concerning this program can also be directed to her at this address. Decisions should be communicated by early January.

Name of Grant/Award Program: Fellows Committee

Submitted by: Mary E. Kite

1. Committee Members (names, institutional affiliation, term expiration date, and email address):
 - PAST CHAIR
Stephen Chew (2015)
Samford University
slchew@samford.edu
 - Chair
Mary Kite (2015)
Ball State University
mkite@bsu.edu
 - Associate Chair:
Maureen McCarthy (2015)
Kennesaw State University
mmccar10@kennesaw.edu
 - Member:
Bill Addison (2016)

Eastern Illinois University
weaddison@eiu.edu

2. Does your committee have any vacant positions that need to be filled for the next round of decisions? (If so, please indicate the number of vacancies)

We need to appoint an Associate Chair by December. That person is typically a current Fellows Chair member and, if Maureen or Bill is chosen for that role, we do not need a new member. (Update: Maureen McCarthy was appointed June 2014).

3. Please provide the requested information in the section that applies to the type of program that you chair. Also, feel free to provide any more information that you'd like me to pass along to the Executive Committee.

For Teaching Award and Fellows Programs Only:

- Contact info for recipients (name, institutional affiliation, email) and award earned

New STP Fellows (Already APA Fellows)

John D. Hogan, Ph.D.
Department of Psychology
St. John's University
Jamaica, New York 11439
hoganj@stjohns.edu

Grant Martinez Rich, Ph.D.
3057 Mountainwood Circle
Juneau, Alaska 99801
grantjrich@aol.com

Approved by APA Committee (Goes to Council in August)

William Douglas Woody, Ph.D.
School of Psychological Sciences
University of Northern Colorado
Greeley, CO 80639
William.Woody@unco.edu

- Number of applications received
2 from current APA Fellows (both approved)

2 New Fellow Applications (both approved by STP Committee; one not approved by APA Committee)

- Feedback on process from committee (e.g., difficulties encountered, suggestions for improvement, assessment of how well level of funding of program meets members' needs, assessment of how well program fills a need)

Ken Keith was nominated for the APA Fellows Committee and we hope he is selected. We were disappointed that both of our candidates were not approved by the APA Committee and we believe that committee does not fully understand the strengths of our candidates. Having a former STP Committee chair on the APA Committee undoubtedly would be helpful.

The STP Fellows Committee fills a clear need and we require no funding.

We welcome recommendations on ways to increase the number of applications for both new and current APA Fellows (from other divisions).

Instructional Resource Award Committee

Submitted by: Elizabeth Mazur

Membership (term expiration, institution, and email)

- Elizabeth Mazur (Chair - 2016), Penn State University - Greater Allegheny, PA. emazur@psu.edu
- Natalie Ciarocco (2014), Monmouth University, NJ; nciarocc@monmouth.edu
- Shevaun Stocker (2014), University of Wisconsin-Superior, WI. sstocker@uwsuper.edu
- Jenell Holstead (2016), University of Wisconsin – Green Bay, WI. holsteaj@uwgb.edu
- Lynn Strano (2016), Hartwick College, Oneonta, NY. stranol@hartwick.edu
- Natasha Otto (2016), Morgan State University, Maryland natasha.oto@morgan.edu

Membership Vacancies

We need to appoint two new members if Drs. Ciarocco and Stocker are ineligible or are uninterested in serving a second 3-year term of service. Please advise if a second term is allowable. Also, the Chair would welcome information about advertising for new committee members.

Awards (title, name, institution, proposal title, email)

- Larissa Barber, Ph.D., Northern Illinois University: *Internship Supervision Resources for Developing Student Employability* lbarber@niu.edu
- William (Kit) Nast, Ed.D., Bishop State Community College: *Psychology Career Advice Videos* knast@bishop.edu
- Stacie Spencer, Ph.D., MCPHS University, Boston MA: *Instructor Materials for Teaching*

Research Methods Using a Consulting Model. Stacie.spencer@mcphs.edu

- **Number of proposals received** – Ten
- **Number of proposals funded** – Three
- **Funding rate** – 30 percent
- **Total amount of funding awarded** - \$4,500
- **Feedback on process from committee**

One reviewer, Natasha Otto, was inadvertently omitted from the initial list of reviewers that the chair first received so she was unable to review in 2014.

Two projects awarded before 2014 have not yet been published, that of Lynn Sprott, awarded in 2012, and Renee Boborka, 2013. Ruth Ault is working with these awardees to facilitate completion.

STP Early Career Psychologist Travel Grant Program

Submitted by: Amy A. Hackney

Name of Grant/Award Program: STP Early Career Psychologist Travel Grant Program

1. Committee Members (names, institutional affiliation, term expiration date, and email address):

Amy Hackney (Chair)	Georgia Southern University, GA	Fall 2015, but can serve an additional year as needed	ahackney@georgiasouthern.edu
Daniel W. Barrett	Western Connecticut State University, CT	Fall 2014	barrettd@wcsu.edu
Susan Burns	Morningside College, IA	Fall 2013	burns@morningside.edu
Beth Schwartz	Randolph College, VA	Fall 2013	bschwartz@randolphcollege.edu
Jennifer Zwolinski	University of San Diego, CA	Fall 2013	jzwolinski@sandiego.edu

We have three vacancies (Burns, Schwartz, & Zwolinski) that need to be filled before the next review of applications. Announcements are being posted.

2. We received 33 applications and we funded 21 applicants (63.6% of applicants were funded). For the 21 applicants that were funded, 20 applicants were awarded 100% of their requested funds (\$500). One funded applicant received 25% of his requested funds (\$100). The funding rate (average

percentage of requested proposal that was funded) for the 21 funded applicants was 96.43%. Across the 33 applicants, we funded \$10,000 of the \$16,400 that was requested.

3. Award Recipients

Recipient	Affiliation	Email	Amount awarded
Brian Ayotte	University of Massachusetts Dartmouth	bayotte@umassd.edu	500
Amanda Brouwer	Winona State University	ABrouwer@winona.edu	500
Brandy Brown	University of Arizona South	brandyabrown@email.arizona.edu	500
Robert Bubb	Auburn University	robb.bubb@auburn.edu	500
Kelly Campbell	California State University, San Bernardino	kelly@csusb.edu	500
Kate Chapman	University of Arkansas	kmc025@uark.edu	500
Bryan Dawson	University of North Georgia	Bryan.Dawson@ung.edu	100
Casey Dexter	Berry College	cdexter@berry.edu	400
Blythe Duell	Southeastern Oklahoma State University	bduell@se.edu	500
Kristel Gallagher	Keystone College	kristel.gallagher@keystone.edu	500
Eric Goedereis	Webster University	ericgoedereis18@webster.edu	500
Rajiv Jhangiani	Capilano University	rjhangiani@capilanou.ca	500
Megan Knowles	Franklin & Marshall College	mknowles@fandm.edu	500
April McGrath	Mount Royal University	amcgrath@mtroyal.ca	500
Anne Richards	Shoreline Community College	arichards@shoreline.edu	500
Thomas Ruthann	Hendrix College	ThomasR@hendrix.edu	500
Ben Seipel	California	bseipel@mail.csuchico.edu	500

	State University, Chico		
Eve Sledjeski	Rowan University	Sledjeski@rowan.edu	500
Norah Slone	Spalding University	norahslone@gmail.com	500
Jenn Veilleux	University of Arkansas	jeveille@uark.edu	500
Michelle Yarwood	Pennsylvania State University	mxg925@psu.edu	500
			\$10,000.000

Each of the grants was awarded to recipients to defer the costs of travel and registration to a conference or workshop primarily focused on the teaching of psychology.

5. We did not experience any problems during this cycle of applications. We received 33 applications (compared to 31 the prior year). We need three new committee members to help review applications in the fall of 2014 for 2015 conference travel. I do not anticipate any difficulty finding new committee members.

STP Conference Speaker Grant Program—2014 Summer Report

Submitted by: Aaron Richmond

1. Committee members:
 - a. Bill Buskist (rotated off in January 2014)
 - b. Janie Wilson (rotated off in January 2014)
 - c. Aaron Richmond (chair)
 - d. Courtney Rocheleau
 - e. Kristine Anthis (started January 2014)
 - f. Elisabeth Harwood (started January 2014)
2. From August 2013 to June 2014, the STP Conference Speaker Grant program awarded 8 conferences funding for speakers and denied one conference funding. This resulted in a %88.88 acceptance rate.
3. See Table 1 below for a list of all of the conferences which applied for the STP Conference Speaker Grant Program.
4. There were no large issues with this program. We reached our allotted 5 conferences to fund quite early and the EC graciously extended our funding to 8 conferences. We subsequently received three more qualified applications and allotted the remaining three awards. If possible, we would like to make our standard allotment of conference funded to 8. We will continue to

coordinate with the Director of Regional Programming to promote the program, to coordinate and advertise in the newsletter to promote the program, and to coordinate with the G. Stanley Hall Speakers and the Harry Kirke Wolfe Lectures to minimize overlap.

Table 1. Applications for the Conference Speaker Grant Program from August 2013 – June 2014

<i>Conference</i>	<i>Funded</i>	<i>Speaker</i>	<i>Amount</i>
Eastern Teaching of Psychology	Yes	Undecided	\$1200
Missouri Undergraduate Psychology Conference	No	N/A	\$0.00
Iowa Teachers of Psychology	Yes	Undecided	\$1200
Psychological and Educational Research in Kansas and Nebraska Psychological Society Joint Conference	Yes	Undecided	\$1200
Psychology Teachers at Community Colleges	Yes	Undecided	\$1200
The Third Annual Stanford Psychology One Conference	Yes	Undecided	\$1200
4 th Annual Pedagogy Day Conference	Yes	Bill Buskist	\$1200
Northeast Conference for Teachers of Psychology	Yes	Jane Halonen	\$1200
8th Annual Conference for the Oklahoma Network for Teaching of Psychology	Yes	Eric Landrum	\$1200

SAGE Teaching Innovations & Professional Development Award Selection Committee

Submitted by: Lori Rosenthal, Committee Chair

COMMITTEE MEMBERSHIP:

Chair (Term ends 2014)

Lori Rosenthal, Ph.D. (term ends August, 2014)

Chair, Department of Social Sciences

Associate Professor of Psychology

Lasell College

1844 Commonwealth Ave.

Newton, MA 02466

lrosenthal@Lasell.edu

Members (Terms end 2014)

Dr. Jessica Hartnett

Department of Psychology and Counseling

Gannon University
109 University Square
Erie, PA 16541
hartnett004@gannon.edu

Jenell Lynne Holstead, Ph.D., NCSP
2686 Van Beek Road
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Members (Terms end 2016)

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New Members (to start September, 2014, terms to end 2017)

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OVERVIEW

The purpose of the Sage-sponsored Teaching Innovations & Professional Development Travel Award is to help defray the costs of travel to the American Psychological Association's Annual Convention for a selected graduate student and early career faculty member who wish to attend programming provided by the Society for the Teaching of Psychology. Award recipients each receive a \$1250 travel grant. Recipients must be members of STP and will demonstrate their commitment to teaching and their expectations of the benefits of convention attendance to their teaching, their students, and their institution.

ACTION ITEMS AND FEEDBACK

At this time, only 2 applications have been received. The award has been posted on the STP website, on the Psycteacher and TOPPS listserves, with APAGS, and on several LinkedIn groups related to graduate study in Psychology and APA members. We have also sent the call for proposal to all personal contacts of the committee members with requests to forward the material to anyone they thought would be interested. We will continue to promote the availability of the award and will begin reviewing applications at the end of June, 2014.

The timeline for soliciting and reviewing applications was again very tight this year and this is the primary challenge facing the committee. Communication with Sage regarding the availability of the award was difficult as there was employee turnover. For most of the academic year, we did not have confirmation that we would be able to offer the award. As soon as we heard that Sage would continue to fund the award, we put out a call for applications. Unfortunately, since the call went out in May, after many academic institutions concluded their spring semester, we do not anticipate a large number of applications.

It also seems that graduate students are a particularly difficult audience for this award. We made a specific effort to target listserves, websites, and discussion boards for graduate students but have received limited response. It might be that the award criteria of being a current member of STP at the time of application is not feasible for graduate students. I'm not sure how many graduate students are current members. The committee next year might want to consider offering a free year membership in STP to the graduate student recipient of the award rather than requiring the applicant to be a current member of STP.

The award itself provides much needed funding for early career faculty members and graduate students to attend APA/STP programming. In this economy, it is very difficult for people to find the funds to travel to conferences and many institutions are limiting travel funds. This year, with APA in Hawaii, the expense to attend the conference was particularly high and the financial help would presumably be very needed.

Name of Grant/Award Program: Teaching Excellence Awards

Submitted by: Amy C. Fineburg, PhD

1. Committee Members (names, institutional affiliation, term expiration date, and email address):

Chair: Amy C. Fineburg, PhD, A+ College Ready, Birmingham, AL (2015)

fineburg@hotmail.com

Associate Chair: Eric Amsel, PhD, Weber State University, Ogden UT (2015)

eamsel@weber.edu

2. Does your committee have any vacant positions that need to be filled for the next round of decisions? (If so, please indicate the number of vacancies)

We do not have any vacant positions this year. However, it would be ideal if we could identify some potential candidates for the upcoming Associate Chair position, which will become vacant for a term beginning in 2016.

3. *Please provide the requested information in the section that applies to the type of program that you chair. Also, feel free to provide any more information that you'd like me to pass along to the Executive Committee.*

- Contact info for recipients (name, institutional affiliation, email) and award earned

Mary Margaret Moffett Teaching Excellence Award (High School) – Amanda Vanderbur, MEd, Zionsville Community High School - avanderbur@zcs.k12.in.us

Wilbert J. McKeachie Teaching Excellence Award (Graduate Student) – Angela Legg, MS, University of California, Riverside – alegg001@ucr.edu

Adjunct Faculty Teaching Excellence Award – Thanos Patelis, PhD, Fordham University – patelis@fordham.edu

Jane S. Halonen Teaching Excellence Award (Early Career) – Sadie Leder Elder, PhD, High Point University – sleder@highpoint.edu

Robert S. Daniel Teaching Excellence Award (4-Year College) – no award given

Wayne Weiten Teaching Excellence Award (2-Year College) – J. Kris Leppien-Christensen, PhD, Saddleback College - kleppienschristense@saddleback.edu

- Number of applications received

Below is a chart detailing the number of applications reviewed for each award this year. This includes the new applications for 2014 and the applications that were rolled over from 2013.

Award Category	New Applications for 2014	Roll-Over Applications from 2013	Total Applications Reviewed in 2014
Moffett (High Schools)	2	1	3
Weiten (2-Year Colleges)	2	1	3
Daniel (4-Year Colleges)	2	1	3
McKeachie (Grad Students)	0	3	3
Halonen (Early Career)	5	3	8
Adjunct	1	1	2

- Feedback on process from committee (e.g., difficulties encountered, suggestions for improvement, assessment of how well level of funding of program meets members' needs, assessment of how well program fills a need)

The reviewers of the awards all reported that the use of electronic files and Dropbox was convenient and easy to use. They expressed gratitude for the electronic process. One group of reviewers did not feel the applicants presented their materials in a strong enough way as to determine a winner. They felt the applicants presented their teaching and student mentoring excellence, but they did not see a strong "service to the profession" component in any of the applicants that would warrant a winner being designated. This committee suggested that the cover letter be more explicit in defining how the nominee meets the criteria of the award and that the portfolios be limited to 30 pages total.

There was also concern expressed by this committee that the call for nominations is not broad enough as to attract enough new submissions. They suggest circulating the call for nominations more widely and to send reminder emails to all STP members 60 days prior to the nomination due date. Any other suggestions the EC has for attracting more nominees is greatly appreciated.

Two additional concerns were presented by non-winner nominees. One nominee was disappointed that the award for which she was nominated did not have a winner named. She expressed concern that the committee held the nominees to evaluation standards not outlined in the call for nominations. She felt that the committee was asking nominees to demonstrate excellence in all five criteria, which is not required in the call for nominations. Additionally, she wanted specific feedback from me/the committee on

how to present her portfolio in the future to increase her chances of being successful. I reported to her the feedback from the committee and let her know that I could not provide any further guidance. I directed her to seek counsel from a trusted mentor and/or previous winners (as listed on the STP website). We feel that the call for nominations is clear and stipulates that the committee should not infer a nominee's qualifications for the award. We also feel the committee that evaluated this award did not require nominees to demonstrate excellence in all 5 criteria; rather, they did expect demonstrated excellence in overarching domains of teaching – pedagogy, student mentoring, and service to the profession – which we felt was reasonable to ask of winners for STP Teaching Excellence Awards.

A second concern focused on the issue of diversity. One nominee questioned how many people of color (specifically, Latino/a) had won the award. Since STP does not collect that type of data from nominees, it would be difficult, inappropriate, and perhaps impossible, to determine this. Prior winners conduct the award evaluations, so the question arose about whether this system presents an inherent bias of some sort. Dr. Amsel and I would like the feedback of the EC on this issue.

The level of funding seems adequate to meet the needs of the recipients. The EC may want to consider whether to continue the awards presentation at the APA convention. The detailed instructions for the 2014 and 2015 awards do not specify a location for the awards presentation to provide the EC flexibility in determining the venue for future presentations.

ECP

The ECP committee has been very busy working on a study about the positive effects of mentoring on ECPs (we just submitted a paper for publication at Teaching of Psychology) and are starting to work on a new project. Thanks to our budget increase we were also able to organize more social hours this year (e.g., APS, SPSP, APA and Best Practices in Oct) and give two poster awards (one at APA and one at Best Practices).

GSTA Progress Report: June 2014

The following is a January-June 2014 report of the activities of the Graduate Student Teaching Association (GSTA) of Division 2: The Society for the Teaching of Psychology.

Representation at Conferences and on Campuses

The GSTA leadership submitted an application for establishing a Psi Chi Chapter at the CUNY Graduate Center. Through this partnership, the GSTA can work closely with Psi Chi to recruit new students with interests in pedagogy into the GSTA.

The promotional materials for the organization have been updated and additional items with the GSTA logo include: brochures, T-shirts, bags, pens, flash drives, and wristbands. We will also have the updated brochure ready for a national membership drive projected to begin in August.

We are working on setting up a GSTA subcommittee with the sole mission of recruiting the regional liaisons in the fall. This particular activity is of high importance given that we anticipate to have a presence at numerous conferences in the 2014-2015 year, which would be an excellent opportunity for meeting with the liaisons and recruiting new student members.

This spring, the GSTA was present at two professional conferences: Eastern Psychological Association, March 13-16, 2014 in Boston, MA; and Jean Piaget Society Annual Conference, May 29-31 in San Francisco, CA.

If all submissions accepted, we should have five GSTA student leaders participating at the STP Annual Conference on Teaching, October 10-11, 2014. Three of our students – Christina Shane-Simpson, Rita Obeid and Anna Schwartz – applied and were accepted to participate in Regan Gurung's Scholarship of Teaching and Learning workshop; and two more students – Phil Kreniske and Svetlana Jović submitted a symposium proposal for the general conference program. Attending the STP conference will provide a wonderful occasion for student leaders to meet with STP leaders, and we would appreciate your input in regards to how this could be arranged.

One of our leaders – Emily Dow – will be representing the GSTA at the Mid-Atlantic Teaching Of Psychology Conference, and we are looking forward to learning about the details on this event.

Planning is underway for two SoTL conferences at the Graduate Center that will be co-sponsored by the GSTA, where we plan to work on promoting the GSTA and recruiting new members. We are far along in planning our annual Pedagogy Day on October 24, 2014, co-chaired by Aliza Panjwani and Theresa Fiani. The second conference we are co-sponsoring is the Subway Summit, January 23, 2015 co-chaired by Nicole Lorenzetti and Anna Schwartz.

Scholarship of Teaching and Learning Committee

We completed two chapters for the forthcoming STP volume: J. Busler, B. Beins, & W. Buskist, (Eds.) Preparing the New Professoriate: Helping Graduate Students Become Competent Teachers

(Volume 2), which will be published as an e-book by the Society for the Teaching of Psychology in the fall of 2014.

The title of the first chapter is *History of the Graduate Student Teaching Association (GSTA)* and it describes the GSTA and the opportunities it offers graduate students in psychology to develop as young college and university teachers. It includes a brief history of the organization as well as a description of the organization's overarching goals. The second book chapter – *Useful Books and Websites for Developing Pedagogy* - consists of an annotated bibliography with resources currently available to help teachers of psychology to develop their teaching skills. Potential resources include books, articles, websites, etc.

2014 Membership Committee Deb Park, Chair

Every year our committee sends out "Welcome" letters to our newest members; 596 were contacted in March and April with a Welcome Letter.

The MC reviewed the Membership Survey results and forwarded comments and suggestions to DF as to how we might address any issues or concerns that were identified by the survey respondents

The MC is currently working on developing inserts for ToP - to advertise the resources available to all STP members (based on survey results, many members were not aware of some of the resources)

PR Committee

Michelle Drouin has identified sources of funding for student travel, but missed deadlines to seek that funding for this year. So that will be pursued for next year. The LinkedIn account is set up and I believe we have transferred it to a new manager (not me). Vince Graniato is working on communicating all the STP benefits to community college's, Alyssa Gilston is similarly working on this for online school's. I have not yet heard from Lara Bruner.

Also, I have not forgotten about the possibility of having the PR committee take over doing the bookmarks, brochure, and/or journal inserts. I will revisit this sometime next month or in July with Alyssa who was the other committee member who expressed interest in tackling this with me.

**Vice President of Resources, Sue Frantz
Midyear Report 2014**

Teaching of Psychology Journal: Drew Christopher

Low number of submissions to Methods and Techniques so far in 2014. Higher number of submissions to Topical Articles and Faculty Forum than in the previous 6 years up to this point in the calendar year.

IE: Jeff Stowell

- Migration to Wildapricot is working well.
- Will the PsychTeacher Listserv continue forever, or will the Forum feature of Wildapricot be a suitable replacement?
- Wildapricot upgrade is coming June 28. It will provide some new, improved features, including more mobile-friendly web site themes.
- Although Google analytics is very powerful, it does not automatically track file downloads. Thus, pages with multiple resources (project syllabus, teaching resources) are not being tracked with the detail I'd like. Supposedly there is a way to do this, but I have not been successful at getting it to work yet.
- New Assistant Internet Editor is now doing well with posting syllabi.
- Compared to six months ago, no significant change in web traffic.

Professional Development Service: Laura Lunsford

I am pleased to report that a call for new mentees and mentors went out in May, 2013. I was able to match all nine applicants with mentors. I verified that they all connected with one another and they have been meeting throughout the academic year. Each mentee specified a project they hope to work on with a mentor. The mentors received a description of these projects as well. Thus, there were nine pairs in total and they will receive an official letter signaling their participation in the program in July.

The participants have also assisted me in providing ideas to continue to build this program.

This summer I will complete a revision for the program for next year to include:

- conducting the midyear evaluation of the program in early January,
- developing monthly prompts related to mentoring to email to the participants.
- revising the website to reflect program updates
- develop a way to have participants sign up twice during the year.

I have also been contacted by one institution who wishes to include their two teaching post docs in the program, which we will do.

In July I will prepare advertising materials to recruit the next class of mentees and mentors to start in August for an academic year of mentoring.

OTRP: Ruth Ault

Bonnie Green has recently accepted an appointment as a new assistant director of OTRP. She will be saving STP content in Delicious, tagging it so it will be easily searchable.

eXcellence essays: Bill Altman & Lyra Stein

We are working on formatting the 2013 e-book and that things have gone smoothly with the essays in 2014, so far. We have completed and edited essays to see us through the end of July, and enough promised or in the works to see us well past the end of the year.

Internet editor: Jeff Stowell

- Migration to Wildapricot is working well.
- Will the PsychTeacher Listserv continue forever, or will the Forum feature of Wildapricot be a suitable replacement?
- Wildapricot upgrade is coming June 28. It will provide some new, improved features, including more mobile-friendly web site themes.
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- New Assistant Internet Editor is now doing well with posting syllabi.
- Compared to six months ago, no significant change in web traffic.

Department Consulting Service - Rick Miller

DCS has received 17 requests for consultants since January. Most of these are for the Fall but two needed consultants within weeks of the request, which we were able to provide. I would like the EC to consider ways that we might better advertise our service. For example, does anyone know if there is an e-mail list of department chairs somewhere.

eBooks - Rick Miller

Three new e-books are close to completion. *Challenges of Teaching at Historically Black Colleges and Universities* under the direction of Karen Holmes, is at the formatting stage as is Volume 1 of the *Handbook on Advising*, with Rick Miller taking the lead. Volume 2 of the *Handbook on Advising*, with Jessica Irons in the lead is at the stage of author revisions.

A new e-book tentatively entitled: *History of Psychological Specialties in Historical Context: Enriching the Lecture for Faculty and Students*, with Doug Woody and Bill Wozniak in the lead, is at the stage of recruiting contributors.

This Is How I Teach Blog – Beth Morling and Maggie Thomas

The How I Teach blog (HIT Blog) has been publishing entries on the 5th and 20th every month since our debut on January 5. Our aim has been to publish a variety of types of teachers—old and young, at universities large and small. We are striving to occasionally publish entries from “famous” teachers as well as lesser-knowns. Our first blog post was from Neil Lutsky, and we will be publishing soon an entry by Jane Halonen and Sue Frantz.

Our readership statistics so far aren't great. Our June 1 stats show only 38 users and 91 page views. To increase this number, we are planning to send a regular announcement of the HIT entries when they come out to the How I Teach listserv. We also think that the blog (as well as other excellent content) on the STP content is basically hidden under the “news” menu. We would welcome STP board members' ideas about how to make this and the other excellent STP media content more visible. Perhaps there are automated ways to announce new HIT content on Facebook and STP Twitter, for example, or to more prominently feature our freshest content on the STP homepage. The Presidential Blog is not updated as

often as others, so maybe the “Other Blog Posts and News” can be in the upper right, instead of the presidential blog.

We’d both appreciate increased functionality in the STP web server, if possible. Specifically, Wild Apricot does not allow us to pre-record our blog posts for publication on a certain date; we’d welcome that functionality. It would also be nice if the blog page could be modified—right now, only the top inch of each HIT entry is visible, and it’s not that attractive to readers. We’d prefer having a full view of the most recent post, followed by shorter views of archived posts. In addition, the “tweet” button on the STP homepage doesn’t make a short link—you still have to go to bit.ly to make a short link. I hope the Tweet function can be modernized.

Recently, we sent a solicitation to the teachpsych listserv, asking for more content, and only got two applications from that. We plan to send another solicitation in the fall, when people are back in classes. As we go forward, we may need to invite most of our authors, perhaps by inviting people who post to teachpsych. Invitations will probably increase the diversity of the responses.

**BYLAWS OF THE
SOCIETY FOR THE TEACHING OF PSYCHOLOGY**

Amended August 3, 2013
Working Copy May 28, 2014

ARTICLE I—NAME AND MISSION

1. The name of this organization shall be the Society for the Teaching of Psychology (hereinafter the "Society").
2. The Society for the Teaching of Psychology advances understanding of the discipline by promoting excellence in the teaching and learning of psychology. The Society provides resources and services, access to a collaborative community, and opportunities for educational and developmental activities. The Society also strives to advance the scholarship of teaching and learning, advocate for the needs of teachers of psychology, foster partnerships across academic settings, and increase recognition of the value of the teaching profession.
3. The Society functions as Division Two of the American Psychological Association (APA).

ARTICLE II—MEMBERSHIP

1. The Society shall consist of two classes of membership: Members and Fellows.
2. Members shall be any persons interested in the teaching of psychology who are current in their payments of dues to the Society.
3. Fellows of ~~APA in STP~~ shall be persons (a) who qualify for Fellow status according to the bylaws of the APA, and (b) who have been actively engaged in the teaching of psychology ~~for a period of five years or more, not less than three of which shall have been spent in employment in the same institution, and (c) who have made significant contributions to the advancement of the teaching of psychology as determined by the Fellows Committee. After approval by the APA, their names shall be announced to the membership as Fellows.~~
4. On matters calling for a vote by the membership of the Society each Fellow and Member shall have one vote; no voting by proxy shall be allowed.

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ARTICLE III—ELECTED OFFICERS AND EXECUTIVE COMMITTEE

1. The elected officers of the Society shall be a President, a President-Elect, a Past President, five Vice-Presidents, a Secretary, a Treasurer, and one or more Representatives to the APA Council of Representatives, as provided for in the bylaws of the APA.
2. The President, President-Elect, Past President, five Vice Presidents, Secretary, and Treasurer constitute the voting members of the Executive Committee. The Executive Director of the Society shall serve as a nonvoting member of the Executive Committee. The Executive Committee shall supervise the affairs of the Society subject to the provisions of these bylaws. The President shall preside at all meetings of the Executive Committee and oversee all other discussions, deliberations, and votes of the Executive Committee. The Executive Committee shall make decisions by majority vote. The Executive Committee may send formal invitations to other individuals in appointed positions within the Society (e.g., Editors, Directors, and Standing Committee Chairs) and liaisons from other organizations that promote the teaching of psychology to attend its meetings or contribute to discussions as nonvoting participants.
3. The President-Elect shall be elected by the voting members of the Society. The term of

office for President-Elect shall be one year starting on January 1 of the year following the election and ending on December 31. It shall be the responsibility of the President-Elect to perform the duties of the President in the event of the absence or incapacity of the latter. The President-Elect shall become President upon the expiration of the President's term. The President-elect shall not simultaneously hold any other elected office or appointed position as Editor, Director, or Chair of a Standing Committee in the Society.

4. The term of office for President shall be one year starting on January 1 in the year immediately following that individual's term as President-Elect and ending on December 31. It shall be the duty of the President to preside at all meetings of the Society, to serve as Chair of the Executive Committee of the Society, to supervise the affairs of the Society with the approval of the Executive Committee. ~~The President may appoint committees and task forces,~~ and to perform other duties incident to the office or that may be required by vote of the Executive Committee. The President shall not simultaneously hold another elected office or appointed position as Editor, Director, or Chair of a Standing Committee in the Society.
5. The term of office for Past President shall be one year starting on January 1 in the year immediately following that individual's term as President and ending on December 31. The Past President shall serve as a member of the Elections and Appointments Committee and shall write the annual report of the Society's activities during his or her Presidential year to be submitted to APA. Upon completion of this term of office, the Past President shall serve a one-year term as Chair of the Elections and Appointments Committee. The Past President shall not simultaneously hold any other elected office or appointed position as Editor, Director, or Chair of a Standing Committee in the Society. Past Presidents of the Society shall be prohibited from future candidacy for any office whose incumbent is a voting member of the Executive Committee, but they may be considered for future candidacy for any other elected office or appointed position in the Society.
6. Each of the five Vice Presidents shall be elected by the voting members of the Society to represent one of the Society's five functional areas: ~~Resources; Programming; Recruitment, Retention, & Public Relations; Membership; Recognition & Awards; and Diversity & International~~ ~~Relations.~~ The term of office for each Vice President shall be three years starting on January 1 in the year following the election and ending on December 31. Ordinarily, elections for Vice Presidents shall be staggered so that Vice Presidents for no more than two functional areas shall be elected in any calendar year. It shall be the duty of each Vice President to coordinate communication among the Editors, Directors, and Committee Chairs in that officer's assigned functional area, to seek input from them, and to represent their interests to the Executive Committee. No Vice President shall simultaneously hold another elected office or appointed position as Editor, Director, or Chair of a Standing Committee in the Society. An individual is limited to serving a total of two three-year terms as Vice President and shall be prohibited from future candidacy for Vice President in any functional area, but this individual may be considered for future candidacy for any other elected office or appointed position in the Society.
7. The Secretary shall be elected by the voting members of the Society and shall not simultaneously hold another elected office or appointed position as Editor, Director, or Chair of a Standing Committee in the Society. The term of office for Secretary shall be three years starting on January 1 of the year following the election and ending on December 31. It shall be the duty of the Secretary to maintain the official non-financial records of the organization, to take minutes at all Executive Committee meetings, and business meetings of the Society membership, to record and prepare an annual summary of major Executive Committee decisions for review and approval at the Executive Committee meeting, to serve as editor of the Society's newsletter, and to perform other duties related to organizational needs as they arise. An individual is limited to serving a

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Commented [EL2]: Under our current practices, Vice Presidents can and do appoint committees to carry out the work of the Society. This change says that the President may do so as well, but it does not preclude VPs from appointing committees.

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Commented [EL3]: This is a change that was suggested by our current VP of PRR&PR; the title is unwieldy, and VP of Membership is clearer as well as more encompassing.

Commented [EL4]: This is a typographical error; the current VP title is Vice President of Diversity and International Relations.

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total of two three-year terms as Secretary.

8. The Treasurer shall be elected by the voting members of the Executive Committee of the Society and shall not simultaneously hold elected office or appointed position as Editor, Director, or Chair of a Standing Committee in the Society. The term of office for Treasurer shall be three years starting on January 1 of the year following the election and ending on December 31. It shall be the duty of the Treasurer to oversee the timely collection of dues from members; to monitor the funds and investments of the Society; to maintain custody of the financial records of the Society; to work with the officers of the Society on major financial matters; to maintain records of receipts and expenditures of the Society; to deposit receipts in a timely fashion; to make timely disbursements as authorized by the Executive Committee; to prepare a proposed annual budget for approval at the Executive Committee Meeting; to prepare an annual financial statement for the Executive Committee Meeting; to notify the APA's Office of Membership Services of any changes in dues assessments at the prescribed time; to function as the Treasurer of the Fund for Excellence; and to perform other general duties of a treasurer as needed. An individual is limited to serving a total of two three-year terms as Treasurer.
9. Candidates for the Society's Representatives to the APA Council of Representatives shall be Fellows or Members of the APA. Representatives to APA Council shall be elected only by those Society members who are eligible to vote in APA elections. Representatives to APA Council shall serve the terms, perform the duties, and accept the responsibilities specified in the bylaws of the APA and shall bring important issues to the attention of the Executive Committee. Representatives to APA Council shall not simultaneously hold another elected office or appointed position ~~within STP~~.
10. Should an elected officer, other than the President or President-Elect, leave office for any reason, the Executive Committee shall by majority vote elect a successor to complete the remainder of the unexpired term. Should a candidate receiving the most votes decline to serve after the balloting but before the outcome of the election has been announced, the Elections and Appointments Committee shall declare elected the candidate receiving the next largest number of votes for that office. Should the President leave office for any reason, the President-Elect shall complete the current President's term. Should the President-Elect leave office for any reason, the candidate receiving the next largest number of votes in the election for that office shall complete the President-Elect's term.
11. In cases where an elected officer, other than the President, fails to perform the specified duties of that office as evaluated by the President, the President shall notify the officer in writing stating the concerns and expectations for remedying the situation. If the officer continues to fail in the performance of duty, the President may choose to submit to the Past President a written statement and documentation concerning the failure of performance with a recommendation for removal of office. The Past President shall then contact the officer in question requesting a written response to this recommendation within thirty days. Upon receipt of this response or, if no response is received after thirty days, the Past President shall convene a meeting of the Executive Committee, excluding the President and the officer in question. The Executive Committee shall then review the documentation. A majority vote of the Executive Committee, excluding the President and the officer in question, shall be required for removal from office.
12. In cases where the President fails to perform the specified duties of the office as evaluated by a member of the Executive Committee, that member shall notify the President in writing stating the concerns and expectations for remedying the situation. If the President continues to fail in the performance of duty, the member shall then submit to the Past President a written statement and documentation concerning the failure of performance with a recommendation for removal of office. The Past President shall then contact the President requesting a written response to this recommendation within thirty days. Upon

Deleted: as Editor, Director, or Chair of a Standing Committee in the Society and are prohibited from consideration for candidacy for the office of Vice President until the final year of their terms of office

receipt of this response or after a period of thirty days, the Past President shall convene a meeting of the Executive Committee, excluding the President and the member who made the initial charge, to review the documentation. A majority vote of the Executive Committee, excluding the President and the member who made the initial charge, shall be required for removal from office.

ARTICLE IV—EDITORS AND DIRECTORS

1. The Executive Committee shall appoint an Editor of *Teaching of Psychology* for a term of six years. The President, upon approval by the Executive Committee, shall appoint an ad hoc search committee for the Editor. In order to provide a smooth editorial transition, the search for a new Editor should be started three years prior to the end date of the current Editor. Once selected, the Editor-Elect should begin working with the current Editor, with the new Editor-Elect beginning to receive manuscripts one year prior to his or her January 1 start date as Editor. Ordinarily the Editor shall serve no more than two consecutive terms. The Editor shall appoint Associate and Section Editors and other members of an editorial staff to assist in editing and producing the journal. The Editor shall submit an annual report to the Vice President for Resources and a budget to the Executive Committee for review and approval.
2. The Executive Committee shall appoint an Internet Editor for a term of five years. The President, upon approval by the Executive Committee, shall appoint an ad hoc search committee for the Internet Editor. In order to provide a smooth editorial transition, the search for a new Editor should be started two years prior to the end date of the current Editor. Once selected, the Editor-Elect should begin working with the current Editor. Ordinarily the Internet Editor shall serve no more than two consecutive terms. It shall be the duty of the Internet Editor to oversee all Society Internet resources, including the Society's Web pages, electronic discussion lists, and other Internet activities and materials. The Internet Editor may appoint an editorial staff and managers of specific Internet resources of the Society. The Internet Editor shall submit an annual report to the Vice President for Resources and a budget to the Executive Committee for review and approval. A new Internet Editor will assume the position on January 1.
3. The Executive Committee shall appoint a Director of the Office of Teaching Resources in Psychology (OTRP) for a term of five years. The President, upon approval by the Executive Committee, shall appoint an ad hoc search committee for the Director of OTRP. In order to provide a smooth transition, the search for a new Director should be started two years prior to the end date of the current Director. Once selected, the Director-Elect should begin working with the current Director. Ordinarily the Director of OTRP shall serve no more than two consecutive terms. It shall be the duty of the Director to maintain the office that distributes the Society's teaching materials and to oversee other resources and services provided through OTRP. The OTRP Director may appoint an editorial staff and managers of specific OTRP resources. The OTRP Director shall submit an annual report to the Vice President for Resources and a budget to the Executive Committee for review and approval. A new OTRP Director will assume the position on January 1.
4. The Executive Committee shall appoint an Executive Director of the Society for a term of five years. The Executive Director shall be eligible for continuing reappointment of an additional five years, upon the recommendation of the Elections and Appointments Committee and the approval of the Executive Committee. In order to provide a smooth transition, the search for a new Director should be started a year prior to the current Executive Director's term ending date or immediately upon either the resignation or departure from office for any reason of a sitting Executive Director. The search will be conducted by the Elections and Appointments Committee and include the current President-Elect, Secretary, and Treasurer as ad hoc members. Once selected, the

Deleted: . . The Executive Committee shall appoint a Director of Society Programming for a term of five

Deleted: years. The President, upon approval by the Executive Committee, shall appoint an ad hoc search committee for the Director of Society Programming. In order to provide a smooth transition, the search for a new Director should be started two years prior to the end date of the current Director. Once selected, the Director-Elect should begin working with the current Director. Ordinarily the Director shall serve no more than two consecutive terms. It shall be the duty of the Director to provide oversight for Society convention programming, conferences, and workshops. It also shall be the duty of the Director, in consultation with the President, to make arrangements for the program and annual meeting of the Society in accordance with Article VIII of these bylaws. The Director shall appoint Associate Directors to focus on specific programming functions and initiatives as needed. The Director will be charged with the oversight and appointment of coordinators and steering committees for Society-sponsored programming. The Director shall submit an annual report to the Vice President for Programming and a budget to the Executive Committee for review and approval. A new Director of Society Programming will assume the position on January 1.¶
¶
5.

Commented [EL7]: This section just cleans up some of the details involving our Executive Director position.

Director-Elect should begin working with the current Director. It shall be the duty of the Executive Director to manage and coordinate membership records, renewals, and inquiries; coordinate the development and printing of selected Society publications and communications; maintain current, and archive relevant Society records; provide support for Society officers; serve as the Society's liaison to APA, APS, and other teaching organizations as directed by the Executive Committee; and serve as a nonvoting member of the Executive Committee and the Membership Committee. The Executive Director may appoint clerical staff. The Executive Director reports directly to the Society President and shall provide the Executive Committee with an annual report and budget for review and approval. A new Executive Director will assume the position on January 1.

Commented [EL8]: Two of these committees no longer exist, hence their deletion from the document.

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5. In cases where an appointed Editor or Director fails to perform the specified duties of that position as evaluated by the President, the President shall notify the Editor or Director in writing stating the concerns and expectations for remedying the situation. If an Editor or Director continues to fail in the performance of duty, the President may choose to submit to the Past President a written statement and documentation concerning the failure of performance with a recommendation for removal of position. The Past President shall then contact the Editor or Director in question requesting a written response to this recommendation within thirty days. Upon receipt of this response or, if no response is received after thirty days, the Past President shall convene a meeting of the Executive Committee, excluding the President. The Executive Committee shall then review the documentation. A majority vote of the Executive Committee, excluding the President, shall be required for removal from the position.

ARTICLE V—STANDING COMMITTEES AND APPOINTED TASK FORCES

1. Committees of the Society shall consist of Standing Committees provided by these bylaws, Task Forces recommended by the President and established by vote of the members of the Executive Committee, and Ad Hoc Committees which are appointed by the President or any Vice President. An individual may not serve concurrently as a Chair of more than one Standing Committee nor in any other elected office or appointed position. The Chair of the Elections and Appointments Committee will assume the position on January 1 immediately following the end of that person's term as Past President. New Chairs of other standing committees will assume the position on January 1 following their appointment.

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Commented [EL9]: Often, VPs form temporary committees to study a particular task or issue. This language formalizes the ability to form Ad Hoc committees.

2. There shall be eight Standing Committees: The Membership Committee, The Public Relations Committee, The Fellows Committee, The Elections and Appointments Committee, The Committee on Teaching Awards, The Diversity Committee, The International Relations Committee, and The Early Career Psychologist Committee.

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Commented [EL10]: This section just updates the current roster of standing committees.

3. The Membership Committee shall consist of a Chair selected by the Vice-President for Membership with the approval of the Executive Committee and at least three committee members. The Chair shall serve for a period of three years. The duties of the Chair and committee are to assist with Society recruitment and public relations efforts. These efforts may be done in collaboration with other existing Standing Committees and task forces of the Society. The Executive Director shall serve as a nonvoting member of this committee. The Chair of the Membership Committee shall submit an annual report to the Vice President for Membership and a budget to the Executive Committee for review and approval.

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Commented [EL11]: This language formalizes the functions of the Membership committee.

Commented [EL12]: These changes represent an updating of the Bylaws to match current and desired practices.

4. The Public Relations Committee shall consist of a Chair selected by the Vice President for Membership with the approval of the Executive Committee and at least three committee members. The Chair shall serve for a period of three years. The duties of the Chair and committee are to assist the Vice President for Membership in public relations efforts. These efforts may be done in collaboration with other existing Standing Committees and task forces of the Society. The Executive Director shall serve as a nonvoting member of this

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committee. The Chair of the Public Relations Committee shall submit an annual report to the Vice President for Membership and a budget to the Executive Committee for review and approval.

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Deleted: Recruitment, Retention, and Public Relations

5. The Fellows Committee shall consist of four members who are Fellows of APA and members of the Society. With the approval of the Executive Committee, the Vice President for Recognition & Awards 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 Vice 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 a member's application for initial Fellow status according to the standards established by the Society. The committee will also review the Society members with Fellow status through another Division of APA but wishing to include Fellow status through the Society as well. The Fellows Committee approve those individuals deserving of recognition as Fellow and make recommendations to the APA Fellows Committee. In the cases of nominees who are not Fellows of other APA divisions, the Fellows Committee shall forward materials to the APA Membership Committee. Those individuals who are already APA Fellows will be informed of the Committee's decision concerning APA Fellow status by the Society. 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.

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Commented [EL13]: As a general practice, the President no longer makes so many appointments regarding directors and committee chairs. Vice Presidents are chiefly responsible for the appointments within their functional areas, and this language reflects that practice.

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Commented [EL14]: This additional clarifying language is recommended by the VP of Recognition and Awards.

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Deleted: to become Fellows of the APA, the APS, and the Society according to APA, APS, and Society standards and shall

6. The Elections and Appointments Committee shall consist of the President, Past-President, and the past, Past-President, who will serve as the chair. It shall be the duty of this Committee to conduct and supervise the elections of the Society as provided in Article VII of these bylaws and to make recommendations for appointments of Society representatives as requested by other organizations. The Committee will consult with the Society's Council Representative(s) on all recommended appointments to APA Boards, Committees, and Task Forces. The Chair of the Elections and Appointments Committee shall provide the Executive Committee an annual report and a budget for review and approval.

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7. The Committee on Teaching Awards shall consist of a Chair and Associate Chair appointed for three-year terms by the Vice President for Recognition & Awards with the approval of the Executive Committee and members of review subcommittees appointed annually by the Chair. Subcommittee members will normally be previous award winners. The Committee shall determine the recipients of the Society's annual Excellence in Teaching Awards. Further, the Committee, in conjunction with the Vice President for Recognition and Awards, is responsible for formal presentation of these awards at the annual meeting. Ordinarily, the Associate Chair of the Committee shall succeed the Chair. The Chair of the Committee on Teaching Awards shall submit an annual report to the Vice President for Recognition and Awards and a budget to the Executive Committee for review and approval.

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Commented [EL15]: This updates with the new functional responsibilities and reflects our current organizational chart.

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8. The Diversity Committee shall consist of a Chair appointed by the Vice President for Diversity & International Relations with the approval of the Executive Committee and at least three committee members. The Chair shall serve for a period of three years. The Committee shall oversee and assess all Society activities related to diversity issues, including, but not limited to, diversity in membership, integration of diversity into the curriculum, hiring and retaining a diverse faculty, and attracting members of diverse groups to psychology as a major and a profession. The Chair of the Diversity Committee shall submit an annual report to the Vice President for Diversity & International Relations and a

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Commented [EL16]: Again, the changes in this section reflect the updated functions of our VPs and also corrects a typographical error.

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budget to the Executive Committee for review and approval.

9. The International Relations Committee shall consist of a Chair appointed by the Vice President for Diversity & International Relations with the approval of the Executive Committee and at least three committee members. The Chair shall serve for a period of three years. The Committee shall oversee and assess all Society activities related to international issues, including, but not limited to, internationalizing membership, integration of international issues into the curriculum, and attracting members of international communities to psychology as a major and a profession. The Chair of the International Relations Committee shall submit an annual report to the Vice President for Diversity & International Relations and a budget to the Executive Committee for review and approval.

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10. The Early Career Psychologist Committee shall consist of a Chair appointed by the Vice President for Membership with the approval of the Executive Committee and at least three committee members. The Chair shall serve for a period of three years. The Committee shall oversee and assess all Society activities related to early career professionals, including, but not limited to, spearheading activities and opportunities to aid Early Career Professionals through education, training, and networking, as well as representing Early Career Professional interests in division matters. The Chair of the Early Career Psychologist Committee shall submit an annual report to the Vice President for Membership and a budget to the Executive Committee for review and approval.

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11. The President may establish a Task Force to pursue any topic relevant to the concerns of the Society with the approval of the Executive Committee. The Task Force shall be given a charge and time frame for executing that charge.

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Commented [EL17]: These two sections are updating relatively new functions within STP; these sections were reviewed and approved by the current VPs in these areas.

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12. In cases where an appointed Chair of a Standing Committee fails to perform the specified duties of that position as evaluated by the President, the President shall notify the Standing Committee Chair in writing stating the concerns and expectations for remedying the situation. If a Standing Committee Chair continues to fail in the performance of duty, the President may choose to submit to the Past President a written statement and documentation concerning the failure of performance with a recommendation for removal. The Past President shall then contact the Standing Committee Chair in question requesting a written response to this recommendation within thirty days. Upon receipt of this response or, if no response is received after thirty days, the Past President shall convene a meeting of the Executive Committee, excluding the President and the Standing Committee Chair. The Executive Committee shall then review the documentation. A majority vote of the Executive Committee, excluding the President, shall be required for removal from the position.

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Commented [EL18]: This just seemed to be an important procedural detail to add to the document.

ARTICLE VI—GRADUATE STUDENT TEACHING ASSOCIATION

1. There shall be a Graduate Student Teaching Association of the Society. The Association shall be charged with educational and development activities for future psychology teachers. The Association shall be led by a Steering Committee comprised of a Chair, an Associate Chair, a Faculty Advisor, and at least four at-large members appointed by the President with the approval of the Executive Committee. The Chair and Associate Chair shall be graduate students and serve a term of one year, starting on January 1. Ordinarily, the Associate Chair shall succeed the Chair. The Faculty Advisor shall serve a three-year renewable term. The Chair of the Graduate Student Teaching Association shall submit an annual report to the Vice President for Membership and a budget to the Executive Committee for review and approval.

Commented [EL19]: This is the same VP area name change as applied throughout this document.

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ARTICLE VII—NOMINATIONS AND ELECTIONS

1. The elected officers of the Society shall be determined by a vote of Members and Fellows

of the Society, voting on a mail or electronic ballot, with the exception of Representatives to APA Council, for whom only APA members may vote and the Treasurer, for whom only members of the Executive Committee may vote.

2. The Elections and Appointments Committee shall issue a call for nominations for the offices of President-Elect, Vice President, Secretary and Treasurer in those years when a term of office expires, and for the offices of APA Council Representatives according to the time-line specified by APA. The Elections and Appointments Committee shall consider the results of this nomination procedure for advisory purposes in setting up a slate of candidates for the final selection.
3. The final ballot shall list at least two nominees for each vacancy in each elected office.
4. The candidate receiving the largest number of votes for each Society office shall be declared elected. The Chair of the Elections and Appointments Committee shall obtain the count of the votes for each office and shall announce the election results at the annual business meeting of the Society.
5. Officers shall assume office on January 1 of the year following their election and shall hold office until their elected successors assume office in their stead.
6. When an APA Council seat is lost on an apportionment ballot, the seat shall be vacated by the most recently elected Council Representative or the Council Representative who received the fewest votes when more than one Representative was elected in that year.
7. When an APA Council seat is gained on an apportionment ballot, the Council Representative candidate in the most recent election who received the next highest number of votes in the most recent election shall occupy the seat until an election can be held. If no candidate from the most recent election is available to serve, the President shall appoint someone to fill the seat with the approval of the Executive Committee.

ARTICLE VIII—MEETINGS

1. The annual meeting of the Society shall take place at a site and time determined at the previous annual meeting and announced to the membership at least three months prior to the meeting. The annual meeting serves for the transaction of business, the presentation of scientific papers, and discussions of professional matters in the field of the Society's interests.

Commented [EL20]: It seems reasonable to ensure that we make our meetings open and available with lead time to inform our membership.

ARTICLE IX—DUES

1. Annual dues and assessments of any special dues shall be determined by the Executive Committee to cover expenses to the Society and the subscription to *Teaching of Psychology*.

ARTICLE X—FUND FOR EXCELLENCE

1. The Fund for Excellence in the Teaching of Psychology is an endowment fund. The income from the Fund is to be used each year to provide a monetary award to the winners of the Society Teaching Awards. Other activities that promote good teaching may be supported after providing for the awards and the expenses of the Fund.
2. There shall be a Board to administer the Fund.
 - a. The Board shall consist of six persons, at least four of which are Members of the Society, appointed by the Society's Executive Committee. The Society's Treasurer shall be an ex officio, nonvoting member of the Board.

- b. Each Board member shall serve a term of six years. Terms shall be staggered so that two new members are appointed every other year. Ordinarily, a member shall serve no more than two consecutive terms.
 - c. The duties of the Board shall be to raise money for the Fund, to direct the investment of the funds after seeking professional advice, and to review the investment portfolio annually. The Board may make recommendations to the Executive Committee concerning the size of the teaching awards and other issues concerning the fund to promote excellence in teaching.
3. The Fund Board shall have three officers: Chair, Executive Secretary, and Treasurer. The Board shall elect the Chair and Executive Secretary from among its members. Their term of office shall be two years; officers may be reelected as long as they serve on the Board.
 4. Duties of the officers of the Board.
 - a. It shall be the duty of the Chair to report on the activities of the Fund to the Executive Committee of the Society and to the members at the annual business meeting of the Society and to preside over meetings of the Board.
 - b. It shall be the duty of the Executive Secretary to handle all correspondence for the Board, to make specific investments as directed by the Board, to maintain records of income and expenses, to maintain the bank account, to disburse funds as directed by the Board, to prepare a monthly report for the Fund's accountant, and to prepare the annual report.
 - c. The Treasurer of the Society shall serve as Treasurer of the Fund. It shall be the duty of the Treasurer to review and approve the monthly deposits and expenses and the annual report of the Fund.

ARTICLE XI—AMENDMENTS AND CHANGES TO THE OPERATING PROCEDURES OF THE SOCIETY

1. The Society, at any annual meeting by a vote of two-thirds of the members present, or by a majority of the members of the Society voting on a mail or electronic ballot, may adopt such amendments to these bylaws as have been (a) presented and read at the preceding annual meeting, or (b) mailed to each member, or (c) published as a ballot in an appropriate Society publication two months before the count. The Secretary, in consultation with the Executive Director, conducts the vote or oversees the mechanism by which the vote is conducted.
2. The Executive Committee, by a two-thirds majority, may vote to alter or suspend a portion of a bylaw for a temporary period of time when a need exists to respond to a legitimate and pressing concern to preserve or enhance the welfare of the Society if the membership incurs no additional financial liability. Should the bylaw alteration or suspension be deemed appropriate to stand, the change shall be submitted to the membership of the Society using the mechanisms for bylaw amendment as spelled out in this section.
3. The Executive Committee, by a majority vote, may establish and amend the operating procedures of the Society. These operating procedures are maintained in the Policies and Procedures Manual of the Society.

Commented [EL21]: This just clarifies who is responsible for the vote and allows the Secretary some flexibility in conducting the vote or having the vote conducted by some other party.

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2. Ballots should be mailed to the Secretary. The Secretary counts them and informs the President

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STP SoTL Consulting Service/Website Working Group: Report for APA 2014

Group Members:

Kristine Anthis (Southern Connecticut State University)

Beth Dietz (Miami University)

Michelle Drouin (Indiana University)

Regan A. R. Gurung, Chair (Univ. Wisconsin-Green Bay)

Jared Keeley (Mississippi State)

Jamie Peterson (St. Catherine's)

Jordan Troisi (Widener University/ Sewanee)

The working group discussed the key questions raised by the STP EC in response to Gurung's proposal to establish an SoTL consulting service, and a summary of our responses and rationale is listed below.

1. We do not feel the SoTL acronym is too limiting. It is recognizable to those looking for the service and has been adopted on a relatively wide scale within our profession and across disciplines. The argument for its validity has already been made (and continues to) and we can benefit from it. Although other terms may be broader, none will have the same recognition. Given the goal is to promote SoTL, it is best to use the same term. Specifically, the idea is to help instructors conduct rigorous, systematic investigations of teaching, and SoTL is the best term to use.
2. We agree that we should not limit the pool of SoTL consultants to only those who have participated in the workshop. Because potential consultants may not understand the full scope of what the SoTL mentors do if they had been a part of the workshops, we will provide a clear description of the mentor's role (see attached).
3. Particularly because consultants need not be SoTL workshop mentors, a clear set of criteria is important (see forms attached). Criteria to be a consultant will include:
 - a. One or more peer-reviewed SoTL publications
 - b. Preferably multiple presentations on SoTL
 - c. Significant SoTL contributions in the form of books or chapters
 - d. Past consulting or mentoring experience
4. One option is to have the new service fall under the jurisdiction of the VP of Resources. The SoTLCS would have a Director similar to the Director of OTRP. Another option is to create a new VP position for SoTL to coordinate all the SoTL activity: 1. SoTL workshops, 2. SoTL grants, 3. Consulting service. Given that advancing SoTL is an explicit part of STP's mission, and given the growth of SoTL in recent years, this recommendation may allow for the future growth of this activity within STP.
5. We agreed that both mentors and mentees should be STP members although we would suggest applications for either slot can come from non-members with the expectation the person joins STP if selected.
6. We spell out the mechanism of how the SoTLCS will work in detail below.

Mechanism for SoTLCS

1. We advertise the service on the website and at STP conferences and on popular psych listservs.
2. Interested individuals complete a form with their question using Qualtrics (similar to applications for the SoTL Workshop).
 - a. Applicants submit a timeline for work.
 - b. Applications accepted on a rolling basis.
3. The director (or designee) would then assign the request to a mentor based upon expertise, availability, and priority (unless the question is easily answered by the director).
 - a. Mentors create a list of topics, designs, analyses, etc. that they would be comfortable facilitating.
4. The mentor would then respond and any follow-up would proceed through the mentor.
 - a. Mentor will be responsible for creating/communicating timeline and updating SoTL chair about progress.
 - b. Mentors can use email, phone, Google Hangout, Skype.
5. Formal Mentoring Relationship ends when the mentor and mentee have completed timeline OR one or both of the members have been non-responsive for a certain amount of time. If non-response on part of mentee, they will have to reapply.

Attached are the following forms ready for the service.

- Mentor and Mentee application form
- Guidelines for mentoring including a note on authorship
- Mentor log shared log (Google doc/spreadsheet) to document mentee progress, advice given, resources shared, etc.

After launch, mentors will enhance the basic website to feature:

- o Short, instructional videos on how to conduct SoTL
- o Resources to guide each step in the SoTL process

Mentor/Mentee Application for SoTL Consulting Services

Tell us about yourself:

- _____ Name
- _____ Institution
- _____ Position (e.g., grad student, adjunct faculty, full-time untenured, tenured)
- _____ Teaching Load (e.g., 4/4, 5/5)
- _____ In general, what courses do you teach?
- _____ Pedagogical Research Interests

Are you a member of American Psychological Association, Division Two (i.e., STP)?

- _____ yes
- _____ no [If no, then direct to this text: At present, the SoTL Consulting services are limited to STP members. If you would like to take part in the SoTL Consulting services, please click on [this link](#) to join STP now.]

How many STP SoTL workshops have you attended?[Numerical answer choice]

How many STP SoTL workshops have you presented at? [Numerical answer choice]

How many SoTL research projects have you completed (approximately)? [Numerical answer choice]

How many peer-reviewed SoTL papers have you had published? [Numerical answer choice]

How many SoTL books/book chapters have you had published? [Numerical answer choice]

_____ books

_____ book chapters

How many SoTL works have you presented at local, regional, or national conferences?

[Numerical answer choice]

Which type(s) of SoTL consulting do you want to be involved in (check all that apply)?

- _____ Short-term consultation: IRB preparation
- _____ Short-term consultation: help with research design
- _____ Short-term consultation: help with statistics
- _____ Short-term consultation: help with finding appropriate literature
- _____ Short-term consultation: feedback on completed paper
- _____ Long-term consultation (e.g., refining research question, design, analyses, writing, etc.)
- _____ Long-term consultation with mentor serving as co-author

How would you like to meet during SoTL consultations (check all that apply)?

- _____ email
- _____ phone
- _____ Skype
- _____ Google hangout
- _____ in person
- _____ at a conference
 - _____ STP
 - _____ NITOP
 - _____ APS
 - _____ APA
 - _____ other (specify)

Are you applying to be a mentor or mentee for the SoTL Consulting Services?

- mentor
 mentee

[Branching from there in survey]

If Mentee:

If you have not published, is it research you would like to publish via working with a SoTL Mentor?

- yes
 no

What SoTL topic(s) are you interested in researching with a mentor?

What SoTL topic(s) question would you like to answer with your research?

In what format would you like to share your research findings (check all that apply)?

- conference poster
 conference paper
 research journal submission
 book chapter
 other (specify)

Describe your timeline, starting with when you can begin the research and ending with your goal date for completion.

What else would you like us to know so we can match you most effectively with a SoTL mentor?

If Mentor:

What SoTL topic(s) do you feel are your areas of expertise/interest?

For which type(s) of work would you be willing to provide consultations (check all that apply)?

- conference poster
 conference paper
 research journal submission
 book chapter
 other (specify)

Please indicate what dates you are available to consult starting with when you can begin consulting and ending with when you would like your consulting term to end.

What else would you like us to know so we can match you most effectively with a SoTL mentee?

Mentor Guidelines for STP SoTL Consulting Service

The following guidelines are intended to help mentors in the STP Scholarship of Teaching and Learning (SoTL) consulting service. These guidelines are intended to be aspirational, i.e., they are not proscriptive as every situation and relationship will inherently be different. We recognize that mentors will require a degree of flexibility in how they accomplish the goals of the mentoring relationship. Nonetheless, mentors should make every effort to be congruent in spirit with the following points.

Overarching purpose

“To increase the capacity of the mentee to conduct the scholarship of teaching and learning”

Establishing the mentoring relationship

1. Review the mentee’s application materials to develop an initial sense of the mentee’s question.
2. Negotiate a mutually agreed upon means and frequency of communication and mode of working. Some questions may be answered with a single contact.
3. Clarify the goal(s) of the mentoring relationship. Establish what aspects of the project the mentee desires help with. Be clear about your own limits, and what you are capable and not capable of doing. [If it becomes apparent during this process that you and the mentee do not have compatible goals/interests, notify the Director of the SoTL Mentorship Committee as soon as possible so that he/she can match your mentee with someone else.”].
4. Have the mentee create a timeline for reaching their goal(s). Review these with mentee. If at all possible, schedule meeting times (if applicable) in advance and provide general submission and feedback guidelines (e.g., by mid-July or within a week) or specific dates.

Conducting the project

1. Always keep in mind the overarching purpose to increase the mentee’s SoTL research skills. It may be tempting to do something (e.g., an analysis) for the mentee. Instead, always look for how to increase the capability of the mentee to do the components of the project for him/herself.
2. Guide the mentee towards appropriate resources whenever possible (and often) so as to advance the relationship.
3. Provide constructive feedback. Each piece of feedback should be aimed towards how the mentee can do better next time. Feedback should be clear (unambiguous) and directive (a concrete path for how to correct the problem).

On Authorship: By default, your role is to answer a mentee’s questions and aid in whichever way is needed to facilitate the project. Regardless of the extent of your contributions (e.g., advice, edits, etc.) mentoring does not equate to authorship. Some mentees may explicitly be looking for a co-author or invite a mentor to share authorship based on the mentor contributions but mentees should at no point feel pressured to add a mentor as a co-author.

Conflict of Interest: Mentors should decline journal/presentation reviews of any projects completed by the mentee.

Concluding the mentoring relationship

1. Assess whether the original goal has been satisfactorily met.
2. Determine if any additional goals have arisen during the process. If so, reevaluate whether to continue the relationship or establish a new application for a new mentor with appropriate skills to address the new question.
3. Evaluate and invite feedback upon the mentoring process.

Assessment

Keep records during all phases of the mentor-mentee process (see the Mentor-Mentee Tracking Grid Provided) and be prepared to provide a brief report that addresses whether the goals of the relationship and process have been met. Where possible, provide some evidence of the effectiveness of the process, as well as perceptions of its effectiveness.

Potential Assessment Questions:

How likely are you to recommend this service to others? (Scale—not at all to very)

How likely are you to participate in this SoTL mentorship experience again? (Scale—not at all to very)

How well did your mentorship experience align with the advertised features of the service? (Scale—not at all to very)

What recommendations do you have for improving the mentoring or the mentoring process?

Mentor-Mentee Tracking Grids (on Google Doc)

Everything left of column F is to be completed by Director (in order to assign a consultant)				
Client name	Client Email	Client institution	Initial presenting goal/issue for client seeking assistance (Director will use to assign consultant)	Consultant assigned to client

Everything in column F and to the right is to be completed by the consultant when working with clients						
Date on which consultant first contacted client	Overall project goals (after consultant discusses with client)	Details of assistance requested	Important Dates	Contact Methods	Contact Dates	Log of progress (description of progress)



BOISE STATE UNIVERSITY

Eric Landrum <elandru@boisestate.edu>

Syllabus idea

11 messages

Douglas Bernstein <douglas.bernstein@comcast.net>

Sat, Apr 26, 2014 at 10:11 AM

To: "R. Eric Landrum" <elandru@boisestate.edu>

Cc: Dana Castro <dcastro@psycho-prat.fr>, Doris Vasconcellos <doris.bernstein@comcast.net>, Laetitia Ribeyre <lribeyre@yahoo.com>

Hi Eric,

Just an update and an idea regarding the APS-supported French translation project. We have now had the first article translated and nearly ready to post on the APS website, with a link to the site of the Ecole de Psychologues Praticiens (EPP). We are also having discussions regarding which articles will be translated next, and the order in which they should appear.

The first article is a 20-page excerpt from the new edition of the Goss-Lucas & Bernstein book, *Teaching Psychology: A Step by Step Guide*.

I created it specially for the translation project, and it contains information on a wide range of teaching-related topics. The idea is that this article will provide a framework into which we can insert hyperlinks to additional translated articles that will amplify on several of these topics.

One of the topics will be of particular interest (and curiosity) for French readers, namely the syllabus. This document is unknown in France, so in addition to describing it in the framework article, I would very much like to have some good translated exemplars available to display for French visitors to the APS or EPP site. Promoting the routine use of syllabi in France would be, in my opinion, a huge benefit to students, and an important way of helping faculty see the value of advance organization of courses.

I know you are planning to bring up the topic of STP support for our translation

project, and if the Executive Committee likes the general idea, you might want to mention that a great first step could be to provide support for translating a few of the best syllabi available through Project Syllabus for intro psych and a representative array of other courses, particularly in areas such as research methods, clinical, abnormal, health psych, neuropsychology, biopsych, developmental, social, and I/O.

We hope STP would not stop there, of course, but this initial step could have a huge early impact at relatively low cost.

Looking forward to hearing more as your discussion proceeds,

Doug

Douglas A. Bernstein, Ph.D.

Department of Psychology

University of South Florida

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Phone: 239-498-4167

Cell: 239-571-4357

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Email: douglas.bernstein@comcast.net

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Virtuous motives, trammled by inertia and timidity
are no match for armed and resolute wickedness

Winston Churchill

R. Eric Landrum <elandru@boisestate.edu>

Tue, Apr 29, 2014 at 7:54 AM

To: Douglas Bernstein <douglas.bernstein@comcast.net>, Andrew Christopher <achristopher@albion.edu>, "stpexec@googlegroups.com" <stpexec@googlegroups.com>

Cc: Dana Castro <dcastro@psycho-prat.fr>, Doris Vasconcellos <doris.bernstein@comcast.net>, Laetitia Ribeyre <lribeyre@yahoo.com>

Hi Doug (and all),

So I'm assuming that since you are about to post the first French-translated article, Sage (the publisher of *Teaching of Psychology*) gave its permission to your team to post the article (for free) on the APS website? Well done -- I was a bit worried that Sage would want to monetize the availability of the article in French.

Obviously the syllabi of courses would be the next logical step, and I assume that we can work with our folks at OTRP and Project Syllabus to make files available. We (STP) have been electronically discussing further support of your team's efforts, and we are generally supportive, but here's a general question. I'm told that language translation is a very specialized skill, and I'm assuming that you have such specialists on your team. But could you describe, briefly, the process your team is using? Does a key person do the first draft of the translation, and then a translation expert double-check the work? Note that I am not questioning the qualifications of your team -- we're just curious as to how the accuracy of translated *ToP* materials is assured.

Thanks for your patience with my ignorance about translation skills -- the more I know, the more I know I don't know.

Take care!

Eric

R. Eric Landrum, PhD, Boise State University (Education 616), Mail Stop 1715, 1910 University Drive, Boise, ID 83725-1715

Professor, Department of Psychology

STEM Education Research Associate

*2014 President, Society for the Teaching of Psychology (APA Division Two) **Get Involved!***

Co-Editor, [Scholarship of Teaching and Learning in Psychology \(SoTLiP\)](#) (new APA journal)

Email: elandru@boisestate.edu -- Twitter: @ericlandrum

If you want to go fast, go alone. If you want to go far, go together --- African proverb

[Quoted text hidden]

Douglas Bernstein <douglas.bernstein@comcast.net>

Tue, Apr 29, 2014 at 8:27 AM

To: "R. Eric Landrum" <elandru@boisestate.edu>, Andrew Christopher <achristopher@albion.edu>, stpexec@googlegroups.com

Cc: Dana Castro <dcastro@psycho-prat.fr>, Doris Vasconcellos <doris.bernstein@comcast.net>, Laetitia Ribeyre <lribeyre@yahoo.com>

Hi Eric,

Thanks for this message. See my replies below...

From: R. Eric Landrum [mailto:elandru@boisestate.edu]
Sent: Tuesday, April 29, 2014 9:54 AM
To: Douglas Bernstein; Andrew Christopher; stpexec@googlegroups.com
Cc: Dana Castro; Doris Vasconcellos; Laetitia Ribeyre
Subject: Re: Syllabus idea

Hi Doug (and all),

So I'm assuming that since you are about to post the first French-translated article, Sage (the publisher of *Teaching of Psychology*) gave its permission to your team to post the article (for free) on the APS website? Well done -- I was a bit worried that Sage would want to monetize the availability of the article in French.

Yes, Sage gave permission for the Yoder & Hochevar article to be translated and posted, at no charge. However, that was not the first article to be translated. As noted in my earlier message, the first one is a specially created excerpt on a range of general topics on the teaching of psychology. We do have a short list of three or four

Obviously the syllabi of courses would be the next logical step, and I assume that we can work with our folks at OTRP and Project Syllabus to make files available.

That would be great.

We (STP) have been electronically discussing further support of your team's efforts, and we are generally supportive, but here's a general question. I'm told that language translation is a very specialized skill, and I'm assuming that you have such specialists on your team. But could you describe, briefly, the process your team is using? Does a key person do the first draft of the translation, and then a translation expert double-check the work? Note that I am not questioning the qualifications of your team -- we're just curious as to how the accuracy of translated *ToP* materials is assured.

Our chief translator, Laetitia Ribeyre (CV attached), was born in the USA and lived here for 14 years before moving to Paris. She is thus well-qualified in both English and French to do all our first-draft translations, and she is a graduate of the psychology program at EPP. My wife, Doris Vasconcellos, is serving as her backup, meaning that, in the case of the first article translated, Doris will read it in French after first reading it in English, just to be sure to catch any typos or slight errors in shades of meaning. In addition to being a psychology professor in France for 15 years before coming to the States, Doris has served as a professional translator for nine psychology books, mainly from French into either English or Portuguese. (Her CV is available at her page on the USF website: <http://psychology.usf.edu/faculty/dvbernstein/>).

Thanks for your patience with my ignorance about translation skills -- the more I know, the more I know I don't know.

No problem. If Dana and I were not so confident in the skills of our translation team, we would take the extra step of creating back-translations (meaning asking yet another person to translate the French mss. back into English to be sure all the meanings have been preserved), but as we are operating on a shoestring budget and want to produce as many articles as possible, we feel that this step is not necessary.

I hope this answers your questions and those of the EC members. BTW, if any of them are fluent in French, I would be happy to send along the French translation of the first article as well as the English version, just to provide a better idea of the quality of the work.

Looking forward to hearing more as your discussion proceeds.

Best,

Doug

Take care!

Eric

[Quoted text hidden]



CV Laetitia Ribeyre.doc

40K

Douglas Bernstein <douglas.bernstein@comcast.net>

Mon, Jul 7, 2014 at 11:57 AM

To: "R. Eric Landrum" <elandru@boisestate.edu>, Andrew Christopher <achristopher@albion.edu>, stpexec@googlegroups.com

Cc: Dana Castro <dcastro@psycho-prat.fr>, Doris Vasconcellos <doris.bernstein@comcast.net>, Laetitia Ribeyre <lrileyre@yahoo.com>

Hi Eric,

I am just checking in to see what is happening in the discussions at STP regarding possible future support for our APS-supported project that is translating English language teaching articles into French for posting on the APS website (with a link to the EPP site in Paris).

Our main translator has already completed several articles and we are just about ready to begin posting them, and as the initial grant money is being spent, now would be a great time to know what STP might want to do regarding translation of additional articles (and perhaps, as discussed below, some outstanding syllabi) in future years.

Thanks for whatever information you can provide at this point.

Best,

Doug

Douglas A. Bernstein, Ph.D.

Department of Psychology

University of South Florida

Home Address: 28412 Sombrero Drive

Bonita Springs, Florida 34135

Phone: 239-498-4167

Cell: 239-571-4357

Fax: 239-948-9280

Email: douglas.bernstein@comcast.net

Website: www.douglasbernstein.com

Virtuous motives, trammled by inertia and timidity

are no match for armed and resolute wickedness

Winston Churchill

From: R. Eric Landrum [mailto:elandru@boisestate.edu]

Sent: Tuesday, April 29, 2014 9:54 AM

To: Douglas Bernstein; Andrew Christopher; stpexec@googlegroups.com

Cc: Dana Castro; Doris Vasconcellos; Laetitia Ribeyre

Subject: Re: Syllabus idea

Hi Doug (and all),

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[Quoted text hidden]

R. Eric Landrum <elandru@boisestate.edu>
To: "stpexec@googlegroups.com" <stpexec@googlegroups.com>

Tue, Jul 8, 2014 at 9:54 AM

Hi All,

What did we decide to do here? Susan, did you have a subcommittee that decided to provide further support?

Take care,

Eric

R. Eric Landrum, PhD, Boise State University (Education 616), Mail Stop 1715, 1910 University Drive, Boise, ID 83725-1715

Professor, Department of Psychology

STEM Education Research Associate

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Co-Editor, [Scholarship of Teaching and Learning in Psychology \(SoTLiP\)](#) (new APA journal)

Email: elandru@boisestate.edu -- Twitter: @ericlandrum

If you want to go fast, go alone. If you want to go far, go together --- African proverb

----- Forwarded message -----

From: **Douglas Bernstein** <douglas.bernstein@comcast.net>

Date: Mon, Jul 7, 2014 at 11:57 AM

Subject: RE: Syllabus idea

To: "R. Eric Landrum" <elandru@boisestate.edu>, Andrew Christopher <achristopher@albion.edu>, stpexec@googlegroups.com

Cc: Dana Castro <dcastro@psycho-prat.fr>, Doris Vasconcellos <doris.bernstein@comcast.net>, Laetitia Ribeyre <lribeyre@yahoo.com>

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Susan A Nolan <Susan.Nolan@shu.edu>

Thu, Jul 10, 2014 at 4:39 PM

Reply-To: stpexec@googlegroups.com

To: "stpexec@googlegroups.com" <stpexec@googlegroups.com>

Hi Eric et al.,

The subcommittee wants to provide further support, but I understood we wanted to discuss this in person at the meeting. Let me know if that's not the case, and I'll get back to the subcommittee. Thanks.

Best,

Susan

From: stpexec@googlegroups.com [mailto:stpexec@googlegroups.com] **On Behalf Of** R. Eric Landrum

Sent: Tuesday, July 8, 2014 11:54 AM

To: stpexec@googlegroups.com

Subject: [STP Exec] Fwd: Syllabus idea

[Quoted text hidden]

--
You received this message because you are subscribed to the Google Groups "STP Executive Committee" group.

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R. Eric Landrum <elandru@boisestate.edu>

Wed, Jul 16, 2014 at 12:46 PM

To: Douglas Bernstein <douglas.bernstein@comcast.net>

Cc: Andrew Christopher <achristopher@albion.edu>, "stpexec@googlegroups.com" <stpexec@googlegroups.com>, Dana Castro <dcastro@psycho-prat.fr>, Doris Vasconcellos <doris.bernstein@comcast.net>, Laetitia Ribeyre <lribeyre@yahoo.com>

Hi Doug,

Thanks for following up on this. I know your ideas have been shared with committees within STP, and our plan is to discuss these ideas as an Executive Committee when we meet Aug. 7 at the APA convention. I should have some concrete feedback for you then after our meeting.

Thanks in advance for your patience!

Take care,

Eric

R. Eric Landrum, PhD, Boise State University (Education 616), Mail Stop 1715, 1910 University Drive, Boise, ID 83725-1715

Professor, Department of Psychology

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Email: elandru@boisestate.edu -- Twitter: @ericlandrum

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Douglas Bernstein <douglas.bernstein@comcast.net>

Wed, Jul 16, 2014 at 5:04 PM

To: "R. Eric Landrum" <elandru@boisestate.edu>

Great. Thanks, Eric. I am interested not only in knowing about the syllabus project, but also about the outcome of the Executive Committee's discussions of the possibility of supporting the translation project on an ongoing basis.

Thanks again for keeping me up-to-date.

Best regards,

Doug

Sent from my iPhone

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