

SOCIETY FOR THE TEACHING OF PSYCHOLOGY (APA DIVISION TWO)
EXECUTIVE COMMITTEE TELECONFERENCE

Agenda

January 16, 2018

- 1. Call to order**
- 2. Approval of minutes from the December EC meeting (see Attachment 01)**
- 3. Announcement of results of e-vote (see Attachment 02)**

***** VOTE 2017-12-22-E1 *****

Motion: I move to receive the report from the Joint Task Force on Core Concepts for Introductory Psychology and to publish it on the STP website.

Moved: Amy Fineburg

Second: Susan Nolan

Outcome: **PASS** by unanimous consent (10/0/0; Y/N/A)

- 4. 2018 Budget (see attachment 03)**
- 5. Course buyout proposal for next ToP editor**
- 6. STP programming/resources for parenting and childcare**
- 7. Reminders:**
 - a. Annual reports due at April EC meeting**
 - b. Additional candidates needed for open positions:** President Elect, VP Diversity, and VP Membership

8. Adjourn

Attachments

01 Draft minutes from the December 4, 2017 Executive Committee Meeting

02 Core Concepts for Intro Psych Task Force

03 2018 Budget

Summary of substantive electronic discussions prior to the teleconference

Executive Director

Subject: Kudos to Suzie Baker (3 messages)

Date: January 11, 2018

Past President, Suzie Baker, was elected last year to APA's Committee on Division/APA Relations (CODAPAR).

President

Subject(s): Fwd: [DIVTRIO] Email Scams Targeted at Divisions (2 messages)

Date(s): December 15, 2017

President Keith alerted members of the Executive Committee to an email scam that has been targeting treasurers of APA divisions by requesting funds from fake email addresses that appear to come from division presidents. Treasurer Kreiner reported that he had received scam emails and did not respond.

Subject: STP retains 2 seats on APA Council for 2019 (1 message)

Dates: January 2, 2018

STP will retain our two seats for APA council. The two reps are Maureen McCarthy (2018-2019) and Regan Gurung (2018-2020). Council terms are 3 years. However, our Council reps had been serving at the same time. We're using this this round of Council reps to stagger the terms.)

Subject: APA Citizen Psychologist presidential initiative (13 messages)

Dates: January 2-3, 2018

President Sue Frantz with the support of the EC sent a letter, with revisions by Executive Director Tom Pusateri, to APA president Henderson Daniel concerning the criteria of holding a doctorate for the Citizen Psychologist presidential initiative. This would exclude many valuable members, from Div 2 and others.

Subject: Course buyout for next ToP editor (15 messages)

Dates: January 4-6, 2018

Aaron Richmond's university is asking for an increase in the course buyout, \$5000 with a 3% increase each year. Discussion followed on whether this 3% was guaranteed for faculty but the group did not want to create any hardship for Aaron with his university. A compromise was suggested of offering a fixed \$5300 for the course buy-out.

Subject: Division Programming for Childcare and Parenting (5 messages)

Dates: January 4-5, 2018

President Sue Frantz reached out to EC members in regards to STP programming on childcare, parenting, and sandwich generation.

Subject: Annual Reports (1 message)

Date: January 9, 2018

President Sue Frantz sent a reminder that annual reports will be due at our first face-to-face executive meeting.

Subject: APA Presidential Citation (7 messages)

Dates: January 9-11, 2018

President Frantz shared with EC the response from APA president Henderson Daniel.

President-Elect

Subject(s): Society for the Teaching of Psychological Science? (8 messages)

Date(s): December 13, 2017

President Elect Frantz reported that an advertisement in the APS Observer for the APS convention referred to STP as the “Society for the Teaching of Psychological Science” instead of the “Society for the Teaching of Psychology.” Incoming Treasurer Jeff Holmes contacted APS to request a correction of the name in future advertisements.

Subject(s): STP wikipedia page (7 messages)

Date(s): December 18-20, 2017

President Elect Frantz noted that STP has a Wikipedia page that is curated by Teresa Ober, Chair of the Graduate Student Teaching Association. Frantz requested Secretary Pusateri and Archivist Bill Hill review the page and send updates to the GSTA Chair. The page is located at https://en.wikipedia.org/wiki/Society_for_the_Teaching_of_Psychology.

Subject(s): Task force report submitted for acceptance (6 messages); Task force report submitted for acceptance (Result of e-vote) (2 messages)

Date(s): December 15-20, 2017; December 22, 2017

President Elect Frantz shared a task force report from the Divisions 1 and 2 Core Concepts in Introductory Psychology Task Force that past President Baker initiated in 2014.

***** VOTE 2017-12-22-E1 *****

Motion: I move to receive the report from the Joint Task Force on Core Concepts for Introductory Psychology and to publish it on the STP website.

Moved: Amy Fineburg

Second: Susan Nolan

Outcome: **PASS** by unanimous consent (10/0/0; Y/N/A)

Past President (no additional discussion items)

Subject(s): Officer nominations (3 messages)

Date(s): December 24, 2017

Past President Wilson reported that she has only received 1 confirmed candidate for each of the 3 open positions: President Elect, VP Diversity, and VP Membership. She requested names of additional candidates to fill all slates.

Secretary (no additional discussion items)

Treasurer

Subject(s): 2018 budget (19 messages); FW: [DIV2STPEC] 2018 budget (4 messages)

Date(s): December 4-14, 2017

Treasurer Kreiner shared a draft of the 2018 budget for input from Executive Committee members and revised the draft based on input received. Kreiner noted that the actual expenses (\$64,000) for the 2017 Annual Conference on Teaching were much greater than budgeted (\$40,000) and that income for ACT was \$36,429.64 (which includes \$3725.00 from sponsorships).

Subject: Booking flights to EC meeting in Seattle (2 messages)

Date: January 6, 2018

Treasurer Jeff Holmes reminded everyone that if you want APA to book flight, contact APA travel. Otherwise, EC can book flights individually and receive reimbursement after meeting.

Vice President for Diversity and International Relations (no additional discussion items)

Vice President for Membership (no additional discussion items)

Vice President for Programming (no additional discussion items)

Vice President for Recognition and Awards (no additional discussion items)

Vice President for Resources (no additional discussion items)

====

Respectfully submitted,

Thomas P. Pusateri, Secretary (2017)

Stephanie E. Afful (2018)

**SOCIETY FOR THE TEACHING OF PSYCHOLOGY (APA DIVISION TWO)
EXECUTIVE COMMITTEE TELECONFERENCE**

Minutes

December 4, 2017 (Draft 1, December 4, 2017)

Members of the STP Executive Committee		Present
President	Ken Keith	Yes
President-Elect	Sue Frantz	Yes
Past President	Janie Wilson	Yes
Vice President for Diversity and International Relations	Susan Nolan	Yes
Vice President for Membership	Meera Komarraju	No
Vice President for Programming	Aaron Richmond	Yes
Vice President for Recognitions and Awards	Amy Fineburg	Yes
Vice President for Resources	Jeff Stowell	Yes
Secretary	Tom Pusateri	Yes
Treasurer	Dave Kreiner	Yes
Executive Director	Ted Bosack	No
GUESTS: Executive Director for Membership Director of APA Division Services Incoming President-Elect Incoming Secretary	Ian King Christine Tipton Rick Miller Stephanie Afful	Guests

1. Call to order

President Keith called the meeting to order at 10:33:14.7am EST.

2. Discussion with Ian King, Executive Director for Membership, American Psychological Association and Christine Tipton, Director of APA Division Services

President Keith welcomed guest Ian King and Christine Tipton from the American Psychological Association. Ian King reported that APA is working on improvements to the membership database and on increasing member value. King anticipates the new membership database to launch in May 2018. The system will include a dashboard that will provide access to full records for each member's involvement in APA including division memberships, committee memberships, roles in the association, revenues collected, etc. There are plans for an option to include non-APA division members into the database as a follow-on project after the database is established for APA members; King affirmed that he will work with Division Two to incorporate non-APA members of Division Two into the database. The new system should help free up the Division Services staff to provide more service for divisions.

Christine Tipton noted that the new system will allow divisions to communicate with members (e.g., via communities) that are tied to the membership database. In addition, the database will allow for differential pricing for the annual conference.

3. Approval of minutes from the October EC meeting and Business meeting (see Attachments 01 and 02)

President Keith asked for corrections to the minutes from the October 19 & 21, 2017 Executive Committee meeting and the October 20, 2017 STP Business meeting distributed by Secretary Pusateri. The Executive Committee approved the minutes as distributed.

4. Appointment of Chair of the Teaching Awards Committee

Relevant electronic discussion

Subject(s): Agenda item for Dec teleconference (5 posts)

Date(s): November 14, 2017

Secretary Pusateri noted that we haven't yet voted to appoint the Associate Chair of the Committee on Teaching Awards, a standing committee, to Chair the committee starting January 2018.

**** VOTE 2017-12-04-01 ****

Motion: I move to appoint Kryztina Jacobzen to Chair of the Committee on Teaching Awards effective January 1, 2018.

Moved: Tom Pusateri

Second: Susan Nolan

Outcome: PASS (8/0/0; Y/N/A)

5. Appointment of STP E-book Editor

**** VOTE 2017-12-04-02 ****

Motion: I move to appoint Tara Kuther as Director of STP e-Books effective January 1, 2018.

Moved: Amy Fineburg

Second: Aaron Richmond

Outcome: PASS (8/0/0; Y/N/A)

6. Travel Request to Interview Bill McKeachie for PsychSessions

Relevant electronic discussion

Subject(s): PsychSessions commissioning? (3 posts)

Date(s): November 27, 2017

President-Elect Frantz proposed that STP set up an interview with Bill McKeachie for the PsychSessions podcast.

**** VOTE 2017-12-04-03 ****

Motion: I move that STP cover reasonable travel expenses, estimated at \$3,500, for Eric Landrum, Garth Neufeld, and Jane Halonen to travel to Bill McKeachie's home in Michigan in order to interview him as part of the PsychSessions podcast.

Moved: Sue Frantz

Second: Dave Kreiner

Outcome: PASS (7/0/1; Y/N/A)

Action item 2017-A-12-01: Treasurer Kreiner will increase the budget for the Archivist to cover travel to interview Bill McKeachie to the budget for the Archivist.

7. Approval of President-Elect Frantz's Task Forces

**** VOTE 2017-12-04-04 ****

Motion: I move to approve three presidential task forces: (a) the content of introductory psychology, (b) exploring restructuring of the Graduate Student Teaching Association, and (c) articulating the value of psychology for the workforce.

Moved: Sue Frantz

Second: Amy Fineburg

Outcome: PASS (9/0/0; Y/N/A)

8. Approval to post externally published e-book on STP Website

Relevant electronic discussion

Subject(s): FW: STP Ebook Collaboration? (2 posts); STP Ebook Collaboration? (6 posts)

Date(s): October 31, 2017; October 31, 2017

Vice President Stowell shared a request from Melissa Birkett to publish on the STP e-books website the second edition of the Psychological Literacy Compendium, a series of case studies about teaching practices and SoTL, edited by Julie Hume, Keele Univeristy and Jacqui Taylor, Bournemouth University). The first edition appears at <http://eprints.bournemouth.ac.uk/22906/>

Vice President Stowell asked STP E-book Editor Rick Miller to contact Melissa Birkett to invite her to submit the second edition of the Psychological Literacy Compendium for review and consideration for publication on the STP E-book website.

9. Nominations for STP Officers

Past President Janie Wilson requested Executive Committee members to solicit additional nominations by December 15 for the upcoming elections for President-Elect, Vice President for Diversity and International Relations, and for Vice President for Membership.

10. Thank you and Adjournment

President Keith thanked Executive Committee members whose terms will end this month for their service. Keith adjourned the meeting at 11:54pm EST.

Summary of substantive electronic discussions prior to the teleconference

Executive Director (no additional discussion items)

President

Subject(s): Fwd: [DIVTRIO] Seeking Division Success Stories (37 messages); Division Achievements (1 post); Division Leadership Conference (3 posts)

Date(s): November 6-8, 2017; November 9, 2017; November 14-15, 2017

President Keith shared a request from the Committee for Division/APA Relations (CODAPAR) for a division success story to be highlighted at the 2018 APA Division Leadership Conference. Vice President Richmond drafted a statement and Executive Committee members provided feedback prior to Keith submitting the statement to CODAPAR. Keith later announced that Division 2 was selected to be one of two divisions invited to share its achievements at the conference.

Subject(s): Dr. F--- (6 posts)

Date(s): November 17-18, 2017

President Keith indicated that he received another piece of correspondence from an individual who submitted a syllabus to the International Project Syllabus project. Keith decided not to respond to this correspondence.

Subject(s): Fwd: [DIV52] APA Elects Univ. of Memphis Professor Rosie Phillips Bingham 2019 President (4 posts)

Date(s): November 13-14, 2017

President Keith shared an announcement that Rosie Phillips Bingham was elected as 2018 APA President-Elect. STP had endorsed her candidacy based on her support for education.

Subject(s): Fwd: [DIVTRIO] Planning for an APA General Psychology Summit (GPS) (9 posts)

Date(s): November 21-22, 2017

President Keith shared a request from Martha Boenau, APA Education Directorate, for feedback prior to December 6, 2017 that would facilitate planning by the Steering Committee for the APA General Psychology Summit. Executive Director Bosack posted the request to PsychTeacher and Vice President Komarraju shared the request with the chair of the Member Communication Committee for dissemination on STP's social media sites.

President-Elect

Subject(s): Hypnosis in Introductory Psychology (1 post)

Date(s): October 24, 2017

President-Elect Frantz announced that the CODAPAR grant that Division 30 submitted with STP as a co-sponsor has been approved by CODAPAR and is being reviewed by the APA Board of Directors.

Subject(s): Monitor: The Educator's Chalkboard? (11 posts)

Date(s): November 2-15, 2017

President-Elect Frantz suggested that STP consider exploring a column for the APA *Monitor* similar to the Judicial Notebook prepared by Division 9 (Society for the Psychological Study of Social Issues) that would highlight issues of education of interest to the readership of the *Monitor*.

Past President (no additional discussion items)

Secretary

Subject(s): Link to photos from 2017 ACT (22 posts)

Date(s): October 25-26, 2017

Secretary Pusateri shared a link to photos from the 2017 Annual Conference on Teaching.

Subject(s): Updating photos for the STP Leadership page (5 posts)

Date(s): November 2-3, 2017

Secretary Pusateri requested that Executive Committee members provide photos and contact information for officers who will begin their terms in January 2018 so that he can update the STP Leadership page on the STP website.

Treasurer

Subject(s): Treasurer address AFTER Jan 1. (2 posts)

Date(s): October 23, 2017

Treasurer Kreiner shared the address of incoming Treasurer Jeff Holmes who will assume the responsibilities of Treasurer on January 1, 2018.

Subject(s): 2018 budget (6 posts)

Date(s): November 29, 2017

Treasurer Kreiner will draft a proposed budget based on this year's budget and changes that the Executive Committee has already approved. Kreiner will then email the draft to the Executive Committee and ask for revisions (corrections and proposed changes). Kreiner recommended voting to approve the entire budget rather than numerous individual votes on each change, and he suggested that incoming Treasurer Holmes be prepared for discussion and a vote during the January teleconference.

Vice President for Diversity and International Relations (no additional discussion items)

Vice President for Membership (no additional discussion items)

Vice President for Programming (no additional discussion items)

Vice President for Recognition and Awards

Subject(s): BoD election (4 posts)

Date(s): October 27-29, 2017

Vice President Fineburg announced that she had not been elected to the APA Board of Directors.

Vice President for Resources (no additional discussion items)

=====

Respectfully submitted,

Thomas P. Pusateri, Secretary

Joint Task Force on Core Concepts for Introductory Psychology
2014-2016

Report completed by Sue Frantz, December 8, 2017

Division 1: Society for General Psychology and Division 2: Society for the Teaching of Psychology formed the 5-person **Joint Task Force on Core Concepts for Introductory Psychology**. The task force began its work in fall 2014 and concluded its work in summer 2016.

Task force members:

Division 1

Sue Dutch, Westfield State University, co-chair
Josephine Tan, Lakehead University

Division 2

Sue Frantz, Highline College, co-chair
Regan Gurung, University of Wisconsin – Green Bay
Susan Nolan, Seton Hall University

Goal:

The primary exposure most educated people have to the science of psychology is in a single term of Introductory Psychology, therefore the course must be designed so that it adds value both for the beginning psychology student and for students with other goals, such as aspiring business people or politicians. We will create a series of documents designed to help Introductory Psychology instructors incorporate more material that will be of practical use to these students in their later lives. Each document will focus on one subject area and will be created by content specialists. Following these documents would then ensure that students receive consistent knowledge, of the type that will be useful to them in the future (as parents, jurors, workers, etc.).

Method:

We identified research areas typically covered in Introductory Psychology:

- Sensation and perception
- Personality
- Memory
- Intelligence
- Human factors/applied experimental psychology
- Gender
- Emotion

- Language
- History of psychology
- Research methods
- Neuroscience
- Consciousness
- Behavioral genetics
- Development
- Learning
- Thinking
- Motivation
- Industrial/organizational
- Health psychology
- Social psychology
- Psychological disorders
- Therapy

We reached out through the networks of task force members to find different groups of experts who were engaged in determining what knowledge is crucial for students in these different areas. This included reaching out to other divisions of the American Psychological Association and other societies (including the Association for Psychological Science and more specialized societies), as well as reaching out through social media and personal contacts. We were particularly interested in finding experts who taught Introductory Psychology. In this sense, the job of task force members was to act as liaisons with other groups.

This project turned out to be much larger than this 5-person task force had initially imagined. After working on this for almost two years, we received reports from 8 areas (sensation/perception, personality, memory, intelligence, human factors/applied experimental psychology, gender, emotion, language). Each report is available below.

Conclusion

While this report falls short of our goals, we hope this document will be a launching point for the next group who undertakes this task. While not complete, Introductory Psychology instructors will still find much in these content reports to be of interest.

Sensation and Perception

Fred Owens, Franklin & Marshall College

Mark Krause, Southern Oregon University

Paul Merritt, Georgetown University

Eve A Isham University of California, Davis

Foy, Jeffrey E., Quinnipiac University

Lauren Bates, Colorado State University

Kuba Glazek, California State University, Long Beach

Wood, Erin, Catawba College

Though building a broad knowledge base is a key goal in teaching introductory psychology courses, we believe that it is important to make connections across concepts within and between chapters. As such, we propose a set of themes to facilitate connections across concepts and to encourage students to see the deeper implications of the concepts that they are learning. We developed these themes through a process of group brainstorming in which we generated a set of themes. Members of the group rated the importance of each theme, and we chose the three that everybody consistently rated as important. We used these themes to guide which concepts we should be covered at the introductory level. We note that there may be other themes people may develop to supplement our suggestions, but we feel that these represent themes that should be taught consistently. Below are the themes:

1. We don't directly perceive the world. We perceive a mental representation, which is based on interpretation.
2. Perception is affected by experience. It brings together nature and nurture.
3. To understand perception, we need to explore the relationship between physiological and mental processes.

Concepts:

The ToP Primer for Introductory Psychology distinguished between concepts that teachers should prioritize, and concepts that they should teach if they have additional time. In keeping with this division, we determined a set of key concepts that we believe are the most important. In addition, we include a set of supplementary concepts that teachers may wish to address if they have sufficient time. As with the themes, we developed these concepts through a period of brainstorming and then rating each concept based on its relevance to the themes. Thus each concept was selected based on how well it reinforced one or more of the themes in the previous section.

Key Concepts:

General concepts:

Sensation

Perception

Bottom-up processing (also referred to as data-driven processing)

Top-down processing (also referred to as knowledge-driven processing)

Vision:

Rods

Cones

The blind spot

The optic nerve

Trichromatic color theory

Opponent processing

Retinex theory

Gestalt Grouping Principles

Depth cues (binocular disparity, occlusion, parallax, relative size, relative height, texture gradient, atmospheric perspective)

Prosopagnosia

Inattention blindness (coverage may occur in Consciousness chapter)

Hearing:

Sound wave

Pitch

Frequency

Amplitude

Loudness Cochlea

Hair cells

Auditory cortex

The concepts in hearing focus on the physical stimulus and the biology. To make connections across senses and discuss the role of psychological processes in interpreting sound, we recommend that teachers use one or both of the following:

1. Discuss scene analysis (i.e., identifying the sources of sounds) using either Gestalt cues or stimulus cues like pitch, loudness, timbre, and onset)
2. Localization cues (i.e., interaural loudness difference, interaural time difference)

Touch:

Mechanoreceptors
Nociceptors
Gate control theory
Somatosensory homunculus

Chemical senses:

Gustation
Taste buds
Olfaction
Olfactory receptors
Flavor

Supplementary concepts:

Fovea
Central versus peripheral vision
Ideomotor theory
Neglect syndrome
Achromatopsia
Object agnosia
Visual dominance
Touch as a social sense

Textbook evaluation:

Four individuals from the task force evaluated the following four textbooks:

Psychology (1st ed.). Deborah M. Licht, Misty G. Hull, & Coco Ballantyne.

Exploring Psychology in Modules (9th ed.). David G. Meyers.

Introduction to Psychology (10th ed.). James Kalat.

Psychological Science: Modeling Scientific Literacy (2nd ed.). Mark Krause & Daniel Cortis.

Textbooks mentioned the themes to varying degrees, but did not always do so explicitly or make strong connections between the themes and concepts. Most of the key concepts were covered across all books, with vision and hearing receiving the most thorough coverage. Flavor was often neglected, as textbooks discussed taste and smell separately. We did not compile a master list of concepts to be cut, especially given the variability in coverage.

Several people expressed concern about the amount of content being covered. For example, in *Psychology* (Licht, Hull, & Ballantyne, 2014), there were a total of 57 bolded concepts, ranging from key concepts like rods and cones, to less important concepts like feature detectors and

extrasensory perception. One of the challenges to teaching and writing introductory material about sensation and perception (and other sections) is that there is a lot of material to cover within a limited space. Professors and textbook writers are often faced with the challenge of either skipping something completely or going “all in” Considering that Sensation and Perception generally receives approximately 2 hours of coverage in-class coverage (based on responses from members of this group), professors must either cover a lot of content superficially or eliminate a lot of content. Alternatively, professors may only cover some of the content in class and put the burden on students to learn the large number of concepts in the textbook that weren’t covered in class. Rather than covering such a broad concepts briefly, we recommend covering the key concepts with a focus on forming connections. Below are some examples of concepts that are often covered in textbooks that may not be appropriate for this level because they are technical and may be more appropriate for higher-level courses in which students get more depth:

Accommodation

Dark adaptation and the structure of photoreceptors

Feature detectors

Signal detection theory

Structure of photoreceptors in the eye (e.g., rods and cones, horizontal cells, bipolar cells, ganglion cells) Binocular rivalry

Phase locking/frequency theory versus tonotopic mapping

Covering all different types of colorblindness

Three of the textbooks used Sensation and Perception as a bridge between the unit on biology and other sections that focus more on psychology. However, all reviewers noted a lack of integration with other topics. Generally, introductory textbooks often feel like they cover a wide range of topics, but each topic feels separate. This held true for sections on Sensation and Perception, which did not connect strongly with other chapters.

Personality

Debbie S. Moskowitz, McGill University

To study personality, we should

1. define domains
 - person characteristics
 - situation characteristics
2. Understand that personality characteristics are not exclusively traits, and instead consider:
 - extent of stability across time
 - extent of variability
3. Events have multilayers of situational/contextual cues
4. Make use of additional methods beyond one-occasion questionnaires

Personality Team

Laura Naumann, Nevada State College

Steve Rouse, Pepperdine University

Heather Haas, University of Montana Western

Charles Stangor, University of Maryland

Jennifer Lodi-Smith, Canisius College

In cooperation with individuals from the Association for Research in Personality (ARP)
Training Committee that was chaired by Jennifer Lodi-Smith:

Julie K. Norem, Wellesley College

Grant Edmonds, Oregon Research Institute

Marc A. Fournier, University of Toronto

Nic Weststrate, University of Toronto

Daniel Ozer, University of California – Riverside

Albrecht Kuefner, FactWorks

The Personality Team undertook a review of several introductory psychology textbooks plus 1 article by Boneau (1990), held meetings and discussions among themselves, surveyed ARP and the SPSP (Society for Personality & Social Psychology) listservs.

Personality team summary

- Separate History and Systems from Personality with the Personality chapter grounded in history (as every chapter should be) but with a primary focus on modern personality research (i.e., projective test idea and term)
- Framing broadly in a traits, goals (etc.), narrative approach
- List of recommended topics forthcoming
 - personality-relevant topics and where they should go in an intro level text
 - derived from current intro coverage across many different texts
 - ARP and SPA member feedback
- Ultimately, individual authors should use their judgment

ARP training committee summary

The committee was in agreement that a chapter on modern personality psychology is not the place for pre-WWII theories in psychology and that intro texts would do well to create a history & systems chapter distinct from personality chapters. While certainly historical context should be given in modern sections, this should be weighted so that the majority coverage is given to modern work. Topics of coverage included assessment reliability and validity, types vs. traits, and the trait/goals/narrative framework often used by personality psychologists. All agreed there needs to be emphasis on psychology as a science and that, ultimately, individual authors should make their own choices regarding the specifics of content.

Survey results include feedback on what to include and exclude from the personality section in the Introductory Psychology textbook.

TOTAL N = 72

DEMOGRAPHICS

primarily research-focused	23	33%
both research- and teaching-focused	41	59%
primarily teaching-focused	6	9%
Assistant Professor	19	28%
Associate Professor	14	21%
Full Professor	24	36%
Non tenure-track	10	15%

Male	42	61%
Female	27	39%
Clinical	8	11%
Cognitive	0	0%
Counseling	1	1%
Developmental	2	3%
Industrial/Organizational	1	1%
Social	7	10%
Neuroscience	0	0%
Personality	48	69%
Other area	3	4%

How frequently do you teach General/Introductory Psychology?

do not regularly teach Introductory Psychology	47	66%
every other year	8	11%
once a year	8	11%
twice a year	7	10%
more than twice a year	1	1%

How frequently do you teach an undergraduate Personality course?

do not regularly teach Personality Psychology	23	33%
every other year	14	20%
once a year	23	33%
twice a year	8	12%
more than twice a year	1	1%

What textbook do you typically use for your Introductory Psychology course?(Author(s), Year, and Title/edition are most helpful)

1. Selected chapters from the NOBA Project
2. Personality and Individual Differences (Chamorro-Premuzic)
3. Also, Buss and Larsen Personality Psychology
4. J. Asendorpf Persönlichkeitspsychologie
Mc Adams
Pervin
5. Gleitman, Gross, and Reisberg, Psychology, 8th ed.
6. Myers & Dewall Psychology 11th edition
7. David Myers
8. Noba by biswas-diener
9. Myers psych in modules 10
10. Passer & Smith: "Psychology: The Science of Mind and Behavior"
11. I use older (9th or 10th editions) of the Myers text.
12. Lilienfeld
13. Ciccarelli & White, Psychology, 4th ed
14. David G. Meyers.
15. Brysbaert
16. David Myers, Exploring Psychology in Modules
17. Hockenbury
18. Tavis
Feldman
King
19. Griggs R, (2014) /Psychology: A Concise Introduction (4e)
20. Noba (<http://nobaproject.com/>)
21. do not use a textbook
22. University requires we use Gazzaniga et al.'s Psychological Science text.
<http://www.wwnorton.com/college/psych/psychsci4/>
23. German textbook by Jens Asendorpf and Franz Neyer and Handbook of Personality
24. no textbook, I use a course pack that I assemble
25. Peter Gray's

Are there any topics not included in the list above that you feel DEFINITELY should NOT be included in a personality chapter (and could be relocated to other chapters)?

1. Anything that overlaps with history of psych. Freudian especially.
2. Freud, humanistic (non-scientific perspectives)
3. old theories - often covered in other course books
4. Freud, Rogers, Maslow, Skinner could be covered elsewhere probably. Or if they are covered in Personality chapter, there should be ways to tie them to more contemporary, empirically based personality work as opposed to an "important historical ideas" framework that students don't know why they need to learn.

Are there any topics not included in the list above that you feel DEFINITELY should be included in a personality chapter?

1. Item response theory in personality research
2. The HEXACO model of personality structure. The topic of personality structure is central to personality psychology, and the HEXACO model supersedes the Big Five/Five-Factor Model (see, e.g., Ashton, Lee, & de Vries, 2014, PSPR).
3. This may fall under evolutionary theory, but I think the topic of personality in nonhuman animals (e.g., nonhuman primates) and parallels between nonhuman animals and humans with regard to basic dispositional traits would be important to include.
4. I think personality textbooks/chapters should take a topics approach rather than a theories approach. The topics that should be included are similar to the ones in social psych chapters/textbooks: relationships, self, health, well-being, disorders, work, development, maybe religion, SES, social networks, etc.
5. Lifespan models of personality and health
6. Theories of individual differences in emotionality (e.g., set point theories)
7. Applications of personality outside of relationships. For example, in the workplace. You need to answer the "why does this matter" question.
8. The trait model in DSM-5 (PID-5), the FFM model, dimensional assessments (not categorical).
9. Development and aging.
Sex differences.
Biological basis: more molecular genetics and less of the twin-based behavioral genetics.
Biological basis: neuroscience
Cross-cultural differences and similarities
10. Gender/Sex?
11. An over-arching framework to classify what we know of personality -- such as the systems approach.
12. possibly spirituality/religiosity as a personality variable related to health

13. The list is too closely linked to traditional big paradigms -- e.g., psychoanalytic, behaviorist, etc. I would add more on motivation and goals, more on personality development, temperament.
14. yes: applications of assessment to personnel selection. It's one area where psych majors can go on to get jobs!
15. Personality as prediction (compared to other psychological constructs used to predict, e.g, intelligence, SES)
16. attitudes and values, intelligence, lens model, social relations model
17. Personality development (Development of the Big Five in childhood, specifically)
18. REVERSAL THEORY. This theory of personality has a continuous history over 40 years (including an APA Handbook), and has generated 22 books, over 500 written papers, 17 international conferences, its own journal, and practical applications in a range of areas (sport, leadership, design, etc). It is time that personality text books and chapters made some reference to this critique of trait theory.
19. associated constructs such as interests and values
20. A personality chapter should definitely include these 4 things (some of which are mentioned above):
 - Personality and its relation to important outcomes (life outcomes).
 - Applied uses of personality (e.g., personnel selection, career pursuits). Down with the MBTI.
 - Personality stability, development, and change including genetic influences.
 - The importance of personality for leadership and organizational outcomes.

Chapter Topic	Percent Endorsed			Z-score for each column		
	Do not include	At author's discretion	Definitely include	Do not include	At author's discretion	Definitely include
Assessment: Personality Inventories	1.4	8.3	86.1	-1.31	-2.13	2.03
Assessment: Ethics	25.0	50.0	18.1	1.03	0.72	-0.81
Assessment: Implicit Measures	16.7	51.4	20.8	0.20	0.82	-0.69
Assessment: Interviews	15.3	62.5	13.9	0.06	1.57	-0.98
Assessment: Projective Tests	16.7	54.2	18.1	0.20	1.01	-0.81
Assessment: Reliability/Validity of Measures	9.7	29.2	54.2	-0.48	-0.70	0.70
Assessment: Sources of Data (e.g., LOTS/BLIS)	8.3	40.3	36.1	-0.62	0.06	-0.05
Behavioral Genetics: Biology and Personality	1.4	15.3	81.9	-1.31	-1.65	1.85
Behavioral Genetics: Birth Order Theory	12.5	54.2	11.1	-0.21	1.01	-1.09
Behavioral Genetics: Evolutionary Approach	13.9	41.7	38.9	-0.07	0.15	0.06
Behavioral Genetics: Eysenck's PEN Model	5.6	58.3	20.8	-0.90	1.29	-0.69
Behaviorism: Skinner/Conditioning	44.4	30.6	19.4	2.95	-0.61	-0.75
Humanistic: Actual/Ideal/Ought Selves	16.7	52.8	23.6	0.20	0.91	-0.57
Humanistic: Maslow/Self Actualized Person	22.2	48.6	23.6	0.75	0.63	-0.57
Humanistic: Positive Psychology	22.2	44.4	26.4	0.75	0.34	-0.46
Humanistic: Rogers/Person Centered	22.2	45.8	25.0	0.75	0.44	-0.52
Humanistic: Self-Awareness	23.6	47.2	23.6	0.89	0.53	-0.57
Humanistic: Self-Esteem	13.9	47.2	33.3	-0.07	0.53	-0.17
Humanistic: Self-serving bias	30.6	47.2	16.7	1.58	0.53	-0.86
Humanistic: Interpersonal Self & Relationships	25.0	37.5	27.8	1.03	-0.13	-0.40
Humanistic: The Self (schemas)	18.1	44.4	34.7	0.34	0.34	-0.11

	Percent Endorsed			Z-score for each column		
Idio/Nomo: Culture & Personality	5.6	23.6	68.1	-0.90	-1.08	1.28
Idio/Nomo: Lifestory approach and identity	6.9	40.3	48.6	-0.76	0.06	0.47
Idio/Nomo: Narcissism (and/or Dark Triad)	5.6	40.3	47.2	-0.90	0.06	0.41
Idio/Nomo: Optimism	8.3	66.7	16.7	-0.62	1.86	-0.86
Idio/Nomo: Personal control; Grit	9.7	56.9	19.4	-0.48	1.19	-0.75
Idio/Nomo: Personality and Health/Wellness	6.9	36.1	56.9	-0.76	-0.23	0.81
Idio/Nomo: Person. and Life Story Perspectives	4.2	48.6	36.1	-1.03	0.63	-0.05
Idio/Nomo: Terror Management Theory	30.6	36.1	5.6	1.58	-0.23	-1.33
Idio/Nomo: Type A/B personalities	16.7	40.3	9.7	0.20	0.06	-1.15
Psychodynamic: Attachment Theory	15.3	38.9	43.1	0.06	-0.04	0.23
Psychodynamic: Defense Mechanisms	26.4	38.9	26.4	1.16	-0.04	-0.46
Psychodynamic: Freud Structures/Unconscious	19.4	26.4	45.8	0.48	-0.89	0.35
Psychodynamic: Object Relations/Neo-Freudian	25.0	36.1	25.0	1.03	-0.23	-0.52
Psychodynamic: Psychosexual Stages	27.8	41.7	12.5	1.30	0.15	-1.04
Social Cognitive: Attributional Style	19.4	44.4	25.0	0.48	0.34	-0.52
Social Cognitive: If-Then Relationships	12.5	52.8	23.6	-0.21	0.91	-0.57
Social Cognitive: Locus Control/Learned Help	18.1	45.8	29.2	0.34	0.44	-0.34
Social Cognitive: Observational Learning	37.5	41.7	16.7	2.26	0.15	-0.86
Social Cognitive: Personal Constructs	13.9	55.6	16.7	-0.07	1.10	-0.86
Social Cognitive: Self Efficacy/Recip Determin	12.5	47.2	36.1	-0.21	0.53	-0.05
Social Cognitive: Self-Control	11.1	41.7	40.3	-0.35	0.15	0.12

	Percent Endorsed			Z-score for each column		
Trait: Behavioral correlates of traits	1.4	11.1	87.5	-1.31	-1.94	2.08
Trait: Big Five Dimensions/Five Factor Model	1.4	1.4	97.2	-1.31	-2.60	2.49
Trait: Dimensions vs. Types (e.g., MBTI)	4.2	31.9	54.2	-1.03	-0.51	0.70
Trait: Factor Analysis	2.8	33.3	47.2	-1.17	-0.42	0.41
Trait: Situational Consistency	5.6	18.1	75.0	-0.90	-1.46	1.56
Trait: Stability and Change	1.4	6.9	91.7	-1.31	-2.22	2.26
Trait: Traits and states	1.4	19.4	77.8	-1.31	-1.37	1.68
Average	14.6	39.5	37.4			
Standard Deviation	10.1	14.6	24.0			

Memory

Diane Halpern, Claremont-McKenna University

1. The most important fact is that memory is fallible, even when it seems so real and accurate. Eye witnesses can be dead wrong and completely confident in their recollections.
2. There are activities that we can do to enhance our memory. Repeated retrieval of information can alter the memory, but it also strengthens the memory trace and makes remembering more likely.
3. There are many divisions of memory--it is not one construct. We really should use the term "memory systems" or something else that implies multiple systems. Episodic memory decays faster in old age than semantic memory, for example. Combining visual memory and verbal memory is a good way to enhance the ability to recall something.
4. We have many biases that affect memory--we tend to recall information that fits our culture and our "Scripts."
5. We also tend to remember things that enhance our self-esteem.
6. Prospective memory--remembering to do something in the future can be affected by the number of other things that demand our attention.
7. We need to attend to something to remember it. If you did not see (or sense in some other way) something, you cannot remember it.
8. Students need to know some of the basic brain structures that underlie memory--for example, the role of the hippocampus in spatial memory and the way some neurotransmitters enhance or diminish memory.
9. Development of memory is also important--through childhood and into old age, including infantile amnesia.
10. Stories of extraordinary memory--how people train for the memory Olympics.
11. How to study based on what we know from the science of learning.
12. Effects of drugs and sleep on memory.

Intelligence

Robert Sternberg, Cornell University

I. Definitions of Intelligence

II. Intelligence Testing

A. History

1. Galton
2. Binet
3. Stern (concept of IQ)
4. Early Intelligence Testing in the US
 - a. J. McK. Cattell
 - b. Terman
5. Intelligence testing during World War I

B. Contemporary Intelligence Testing

1. Stanford-Binet
2. Wechsler
3. Other Major Tests (e.g., KAIT, CogAT)

C. How Intelligence Tests are Used

1. Scores (raw scores, IQs)
2. Validity
3. Reliability
4. Standardization and norms

III. Theories of Intelligence

A. Psychometric Theories

1. Spearman's Two-factor Theory
2. Thurstone's Primary Mental Abilities
3. The CHC Hierarchical Model (Cattell-Horn-Carroll)

B. Contemporary Theories

1. Gardner's Theory of Multiple Intelligences
2. Sternberg's Theory of Successful Intelligence

C. Theories of Special Kinds of Intelligence

1. Emotional Intelligence
2. Social Intelligence

IV. Contemporary Empirical Research on the Nature of Intelligence

A. Cognitive Research

B. Biological/Evolutionary Research

C. Cultural/Contextual Research

V. Group Differences in Intelligence

A. Sex Differences

B. Racial/Ethnic Group Differences

- C. Socioeconomic Status (SES) Differences
- D. Cultural Differences
- E. Generational Differences—the Flynn Effect
- VI. Development of Intelligence—What Increases When? What Decreases When?
 - A. Infancy
 - B. Childhood
 - C. Adulthood and Old Age
- VII. Extremes of Intelligence
 - A. Intellectual Disability
 - B. Intellectual Giftedness
- VIII. Heritability of Intelligence
 - A. What Heritability Is (and Isn't)
 - B. Genetic Bases of Heritability
 - C. Study Designs
 - 1. Identical Twins Raised Apart
 - 2. Identical versus Fraternal Twins
 - 3. Adoption Studies
 - 4. Degrees of Familial Relationship
- IX. Intelligence in Everyday Life—How and Why Intelligence Matters

Human Factors/Applied Experimental Psychology

Patricia R. DeLucia, Texas Tech University

Nancy J. Cooke, Arizona State University

Christopher D. Wickens, Colorado State University and Alion Science

This proposal introduces the field of Human Factors/Applied Experimental Psychology and outlines the reasons that it is vital for undergraduates to learn about it in their introductory psychology courses. Topics that should be included in a section on Human Factors/Applied Experimental Psychology are recommended.

I. What is Human Factors/Applied Experimental Psychology?

Human Factors/Applied Experimental Psychology (HF) is an area within psychological sciences that focuses on translational research. HF is concerned with the application of what is known about people, their abilities, characteristics, and physical and cognitive limitations, to the design of equipment they use, environments in which they function, and jobs they perform (Stramler, 1993). Terms related to HF include engineering psychology, human engineering, and ergonomics. HF psychology is part of a broader multidisciplinary focus on human-centered technology that also includes industrial engineering, human-computer interaction, human systems integration, and occupational health and safety.

HF originated primarily during World War II when it became critical for military personnel to use new technologies and procedures. HF has had beneficial impacts on many societal problems including driving, aviation, health care, and computers (Durso, DeLucia, & Jones, 2010; Durso, Jones, & DeLucia, 2010). For example, HF research suggests that impairments associated with driving while talking on a mobile phone can be as great as those due to driving while intoxicated (Strayer, Drews, & Crouch, 2006), and that cognitive distraction that occurs while talking “hands-free” on a mobile phone is not different from that while holding the phone (Strayer et al., 2015). This research has had significant impact on driving laws and policies (Strayer, 2015; Chase, 2014). Attached to this proposal are two encyclopedia publications that provide background information about HF and engineering psychology, and the different applications within HF.

II. Why is it important to include Human Factors/Applied Experimental Psychology as a core section in textbooks assigned to Introduction to Psychology courses?

Societal Needs. HF has been recognized as critical to addressing challenges faced by society. These include aviation and aerospace (Federal Aviation Administration and National Aeronautics and Space Administration, 2011), health care (President’s Council of Advisors on Science and Technology, 2014), energy (Guttromson et al., 2007), transportation (Jones, 2013), and homeland security (US Department of Homeland Security, 2009). Other emerging needs are the use of technology in mental health treatment (e.g., tele-mental health). For example, although such use is increasing, human factors issues are not being considered (DeLucia,

Harold, & Tang, 2013). Other current issues include legal practices (e.g., eyewitness testimony; Loftus, 2013), and human-computer interaction (e.g., in-vehicle technologies; Perez, Angell, & Hankey, 2015).

To address these societal issues more psychologists trained in human factors are needed. However, faculty and graduate students who teach introductory psychology courses rely mainly on the textbook, and most textbooks do not cover HF. Consequently, undergraduates are not being exposed to this vital area of psychology.

Job opportunities. There is a large and increasing workforce need for HF professionals (National Academy of Engineering and National Research Council, 2012). A search for jobs in “human factors” on a popular job search engine (indeed.com) yielded over 2000 opportunities with salaries above \$60,000, many requiring only bachelor’s or master’s level training, spanning all types of industries all across the United States. Despite the workforce demands, typically students are exposed to HF late in their education and often through incidental means. For example, a survey of student members of the Human Factors and Ergonomics Society (Shehab et al., 2013) indicated that 25% of the respondents (n=148) learned of the field after they already were graduate students. Only 37% reported that they learned about HF while taking a course; 23% learned about it from a professor. Other respondents learned about HF through employers, friends, family, and internet searches. It is essential to reach these students earlier and to recruit them into the field of HF so they can access the many career opportunities in this field, meet workforce needs, and address societal challenges.

Educational Benefits. An important factor that influences the undergraduate research experience and the pursuit of science careers is whether students can see the *connection between the research and real-world problems* (ASHA, 2015; Rohten & Pfirman, 2007). Undergraduates find it difficult to learn abstract theoretical concepts without a clear relationship to the real world (Roebber, 2005). In addition, undergraduates are attracted to courses with clear practical relevance (National Academy of Sciences, 2005), and they experience benefits when working on problems identified as practically relevant by an external corporate sponsor (Durso, 1997). Human Factors focuses precisely on bridging the gap between research and practice. By learning about HF, undergraduates will realize that there are prosperous career paths in psychological science that have significant and widespread impact in the real world. Human Factors professionals apply fundamental knowledge from psychology to solve real-world problems in industry and government and often work on a team with individuals from a wide range of disciplines including engineering and computer science. Many graduate programs in HF follow a scientist-practitioner model and include internships and practicum similar to training in clinical and counseling psychology.

Creating a Cohort of Citizens that can Communicate the Value of Psychology. Undergraduates exposed to HF will learn the practical value of psychological sciences. This will create a cohort of citizens who understand and can communicate this value to funding agencies, government and other public organizations, and society more generally.

III. What topics should be covered in a section on Human Factors?

1. Definition and Historical Foundations
2. Knowledge of Human Capabilities and Limitations, and Applications of this Knowledge
 - a. Attention and workload (e.g., supervisory monitoring)
 - b. Sensation and perception (e.g., visual perception in driving)
 - c. Memory and learning (e.g., interruptions in nursing)
 - d. Decision making and reasoning (e.g., command and control)
 - e. Social psychology (e.g., team performance)
 - f. Response (e.g., effects of aging on driving)
3. Research Methods
 - a. Experimental research methods
 - b. Descriptive methods
 - c. Subjective measures
 - d. Physiological measures
 - e. Human factors methods (e.g., cognitive task analysis, usability evaluation)
4. Applied Domains in Human Factors
 - a. Human-Computer interaction
 - b. Displays and Controls
 - c. Aviation
 - d. Surface Transportation
 - e. Health Care
 - f. Automation
 - g. Usability
 - h. Principles of HF
5. Practice and Profession of Human Factors
 - a. Employment Opportunities
 - b. Certification and Accreditation

Bibliography

- ASHA (2015). *Minority student recruitment, retention and career transition practices: A review of the literature*. Rockville, MD: American-Speech-Language-Hearing Association (ASHA). Retrieved on July 7, 2015 from <http://www.asha.org/practice/multicultural/recruit/litreview.htm>.
- Chase, C. (2014). U.S. State and federal laws targeting distracted driving. *Ann Adv Automot Med* 58, 84-98.
- DeLucia, P. R., Harold, S. A., & Tang, Y-Y. (2013). Innovation in technology-aided psychotherapy through human factors/ergonomics: Toward a collaborative approach. *Journal of Contemporary Psychotherapy*, 43, 253-260.

- Durso, F. T. (1997). Corporate-sponsored undergraduate research as a capstone experience. *Teaching of Psychology, 24*, 54-56.
- Durso, F. T., DeLucia, P. R., & Jones, K. S. (2010). Engineering psychology. In I. B. Weiner & W. E. Craighead (Eds.) *Corsini encyclopedia of psychology* (4th ed., pp. 573-576). Hoboken, NJ: John Wiley & Sons.
- Durso, F. T., Jones, K. S., & DeLucia, P. R. (2010). Human factors research. In I. B. Weiner & W. E. Craighead (Eds.) *Corsini encyclopedia of psychology* (4th ed., pp. 781-784). Hoboken, NJ: John Wiley & Sons.
- Federal Aviation Administration and National Aeronautics and Space Administration. (2011) *Next Generation Air Transportation System: Human Factors Research Coordination Plan*. Joint Planning and Development Office.
- Guttromson, R.T., Greitzer, F.L., Paget, M.L., Schur, A. (2007) *Human Factors for Situation Assessment in Power Grid Operations*. US Department of Energy. Report number PNNL-16780.
- Jones, S. (2013). *Cooperative adaptive cruise control: Human factors analysis*. McLean, VA: Federal Highway Administration. Publication number FHWA-HRT-13-045.
- Loftus, E. F. (2013). 25 years of eyewitness sciences.... finally pays off. *Perspectives on Psychological Science, 8*, 556-557.
- National Academy of Engineering and National Research Council. (2012) *Report of a Workshop on Science, Technology, Engineering, and Mathematics (STEM) Workforce Needs for the U.S. Department of Defense and the U.S. Defense Industrial Base*. Washington, DC: The National Academies Press.
- National Academy of Sciences (2005). *Facilitating interdisciplinary research*. Washington, DC: National Academies Press.
- President's Council of Advisors on Science and Technology. (2014). Report to the president: Better health care and lower costs: accelerating improvement through systems engineering. Washington, DC: Executive Office of the President.
- Perez, M. A., Angell, L. S., Hankey, J. M. (2015). Assessment of naturalistic use patterns of advanced infotainment systems. *Human Factors, 57*, 674-688.
- Proctor, R. W. & Vu, K.-P. L. (2010). Cumulative knowledge and progress in human factors. *Annual Review of Psychology, 61*, 623-651.
- Roebber, P. J. (2005). Bridging the gap between theory and applications: An inquiry into atmospheric science teaching. *Bulletin of the American Meteorological Society, 86*(4), 507-517.
- Sanders and McCormick (1993). *Human factors in engineering and design* (7th ed). McGraw-Hill.
- Shehab, R.L., Allendoerfer, K., Pak, R., Sanders, B., Sethumadhavan, A., and Wortham, T. (2013). Final report on committee recommendations. Unpublished Report. HFES Subcommittee on HFE Outreach.
- Stramler, J. H. (1993). *The dictionary for human factors/ergonomics*. Boca Raton, LA: CRC Press.
- Strayer, D. L. (2015). Is the technology in your car driving you to distraction? *Policy Insights from the Behavioral and Brain Sciences, 2*, 157-165.
- Strayer D.L., Drews, F.A., Crouch D.J. A (2006). Comparison of the cell-phone driver and the drunk driver. *Human Factors, 48*, 381-391.
-

- Strayer, D. L., Turrill, J., Cooper, J. M., Coleman, J. R., Medeiros-Ward, N., & Biondi, F. (2015). Assessing cognitive distraction in the automobile. *Human Factors*, 57, 1300-1324.
- US Department of Homeland Security (2009) *High-Priority Technology Needs: May 2009*. Washington, DC: US Department of Homeland Security.
- Wickens, C.D., Hollands, J. G., Banbury, S., & Parasuraman, R. (2013). *Engineering psychology and human performance* (4th ed). Taylor and Francis.
- Wickens, C. D., Lee, J. D., Liu, Y., & Becker, S. E. G. (2003). *An introduction to human Factors engineering* (2nd ed). Pearson.
-

Gender

Diane F. Halpern, Claremont-McKenna University

Some people prefer to use the term “gender “ to the term “sex” to refer to being female or male because they believe that it separates the nurture contribution from that of nature (or biology). But nature and nurture are inextricably intertwined and cannot be separated. Perhaps we need a new term that captures this idea, but so far new terms have been slow to catch on.

Gender/sex is not a single concept. The division of the world into two categories fails to capture the multiple ways indicators of gender/sex combine: shape of external sexual organs is only one such indicator. Maleness and femaleness is also determined by genes, internal organs, hormone levels, self-identity (belief that one is female or male regardless of other markers), gender/sex of rearing, degree of adherence to gender/sex roles, and others.

The question of whether females and males are similar or different is a false dichotomy. There are some areas where there are no differences (e.g., overall intelligence), others where the differences are small (e.g., willingness to help), and others where the differences are large and robust (e.g., positions of leadership, mental rotation, reading ability, upper-body strength). For the most part, the male gender/sex role is more restrictive than the female gender/sex role and the consequences are harsher when males conform more to female roles than the reverse.

In virtually all societies, males are prized over females. This preference is seen in many countries with higher rates of abortions of females, more female infanticide, and more education and calories consumed by males. In western societies, the indicators are more subtle. Jobs that are traditionally held by males pay more than comparable jobs held by females, for example.

Gender/sex is a powerful variable in psychology. Various mental disorders are more prevalent in one gender/sex than the other. Females and males develop (on average) at different rates, and every culture has social scripts that vary by sex/gender. A discussion of gender/sex belongs in every chapter in introductory psychology.

Emotion

James Gross, Stanford University

Defining Emotion

- Emotions are loosely coordinated changes in behavior, experience, and physiology.
- Like other affective processes (including attitudes and moods), emotions have at their core a distinction between situations that are good-for-me versus bad-for-me.
- Emotions play a crucial role in psychological and physical health and illness.

Behavioral Aspects of Emotion

- Some behavioral tendencies associated with emotion are general, such as the tendency to approach or withdraw.
- Other behavioral tendencies are more specific, including changes in facial behavior that are widely recognized across cultures.
- Cultural rules called display rules shape how emotions are expressed.

Experiential Aspects of Emotion

- The discrete emotions approach to classifying emotions focuses on specific emotions, such as anger, fear, and sadness.
- The dimensional approach to classifying emotions focuses on broad dimensions, such as pleasantness and activation.
- People differ in important ways in their emotional experiences.

Physiological Aspects of Emotion

- Emotions involve changes in both the central and the peripheral nervous systems.
- The James-Lange theory of emotion emphasizes the perception of the body's response to a stimulus.
- The Cannon-Bard theory of emotion emphasizes the commonalities in bodily responses to different emotions.
- The Schachter-Singer theory of emotion is a two-factor account that emphasizes both the body's response and the individual's cognitions about why the body is responding this way.

Functions of Emotions

- Emotional behaviors shape both the information a person perceives and the signals a person projects to others about his or her feelings.
- Emotional experiences provide valuable cues about tracking toward a valued goal; they also shape thoughts about the external world.
- The physiological component of an emotional response prepares the body to respond; it also enhances memory for emotion-eliciting situations.

Controlling Emotions

- Emotion regulation refers to trying to influence one or more aspects of the unfolding emotional response.
- Five types of emotion regulation strategies are situation selection, situation modification, attentional deployment, cognitive change, and response modulation.
- Different forms of emotion regulation have different consequences.

Language

Steven Pinker, Harvard University

Key points

- Language does not equal writing, prescriptive grammar, and thought.
- Components of language
 - Syntax
 - Lexicon
 - Morphology
 - Phonology
- Language interfaces
 - Articulation
 - Speech perception
 - Pragmatics

EXPENSES		Budget Code	Budgeted	Spent	Remaining	Notes
<i>Officers and Related Committees</i>						
President	Frantz	a220	\$ 500.00	\$ -	\$ 500.00	Covers expenses
Release time	Frantz	b220	\$ 8,000.00	\$ -	\$ 8,000.00	Includes 2 course buy-out (at \$4000) or stipend
Presidential Support of Organizations	Frantz	c220	\$ 500.00	\$ -	\$ 500.00	
Presidential Travel	Frantz	295	\$ 3,000.00	\$ -	\$ 3,000.00	Typically covers president during presidential year
Presidential Citations	Frantz	225	\$ 2,000.00	\$ -	\$ 2,000.00	Covers travel for Presidential Citation recipients
President-Elect	Miller	a221	\$ 200.00	\$ -	\$ 200.00	Covers expenses
Release time	Miller	b221	\$ 4,000.00	\$ -	\$ 4,000.00	Includes 1 course buy-out or stipend
Division Leadership Conference	Miller	c221	\$ 500.00	\$ -	\$ 500.00	
Education Leadership Conference	Miller	906	\$ 500.00	\$ -	\$ 500.00	Typically covers president-elect. If two go then amount shared.
Past-President	Keith	222	\$ 200.00	\$ -	\$ 200.00	
Secretary	Afful	223	\$ 200.00	\$ -	\$ 200.00	
Treasurer	Holmes	a224	\$ 200.00	\$ -	\$ 200.00	Covers expenses such as postage
Release time	Holmes	b224	\$ 4,000.00	\$ -	\$ 4,000.00	Includes 1 course buy-out or stipend
Executive Director	Pusateri	721	\$ 8,000.00	\$ -	\$ 8,000.00	Includes all ED expenses including \$500 to attend DLC
Executive Director Stipend	Pusateri	722	\$ 25,000.00	\$ -	\$ 25,000.00	Covers ED stipend; split into two payments
VP for Resources	Altman			\$ -	\$ -	
Professional Development Program	Finley	262	\$ 4,000.00	\$ -	\$ 4,000.00	One-course buyout or stipend
ToPIX	Hartnett	264	\$ 109.00	\$ -	\$ 109.00	Annual fee
ToP Editor Release Time	Christopher	274	\$ 8,000.00	\$ -	\$ 8,000.00	Includes 2 course buy-out or stipend
ToP Stipend	Christopher	273	\$ 10,000.00	\$ -	\$ 10,000.00	We get this from publisher (See income)
ToP Administrative Support	Christopher	271	\$ 5,000.00	\$ -	\$ 5,000.00	\$1,000 stipend for section editors, \$1,000 for administrative support updated Jan. 2012
Internet expenses	Westfall	901	\$ 3,500.00	\$ -	\$ 3,500.00	Includes trademark logo, security fees, \$2160 for web hosting service; Wild Apricot annual subscription has increased to \$2916.
VP for Programming	Legg	811	\$ 2,000.00	\$ -	\$ 2,000.00	One time cost for banners etc. for conferences.
GSH/HKW Speakers	Bates	a811	\$ 7,600.00	\$ -	\$ 7,600.00	Funds four GSH speakers to go to regionals as STP sponsorship with APA at \$1500 cap for each speaker. Also reimburse for APA registration for these speakers (EC vote 2/27/2015)
Regional Speakers	Fleck	b811	\$ 4,500.00	\$ -	\$ 4,500.00	Additional speakers so all regionals have a speaker; rename line to Regional Speakers (EC vote 2/9/2013); \$1500 cap for each speaker.
Director of Annual Conference on Teaching	Troisi	812	\$ 5,000.00	\$ -	\$ 5,000.00	Includes 1 course buy-out or stipend; buy-out approved at \$5000 for Jordan Troisi's tenure (EC vote 12/9/2016).
Annual Conference on Teaching Expenses	Troisi	810	\$ 65,000.00	\$ -	\$ 65,000.00	Amended by EC vote 5/23/2016 to account for revised registration fees; adjusted based on 2017 expenses; need to consider with income
SPSP Preconference	Lutsky	910	\$ 6,500.00	\$ -	\$ 6,500.00	SPSP handles costs and registration income, so the income line has been removed from our budget. This amount indicates how much we are budgeting to go over expenses based on previous year's expenses. Budget increased for 2018 only by \$1500 to cover travel for both Lutsky and Brewer.

EXPENSES		Budget Code	Budgeted	Spent	Remaining	Notes
<i>Officers and Related Committees</i>						
APS Meeting Program	Landrum	297	\$ 10,500.00	\$ -	\$ 10,500.00	Funds six speakers up to \$1500 each. \$1500 cap for each speaker unless international or special accommodations brought to EC (EC vote 1/17/2014) Increase to \$10500 for minimum 7 speakers with \$1500 cap per speaker beginning 2017 (EC vote 10/22/2016). Revised to \$1500 per speaker.
APA Program Director	McMinn	236	\$ 1,500.00	\$ -	\$ 1,500.00	Pays for Program Chair's travel, estimated at \$1,500
APA Social	McMinn	240	\$ 6,500.00	\$ -	\$ 6,500.00	Covers all social at APA including presidential reception; revised to \$6500
Director of International Programming	Dunn	917	\$ 6,000.00	\$ -	\$ 6,000.00	For 2016-2018, increased to \$5,000 (3500 for travel to one conference and sponsorship, 1500 for support). Add \$1000 only for 2018 to sponsor International Summer Seminar conference in Paris (EC vote 10/22/2016).
NIToP Liaison Travel	Altman	b244	\$ 1,500.00	\$ -	\$ 1,500.00	Pays for liaison NIToP travel, estimated at \$1500
NIToP Speaker	Altman	c244	\$ 2,000.00	\$ -	\$ 2,000.00	Speaker travel unless international or special accommodations brought to EC (EC vote 1/17/2014); also includes \$500 for speaker A/V costs; increased to \$2000 up to \$1500 for speaker travel when presenting on two separate days (EC vote 10/20/2016).
Director of Regional Program	Neufeld	304	\$ 4,500.00	\$ -	\$ 4,500.00	Travel funding for estimated 3 conferences per year, \$1,500 per conference budgeted
VP for Membership	Komaraju	841	\$ 1,000.00	\$ -	\$ 1,000.00	Costs for PR materials (increased \$500 EC vote 10/19/2017; evaluate for 2018)
Council Reps	Gurung/McCarthy	652	\$ 3,000.00	\$ -	\$ 3,000.00	Covers council rep travel to APA (budgeted at \$1500 each)
Grad Students Teaching Assoc	Brooks	805	\$ 6,000.00	\$ -	\$ 6,000.00	
ECP Council	Hunyh/Stein	912	\$ 5,000.00	\$ -	\$ 5,000.00	Increased to \$5,000 by EC vote (1/18/2014)
VP for Recognition & Awards	Fineburg			\$ -	\$ -	
Teaching Excellence Awards	Jakobsen	914	\$ 15,000.00	\$ -	\$ 15,000.00	Budget line for FFE funded awards; FFE will reimburse as possible from FFE endowment interest
Teaching Awards	Jakobsen	237	\$ 700.00	\$ -	\$ 700.00	Includes expenses (plaques).
Promoting Partnerships Grant Program	Braitman	298	\$ 6,000.00	\$ -	\$ 6,000.00	Amounts vary; 2016 only increased by \$1500 (EC Vote 12/10/2015); increased \$40 for 2017 to fully fund nine proposals (EC Vote 12/9/2016)
Early Career Travel Grant	Hackney	302	\$ 10,000.00	\$ -	\$ 10,000.00	Amounts vary (limited to \$500 per grant)
OTRP Inst. Resource Grants	Mazur	261	\$ 7,500.00	\$ -	\$ 7,500.00	\$1500 per award
Conference Speaker Grant Program	Rocheleau	913	\$ 9,000.00	\$ -	\$ 9,000.00	Six speakers at \$1500 cap for each speaker unless international or special accommodations brought to EC (EC vote 1/17/2014).
SoTL Writing Workshop	Wilson-Doenges	911	\$ 7,000.00	\$ -	\$ 7,000.00	Approved through 2021 EC vote 12/8/2016
SoTL Research Grants	Howell-Carter	915	\$ 10,000.00	\$ -	\$ 10,000.00	Approved as ongoing budget item (EC vote 1/17/2015)
VP for Diversity & International	Nolan	202		\$ -	\$ -	
Diversity Committee	Keefe-Cooperman	250	\$ 500.00	\$ -	\$ 500.00	
International Committee	Terjesen	249	\$ 500.00	\$ -	\$ 500.00	
<i>Other</i>				\$ -	\$ -	
Executive Summer/Fall Meeting Travel	Holmes	230	\$ 24,000.00	\$ -	\$ 24,000.00	Travel of EC members to ACT (budgeted at average of \$1,500) plus President and three representatives to APA (average \$1500 each); adjusted based on 2017 expenditures

EXPENSES		Budget Code	Budgeted	Spent	Remaining	Notes
<i>Officers and Related Committees</i>						
Executive Mid-Winter Meeting Travel	Holmes	252	\$ 7,000.00	\$ -	\$ 7,000.00	Travel of EC members; reduced as we have not been using the whole amount
Executive Mid-Winter Meeting Expenses	Holmes	b252	\$ 9,000.00	\$ -	\$ 9,000.00	Includes hotel and catering costs
AHAP Contribution	Hill	305	\$ 4,000.00	\$ -	\$ 4,000.00	Contribution to AHAP to support archives; Starting 2018 change to maintenance fee of 4,000 to be re-evaluated in 2019.
Archivist/Historian	Hill	201	\$ 8,000.00	\$ -	\$ 8,000.00	One course buyout or stipend per year plus \$500 expenses, approved by EC 12/10/2015; added \$3500 for 2018 only for McKeachie interview project (travel for Neufeld, Landrum, Halonen; EC vote 12/4/2017).
Contrib - Womens Cauc	Kite/Beins	281	\$ 50.00	\$ -	\$ 50.00	
Contrib - CASAP	Kite/Beins	282	\$ 50.00	\$ -	\$ 50.00	
Contrib - COUNT	Kite/Beins	283	\$ 20.00	\$ -	\$ 20.00	
Miscellaneous	Holmes	293	\$ 1,000.00	\$ -	\$ 1,000.00	Includes paypal charges and other bank charges
APS Affiliate Fee	Holmes	918	\$ 100.00	\$ -	\$ 100.00	
Release fund	Holmes	srf	\$ 12,000.00	\$ -	\$ 12,000.00	For individual learning a major position (e.g., Director of Regional Programming);
TOTAL			\$ 356,929.00	\$ -	\$ 356,929.00	
Budgeted Gain/(Loss)			\$ (70,429.00)			
				Percent Spent	\$	-

INCOME	Budget	Actual	Notes	Comments/Questions
APA Member Dues	\$ 28,000.00			
Dues from Other Sources	\$ 55,000.00			
ToP - Profit Share	\$ 145,000.00			
ToP - Honorarium for Editor	\$ 15,000.00			
Handbook Royalties	\$ 1,500.00			
FFE for Awards	\$ 7,000.00			
Interest/Dividends	\$ 5,000.00			
Unused Grant Funds				
Annual Conference on Teaching	\$ 30,000.00			
Grants				
TOTAL	\$ 286,500.00	\$ -		

Date	Payee	Amount	Budget	Notes