February 12, 2008

Dear Colleagues,

Maureen McCarthy, President of STP, has asked me to chair a task force whose charge is to consider "how we might expand the offerings of STP" specifically through the Office of Teaching Resources in Psychology (OTRP). I would like to invite you to be a member of that group.

I anticipate that we would hold e-mail discussions and perhaps, if things get really complicated, a telephone conference, but we would not have any face-to-face meetings. The goal would be to have something to report at our annual division executive committee meeting in Boston in August (which, practically speaking, means we would have a report finished by late June) at the latest.

Below I have copied the specific questions Maureen raised but we are, of course, free to develop our own agenda and explore possibilities that she does not mention. If you accept this invitation, your first obligation would be to familiarize yourself with the resources that STP currently offer, including

Project Syllabus,
http://www.apadiv2.org/otrp/syllabi/syllabi.php
other OTRP teaching resources,
http://www.apadiv2.org/otrp/resources/resources.php
the Society's other publications (e-books),
http://www.apadiv2.org/resources/e-books/e-books.php
Pedagogical Innovations Task Force Reports,
http://www.apadiv2.org/resources/pedagogy/pedagogy.php
and one resource that APA began but that we will probably take over-- the Online Psychology Lab (OPL)
http://opl.apa.org/Main.aspx

Then we'll explore what new directions are currently under development especially "Project Lecture." Sue Frantz is heading up that effort, which she described as follows:

> We're asking psychology faculty to invite us into their classrooms via 5-15 minute video (or perhaps audio) clips. We're especially looking for (1) ways to deliver difficult content to students, (2) excellent and helpful examples, and (3) useful classroom demonstrations.

Its authorization was approved last August and coincided with recommendations from a previous task force exploring "podcasts." I'm attaching that task force's report (a pdf file) so that we do not spend time reinventing the wheel.

Despite my wearing (at least) two hats (OTRP Director and Task Force Chair), I have no particular outcome that I secretly hope we'll support. I think my role is to "convene" the group and keep the conversations productive. I hope you will feel free to dream big and not self-censor ideas just because we might not currently have the people-power or fiscal means to implement an idea.

Please let me know if you will have time and interest to serve on this Task Force. Once everyone is on board, I'll request some contact information and distribute it to the others so we each know who we are. I'm looking forward to working with you on this venture; I hope you will accept the invitation.

Sincerely,

Ruth L. Ault, Ph.D.
OTRP Director

phone: 704-894-2885
fax: 704-894-2512

Charges to the Task Force from Maureen McCarthy

Questions to consider include:

Should we make any changes in the structure of existing resources?
Should we expand resources?
Should we attempt to unify all teaching resources? For example, should we approach the specialty areas and offer to serve as a repository for their teaching resources?
Should we work with SPN to house some of their resources?

Should we find a formal way to work with OPL in a collaborative way?
Information from our earlier discussion is as follows:
I believe it might be possible to create an OTRP Editor to handle the review of materials for OPL. OTRP would manage the quality control for the new resources added to the site, but would not need to worry about the programming aspect because APA would make the installations. OPL would remain physically housed on the APA server and would remain affiliated with the NSDL, thus providing the link to the broader scientific community. (Objects located in this project are metadata tagged, to meet the NSDL requirements). OPL would need to add something to their page indicating that the project is sponsored in part by STP/OTRP. OTRP would link to the OPL site and perhaps even index resources located at OPL. One advantage to this type of collaboration is that programming intensive materials could easily be installed by a programmer at APA.

Should we offer podcasts? Videoclips?
Can we offer assessment resources for the teaching of psychology?
Should we expand advising materials?

My hope is that we can identify areas in which we wish to grow. I would also like recommendations for implementing any innovative resources. In other words, what will be need both in terms of human and fiscal resources?

If you are willing to serve in this role, I would like you to consider some of the nominations that I am sending along with this email. Some of these individuals have expressed an interest in serving, some I have taken the liberty of nominating because I believe they may be exciting new and active members of the organization

Although we have discussed some of my ideas via the telephone, I would like to summarize some of our earlier discussions and offer a formal charge for the committee. I believe that OTRP offers terrific resources.
I would like us to consider how we might expand the offerings of STP.
Questions to consider include:

Should we make any changes in the structure of existing resources?
Should we expand resources?
Should we attempt to unify all teaching resources? For example, should we approach the specialty areas and offer to serve as a repository for their teaching resources?
Should we work with SPN to house some of their resources?

Should we find a formal way to work with OPL in a collaborative way?
Information from our earlier discussion is as follows:
I believe it might be possible to create and OTRP Editor to handle the review of materials for OPL. OTRP would manage the quality control for the new resources added to the site, but would not need to worry about the programming aspect because APA would make the installations. OPL would remain physically housed on the APA server and would remain affiliated with the NSDL, thus providing the link to the broader scientific community. (Objects located in this project are metadata tagged, to meet the NSDL requirements). OPL would need to add something to their page indicating that the project is sponsored in part by STP/OTRP. OTRP would like to the OPL site and perhaps even index resources located at OPL. One advantage to this type of collaboration is that programming intensive materials could easily be installed by a programmer at APA.

Should we offer podcasts? Videoclips?
Can we offer assessment resources for the teaching of psychology?
Should we expand advising materials?

My hope is that we can identify areas in which we wish to grow. I would also like recommendations for implementing any innovative resources. In other words, what will be need both in terms of human and fiscal resources?

Possible task force members... and you do not need to feel constrained to this list....

Invited

Ruth Ault: rault@davidson.edu
Sue Frantz: sfrantz@highline.edu
Robin Morgan: rmorgan@ius.edu
Eric Landrum: elandru@boisestate.edu
Tom Pusateri: tpusater@kennesaw.edu
Jeff Stowell: jrstowell@eiu.edu
Meera Rastogi: MRastogi@edgewood.edu
Andrew Johnson: ajohnson@mail.park.edu
Lonnie Yandell *Yandell* ...
Alisha Francis alishaf @ nwmissouri.edu

Chair: Ruth Ault
Members:
Alisha Francis
Sue Frantz
Eric Landrum
Robin Morgan
Tom Pusateri
Meera Rastogi
Lonnie Yandell

Charge: "consider the broad offerings of the Society and how we might expand our offerings as THE organization devoted to the teaching of psychology."

The Task Force met virtually (and virtuously) spring and summer, 2008. After extensive brainstorming, we rank ordered our preference for the possibilities, with the results listed next:

1. Create a WIKI.

Unlike the formal peer-reviewed process of OTRP teaching resources, Project Syllabus, and e-books, wikis become peer reviewed when one person's postings are revised by subsequent people. The technology is reputedly simple to master (although the first wiki entry ought to be a tutorial on how to post and edit others' postings), and the format offers advantages in organization and search functionality.

Marianne Miserandino just wrote an E-xcellence in Teaching article for PsychTeacher that explains more (**see copy at end of this report** – for internal circulation only – as it will eventually be part of the next volume). As she noted, Personality and Introductory Psychology have wikis, but the entire rest of the discipline is untapped. If STP pursues this option, we certainly ought to coordinate with the existing efforts. In addition, you might want to read Schweitzer's just published *Teaching of Psychology* article on Wikipedia. We do not want to duplicate what's already out there, but our wiki could link to others, when appropriate. We could also have a subgroup of people who, as a public service, examine the psychology entries at Wikipedia and make corrections as necessary.

One of the key features that a wiki can do for STP is create entries that summarize frequently recurring themes from PsychTeacher (e.g., book and movie suggestions; teaching issues such as dealing with disruptive students; suggestions for teaching particularly difficult concepts; assessment resources) in a form that would be much more searchable than the PT archives. Faculty could also post videos they have made (e.g., demonstrations they use in class).

As the LRPC report in our Agenda book (p. 140) noted:

Recommendation 1D: Explore with the Internet Director the possibility of blogs and wikis dedicated to Conference issues on the STP Web site.

So we believe there are a lot of ways wikis could be used by STP.

2. Formalize a collaboration with APA to expand OPL (Online Psychology Laboratory) http://opl.apa.org.

OPL is an NSF-funded project that houses highly interactive peer reviewed resources for teaching of psychology within the larger National Science Digital Library (NSDL). These resources differ from the traditional OTRP resources in that they are highly interactive. For example, students participate in classic studies and the actual data (or graphs) can be downloaded by a class to illustrate psychological phenomena. One of the more popular studies is the original Loftus study illustrating the misinformation effect in the be a juror study. OPL also offers excellent video clips describing how to use SPSS and Excel to conduct statistical analyses. Most recently, Sue Frantz has been identifying applets that will reside in OPL and provide demonstrations that are easily accessible. The real utility is in pulling the resources together so that OPL serves as a one stop shop. The resources are managed by a programmer at APA and the materials are indexed according to NSDL standards.

Maureen McCarthy proposed that OTRP might be willing to establish an editorial board to recruit and review materials that fit into the OPL project. In essence, STP would provide the intellectual oversight of the project, but APA would retain the responsibility for handling complex programming features. Her hope is that APA might also be willing to provide some financial support for the editorial board. The current advisory board can remain in place or transition more formally to STP.

3. Podcasting/"Project Lecture"
Last year, the Task Force on Podcasting recommended that OTRP get into this area, and at the 2007 Executive Committee meeting, OTRP committed to doing so. We continue to believe it would be a good area of growth. Unlike possible video postings at a wiki, these would be fully reviewed for their quality (in the same way that Project Syllabus will continue to review those items, but anyone could post his/her own syllabus on the wiki).

4. Provide a social networking site
This can be regional listservs; participant idea exchanges – chat room; scheduled on-line conference or featured discussion leader or interviewee. Note that the PRRRC report in our Agenda book (p. 83) also mentioned this topic:

Establishing a Facebook group or a Ning site to facilitate social networking among STP members. This site could be a place where members could interact virtually, discuss teaching and other topics of interest, and network. The Society for Industrial and Organizational Psychology currently has a Facebook page (1385 members), as does Psi Chi.

5. Master Teacher blogs
We could ask our Teaching Award winners to contribute their thoughts, in the form of a blog, that readers could react to or ask follow-up questions. This could be part of the wiki or stand alone.

6. Frequently Asked Questions about Psychology
Some designated group of responders would read the questions and frame an answer or solicit some expert to do so or post the question to the wiki or to PsychTeacher and then

summarize the answer. There could be two sections: one for questions from faculty and one for questions from students. Similar to "Ask the Expert" feature in *Scientific American.*

7. Reviews of teaching technologies
         This could either be its own area of OTRP (equivalent to any reviewed teaching resource) or part of the wiki where reactions from users of the technology can be posted as well. Possible topics:
What are the pros and cons of the various personal response systems?
Which wiki engines are best for class use? Best practices in maintaining a class wiki.
Pros and cons of holding virtual office hours -- which instant messenging service to use or what about Second Life for that purpose?
Using social networking sites to connect our psych majors -- which ones are best? Best practices?

8. An e-journal for undergraduate research.
         We recognize that some e-journals already exist. If we pursue this option, we ought to contact those other journals and see whether collaboration is possible.

9. Book Club/Movie Club
         This could be part of the wiki or a stand-alone. Someone would have to pick the book/movie and establish a time frame for people to prepare for the discussion and then lead it.

10. Solicit/Edit open-source textbooks
         For an example, see an open source text for Introductory Psychology written by Russ Dewey. http://www.intropsych.com/

We discussed one other topic, seeing whether another reorganization of the OTRP webpages is desirable, but that seemed tangentially related to our charge.

RECOMMENDATIONS:

1. We would like the Executive Committee to endorse OTRP pursuing the resources in the order listed. As personnel to lead each effort are identified, OTRP can establish more positions of "Assistant Director of OTRP for XXX function" and turn people loose to implement the ideas.

2. The wiki would probably need some resources to get started. Sue Frantz is willing to undertake leadership of a "wiki implementation group." Half the group would look at wiki options (using the free service that comes from our current Web provider, or a free or low-cost site like PB-wiki); the other half would look at how the wiki should be structured and other issues about quality control and avoidance of copyrighted material. At some point we might find it desirable to purchase some software, but Jeff assured me that we wouldn't run out of server space anytime soon. Sue would also write tutorials to help all of us get started, write templates, and manage a group of beta-testers. If she were going to do it, she'd want a one- or two-course buyout (at $3200 per course) starting in Jan 2009. If we supplemented the current budget line for

OTRP-director course buy-out by $400 (raising the budget line to $6400), we could manage it nearly within our current allocation. To see what this type of wiki could be like, please accept the PB-wikibeta invitation you will be receiving from that website to view what Sue has already created just to show us one possibility.

So, we would like the EC to allocate $6400 for the OTRP office in the 2009 budget year for getting the wiki off the ground.

3. We might see a demise in the Mentoring Service program as it currently is structured. Instead of a mentee searching through the list of mentors and contacting a person directly to pose a question, the entries in the wiki might satisfy, or the social networking site might serve this function. Until such time as the other functions are working, however, we do not recommend an immediate change in that program.

4. We would like the Executive Committee to discuss the possibility of designating some future IRA slots specifically to help get sections of the wiki started. For example, we could ask for proposals for combing the PsychTeacher archives and composing initial wiki entries. We could also ask for proposals to submit podcasts/lectures/video demonstrations.

[We do not see a demise likely for PsychTeacher; rather a wiki can supplement that service by judiciously choosing topics to post to the wiki.]

See next page for Marianne's column

As teacher-scholars we are uniquely qualified and indeed have a calling to teach others about the science of psychology. One way of realizing this is by contributing to online wikis. In this month's E-xcellence in Teaching column, Dr. Miserandino explains what wikis are, describes current wikis in psychology, discusses the advantages of wikis in teaching, and suggests how to contribute to wikis and to use wikis in teaching.

Teaching with Wikis
Marianne Miserandino
Arcadia University
Miseranm@arcadia.edu

The use of wikis in the classroom can benefit your students, yourself, and the field of psychology. You may have already wondered how you can use wikis to manage collaborative student projects or to design innovative assignments. But as a teacher, you can also join an online collaborative community of teachers by learning from and contributing to wikis on the teaching of psychology. As teacher-scholars, I believe that we are uniquely qualified and indeed have a calling to teach others about the science of psychology. One way of realizing this is by contributing to online wikis. The goal of this essay is to teach and inspire you to use wikis in your teaching and to contribute to professional wikis.

What is a Wiki?

According to Wikipedia, the online encyclopedia, a wiki is "a medium which can be edited by anyone with access to it...wikis are typically collaborative websites." (Retrieved March 24, 2008, from the World Wide Web: http://www.wikipedia.org). For example, if you visit Wikipedia and click on "English," you will see the homepage with a featured article and a summary of news events of the day. Now enter "Psychology" into the search bar and you will see an entire article about psychology, including tabs for discussion (to add your own thoughts), editing (to add to the collaborative body of knowledge on the topic), and history (to track changes that others have made on the page). This ability for readers to virtually join the discussion of a topic which collaboratively creates a changing, living, body of knowledge is the main advantage of wikis.

Wikis in Psychology

As of this writing, I know of only three psychology wikis publicly available on the Internet: The Psychology Portal portion of Wikipedia (http://en.wikipedia.org/wiki/Portal:Psychology), The Psychology Wiki (http://psychology.wikia.com/wiki/Main_Page) and PsychWiki (http://www.psychwiki.com/wiki/Main_Page).

When it comes to teaching, there are just three wikis for the teaching of psychology: my own Personality Pedagogy (http://personalitypedagogy.arcadia.edu), which is a resource for the teaching of personality psychology at all levels;

Hunter Gehlbach's Social Psychology for Educators
(http://isites.harvard.edu/icb/icb.do?keyword=k12519&pageid=icb.page51140),
which helps teachers K-12 incorporate ideas from social psychology into their teaching;
and Amy Sweetman's Intro Psychology Resources
(http://www.intropsychresources.com).

What Are the Advantages of a Wiki?

There are many advantages to wikis. The biggest advantage is that wikis are easy to use. The software required to create and maintain wikis is available for free and often requires merely a standard web browser. The sites themselves, being text-based, are easy to use without special knowledge of HTML or other programming languages. Wikis can be used on an intranet to share within a school or organization (e.g., Blackboard, WebCT) and wikis can also be used on the internet to share with the world. Wikis can foster and support collaboration among students, among teachers, and between students and teachers. In sum, a wiki can be a creative and effective way for teachers to manage their classes and to share information and strategies about teaching with their colleagues either within their organization or around the globe.

Given all these advantages, more teachers ought to be using wikis. However, speaking as a founder and moderator of a wiki on teaching, this is sadly not the case. From talking to teachers of psychology and from an online survey posted to Personality Pedagogy, people report the following reasons for why they do not contribute to a wiki: (a) not enough time to contribute, (b) lack of familiarity with wikis, (c) don't know how to contribute to a wiki, (d) never thought of contributing to a wiki, (e) feel they have nothing important to contribute, and (f) editing online makes people nervous. In sum, wikis are still a rather new technology and not fully utilized by psychology instructors, but respondents are confident this will change as people become more aware of the technology.

The Untapped Potential of Wikis in the Teaching of Psychology, or What Can I Do with a Wiki?

Andrew Collins at the University of New South Wales requires students in his immunology course to contribute to Wikipedia by writing articles and correcting errors. "I think a lot of science students feel overwhelmed by the amount of knowledge out there in the world and they don't realize that at the end of their undergraduate studies they're really quite experts and they should have confidence in their knowledge" (Moses, 2007, para. 11). He structured the assignment so that students must make consistent contributions over the 10-week course and can't just work on this assignment at the last minute. If professor Collins has inspired you to use wikis in your teaching, here are just a few ideas of the many very creative uses of wikis by psychology teachers and others:

Class assignments. Like Professor Collins, you can devise creative assignments for your students that use already established wikis or you can instruct them to create their own wikis. For example, instead of a traditional paper, you can require students to contribute to a standard wiki, design an original wiki, or create an online textbook, handbook, supplement, or study guide. Did you know that faculty and students at over 45 universities from around the world have already

contributed articles to Wikipedia as a class assignment? Check out their work and find some inspiration for your own assignments here:
http://en.wikipedia.org/wiki/Wikipedia:School_and_university_projects.

Make your own wiki. Have you ever bookmarked a website only to forget what was so interesting there? Or, do you work on multiple computers and have troubling finding the sites you've bookmarked? One way to solve this problem is to make your own wiki. You can then store links or upload slides, videos, notes, graphics, audio clips, spreadsheets, and other electronic information. For example, I have a personal wiki (viewable by password only) in which I collect examples and links to web sites relevant to my courses (i.e., social psychology and personality psychology); my scholarship (e.g., motivation, teaching with technology); interesting places I would like to visit (e.g., Egypt, Vienna); hobbies (e.g., knitting, cooking); and humor (e.g., cartoons, stories, pictures, videos, jokes, etc.). I like being able to provide my own comments and descriptions for material I find on the web and having the convenience of my favorite websites in one online place accessible at home or from the office.

Starting your own wiki is surprisingly easy, as there are many free or low-cost wiki-hosting sites such as PB Wiki (http://pbwiki.com) and Google (http://sites.google.com). Both of these sites provide easy viewing and editing options so that you don't need to learn any fancy programming code. If you are more of a do-it-yourselfer and want to be able to program the exact look and function of your wiki, you can talk to the IT department at your school to find out about hosting a wiki on your school's own server. Either way, you may want to see Wikipedia for an overview and comparison of web-hosting options (http://en.wikipedia.org/wiki/List_of_wiki_farms).

Coordinate group projects. When it comes to group projects, students have two common complaints that are readily solved with a wiki. First, students report that they are unable to find a time to meet with their peers outside of class. Wikis can solve this by providing an online space for students to create, share, and edit their work at any time. They can even use a wiki to create to-do lists, assign tasks, or to give each other progress reports. You might even find this aspect of wikis valuable for your own collaborative projects with colleagues or to organize committee work at your school. Second, students resent the inevitable "social loafer" who doesn't pull his or her fair share of the work. Since most wiki software has a built-in tracking or history function, instructors can easily monitor individual students' contributions and ensure that their projects are progressing.

Write an online textbook or supplement. The open access of the Internet and of Wikipedia in particular has inspired others to create and freely disseminate their work. For example, the California Open Source Textbook Project (COSTP) aspires to develop textbooks for use in all K-12 classrooms at a lower cost than commercial textbooks (see http://en.wikibooks.org/wiki/COSTP_World_History_Project).
COSTP, in cooperation with Wikipedia, began a World History pilot for 9th grade World History/Social Studies based on the California State Curriculum Standards. Another example is a renegade group of college students who hope to eliminate textbooks altogether by encouraging faculty to write their own content (see Textbook Revolution at http://textbookrevolution.org)! You need not be as radical as these folks. Because a major advantage of a online text is that it

can provide the most up to date information available on a topic, you can easily create an on-line supplement to your own courses which you can update as often as you like.

Share and disseminate lesson plans. A common problem, especially at small colleges, is that professors can feel isolated from other specialists who teach a given topic. A wiki is one way of connecting with other teachers through an online community where you can discuss ways of presenting material in class. For example, I know of two sites which welcome contributions specifically from teachers: Curriculum Wiki (http://www.curriki.org), specializing in lesson plans and materials for K-12 and some college courses (including social science, sociology and psychology); and Introductory Psychology Resources (http://www.intropsychresources.com), which specializes in activities, demonstrations, songs, quotes and the like for high school and college intro psych classes. Both of these sites are wikis, which makes it very easy for you to visit and share your own materials and ideas.

Establish a department wiki. How many times have you answered the question, "What else do I need to take for my major?" Your department can create an online handbook outlining departmental requirements, answering students' frequently asked questions, listing office hours, providing background and links for campus speakers, and posting important reminders and announcements. You can even encourage students to add helpful information based on their own experiences, such as applying APA format, using the library, finding research opportunities, getting into graduate school, and finding a job. An important advantage of using a wiki for this, rather than a traditional web page, is that information can be changed and updated immediately. The Canisius College Psychology Department (http://www.canisiuspsychology.net) established such a page for their majors. While outsiders can only access a few of the pages, you can see the potential of this medium for organizing announcements, research opportunities, graduate school information, requirements, and other information essential for psychology majors.

If the above six ideas are not enough inspiration for you, see PB Wiki for 25 additional suggestions and examples (http://yummy.pbwiki.com/Ideas+for+using+PBwiki).

Wikis as a Cure-all?

Please be warned, however, wikis and wiki assignments are only as good as the thought that goes into them. As with any assignment, instructors need to be clear about what they want students to learn, practice, master, or demonstrate. That is, objectives and goals for the assignment must be thought out ahead of time. Also, instructors will need to regularly monitor students' contributions in order to track the quality of their work and to see that students are regularly engaged in the project. This need not be as onerous as it sounds, as many wiki platforms have built in tracking features. Basically, there is nothing magical about wiki assignments, so they must be designed and assessed with as much care as traditional assignments.

Alas, wikis are not a cure-all for teachers and perhaps in a few years they may be replaced by other technologies. For now, they do provide a fun and easy way to foster collaboration between you and your students, among students, and among teacher-scholars.

Reference

Moses, A. (2007, October 31). Wikipedia project is a class act. Sydney
Morning Herald. Retrieved March 24, 2008, from
http://www.smh.com.au/news/web/wikipedia-project-is-a-class-
act/2007/10/31/1193618940842.html.

About the Author

Marianne Miserandino, Associ ate Professor of Psychology, Arcadia University, received her BA
in psychology from the University of Rochester and a PhD in Social-Personality Psychology
from Cornell University. Dr. Miserandino came to Arcadia University after a post-doctoral
fellowship in Human Motivation at the University of Rochester and full-time teaching. Her
commitment to teaching is evidenced by her work as News Editor (1996-1998), reviewer, and
frequent contributor to the journal Teaching of Psychology. Her research interests include the
impact of perceived competence and autonomy on the motivation of elementary school children
and their teachers. She was the 2000 recipient of the Lindback Award for teaching excellence.
She currently maintains the Personality Pedagogy website for teachers of personality psychology
at http://personalitypedagogy.arcadia.edu. For these efforts, she received a grant from the
Association for Psychological Science (APS) Fund for Teaching and Public Understanding of
Psychological Science and a Faculty Development Grant from Arcadia University.

****

had student face book group

Tara vol. to help w/ some of these new ideas

Please rank order (1 = highest priority) the following ideas
that we will suggest that the STP executive committee follow up

			sum of ranks	rank order of ranks
1.Wikis			27	1
for	books			
	movies			
	videos			
	demos			
	tchg issues	posts		
		original		
		from PsychTeacher archives		
	tchg difficult topics			
	assmt resources			
2. social networking sites/Communication			33	4
e.g.	regional listserv			
	participant idea exchange-chat room/conference			
	special folks as featured discussion leader or interviewee			
3. Podcasts/video lecture analogous to Project Syllabus			32	3
Unlike postings on Wiki, these would be reviewed for quality				
	Podcast club (everyone watch same one & then discuss)			
4. OPL-collaboration			28	2
5. e-journal for undergraduate research			54	9
6. Bookclub			60	10
7. Com't to work with Internet Editor on redesign/reorg of OTRP site			43	7.5
8. Editor of Frequently Asked Questions about Psychology			42	6
9. Section on Teaching Technologies, especially reviews of them			43	7.5
10. Master Teacher blogs			38	5
11. Edit open-source textbooks			61	11

Society for the Teaching of Psychology
Executive Committee Meeting
Saturday, August 16, 2008
Sheraton Boston Hotel, Berkeley Room

In Attendance: Janie Wilson, Mary Kite, Ted Bosack, Sue Frantz, Ruth Ault, Charles Brewer, Tara Kuther, Suzanne Baker, Dana Dunn, Rachel Rogers, Bethany Fleck, Elizabeth Hammer, Randy Smith, Andrew Christopher, Jessica Irons, Bryan Saville, Dave Johnson, Marky Lloyd, Rita Curl-Langager, Loretta McGregor, Bill Buskist, Maureen McCarthy, Janet Carlson, Jeff Stowell, Eric Landrum

Agenda

Welcome and Call to Order
    The meeting was called to order at 8:03am by STP President Maureen McCarthy.

Unification Task Force (continued)
    The unification task force conversation was resumed. Mary Kite commented about the importance of financial support for an Associate Director for Regional Programming position. Mary discussed the possibility of rotating attendance to the 7 regional conferences. The estimate was $6500 per year to fund this position. Increases in revenue might occur through increased membership in STP. Rita Curl-Langager asked about how funds are budgeted for monies that are received during a year. Loretta McGregor commented about the benefits of coordinating with the regionals. Bill Buskist asked about the financial viability of the Associate Director for Regional Programming position, and he asked that the specific funding mechanisms are identified. Janie Wilson commented that there will be money left over from current programming efforts.

    A detailed discussion about the funding of this position followed. It was suggested that this position be funded initially for 3 years, to be evaluated afterward that period for continuation. Ruth Ault asked is this the best approach for new (invested) money for STP programming? Loretta McGregor commented about regional affiliations (for example, SWPA) and how we best reach those with teaching interests. Janie Wilson discussed programming options and how the model works for specialty-topic conferences like SPSP. Regional programming can attach community college and high school teachers, as mentioned by Mary Kite. Tara Kuther commented that at some specialty conferences there may be opposition to teaching-specific programming. Janet Carlson remarked that going to organizations might help offset the spending for this position. Also, Janet raised the question as to whether this type of regional programming might harm regional teaching conferences. Ted Bosack commented that the regional teaching conferences have loyal attendees, and regional teaching conferences may sometimes be coordinated with regional conferences. Mary Kite asked about publisher support for the conferences, and possible revenue streams.

    Ruth Ault asked about the CTUP unification. Mary Kite commented that STP would invite CTUP to merge. Conversations followed about how merging with CTUP might proceed. Bill Buskist commented about that regional conference coordinators would probably be receptive

to programming support. Randy Smith asked about the proposed January start date for the Associate Director of Regional Programming position.

Moved: Invite CTUP to merge with STP by January 1, 2009. Moved by Mary Kite, seconded by Ruth Ault. Motion carries unanimously.

Moved: Appoint Associate Director of Regional Programming. This person will report to Program Director and be appointed by the Program Director. This position would be funded for $6500 per year for three years, and this money would come from STP principle in the current checking account. Moved by Mary Kite, seconded by Bill Buskist. Motion carries unanimously.

Moved: Provide Wayne Weiten with the stipend equivalent as to other EC member stipends for attending APA 2008. Maureen McCarthy moved, seconded by Randy Smith. Motion carries unanimously.

Moved: Appoint ad hoc working group to streamline and standardize the financial processes of the organization. Moved by Liz Hammer, seconded by Mary Kite. Motion carries unanimously.

Resources Task Force: Ruth Ault

Ruth Ault reported on the Task Force on STP Teaching Resources. Ruth summarized the outcomes of the report. The items presented were teaching-related resources. Creation of a wiki would require some person-power.

Moved: Approval for release time that OTRP director may re-allocate to a wiki-master (one course per year over two years for release time). Moved by Ruth Ault, seconded by Bill Buskist. Motion carries, with one abstention.

Other teaching resources can help to expand participation in contributing resources to STP. Mary Kite asked about whether the wiki would be open or members-only. Mary also asked about the release time. Discussion followed about the equity with the course release across STP positions. Issues of parity were discussed. Tara Kuther and Loretta McGregor asked about an implementation group. Discussion followed about equity about course buyouts/release time. Janet Carlson commented about course buyout amounts and their variability. Bill Buskist commented that two separate individuals should serve Project Syllabus and wiki-master; this allows for more individuals to become involved.

Janet Carlson reported on the Task Force for STP Teaching Resources that some duplications may exist with STP efforts and Report Items #5 and #6. Ruth Ault explained the outcomes of the task force in relation to Janet's question. Janet Carlson asked if suggested changes by task force will have an effect on the development of other resources. Ruth Ault commented that peer review may be a key component of new resources made available. Jeff Stowell commented about the listserv and that some individuals may be overwhelmed as to the amount of information available. With new technology, members can subscribe to receive only