

Subject: Dunn's Proposed Task Forces

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Reply-To: STP Extended Executive Committee <TOPEC@LIST.KENNESAW.EDU>

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This message contains (a) the theme of my Presidential year in brief and (b) a list of the Task Forces I would like to convene during 2010. Following procedure, I am submitting them to the STP Executive Committee for review and discussion. I apologize for the length of this message, but I felt some detail was important.

The theme of my Presidential year is continuity, change, and challenge. By continuity, I am referring to the fact that we have a strong and active organization with many engaged members. Second, change: We have a new set of bylaws that govern how STP operates, as well as a new executive structure that begins on January 1st, 2010. During the implementation phase, we will be in a periods of discovery-new procedures, new roles, new ways of doing things. Some adjustment for all of us will be necessary, but I am confident that the hard work of our colleagues who created the new bylaws will prove to be prescient and that things will go smoothly. The third part of the vision theme is challenge: What should the Society for the Teaching of Psychology be doing next and in the long run? We are not facing any threats but we do have some opportunities to consider. I like to think these opportunities (challenges), as well as the issues of continuity and change, are well reflected in the eight task forces I want to empanel over the next several months.

Task Force 1: Identifying Best Practices for Employing Part Time

Teachers of Psychology - Charged to identify and to recommend standards that psychology programs adhere to when hiring part time colleagues. This Task Force will build on the work of a previous Task Force (Skip Pollack, at the behest of the President Bill Buskist, led a TF on adjunct faculty-the Pollack report will help inform the work of the present Task Force) in order to create a working list of best practices that will serve as a resource for departments, deans, and adjuncts themselves.

Task Force 2: Identifying Best Practices for Employing Undergraduate Teaching Assistants

Charged to explore the ethical issues, teaching opportunities, reasonable responsibilities, and possibly touch on compensation matters (e.g., credit and grade, pay), as well as reasonable expectations for undergraduate students' time commitment, duties, and obligations as TAs. This Task Force will generate a list of recommended best practices that will serve as a resource for departments and students.

Task Force 3: Integration of New STP Bylaws into Procedures Manual

Charged with the responsibility of updating and, where necessary, expanding or revising the existing Procedures Manual to reflect the organizational structure that commences on January 1, 2010 as reflected in the bylaws passed in September 2008. As part of this effort, the five new VPs will be asked to keep logs of their duties and responsibilities for the first year or two of their positions. Their logs will be used to draft and/or revise relevant portions of the Procedures Manual. Note: I would also like to have this group discuss the midwinter STP meeting format/structure (i.e., the new incarnation of LRPC).

Task Force 4: High School Teachers and the Blueprint Book/Project

Charged to consider how the recommendations and observations in the Halpern (2010) book can serve as a beneficial resource for high school teachers of psychology and AP psychology. A list of observations and recommendations will result.

Task Force 5: STP Media

Charged to survey STP products, from published materials to web presence. This group will look at what we do, what we could do, and what we might want to consider doing in the near future. A report of observations and recommendations will result.

Task Force 6: Emerging Scientific Advances and the Teaching of Psychology

Currently, there is no clear statement regarding what or how emerging knowledge, tools, and techniques in neuroscience and related areas should be taught in high school, community college, or four-year college classrooms. Many teachers don't know what to do; they rely on textbooks to do it for them. Others simply skip the material. Charge: This Task Force will develop recommendations suggesting how teachers should learn about neuroscience developments and subsequently teach them in different classroom contexts and courses. The resulting report will not focus on content per se, but ideally on guidelines for teaching and learning that can serve as a resource for teachers and departments,

Task Force 7: Exploring Interdivisional Connections with Divisions

Charged with exploring cooperative ventures, including joint programming, with other APA Divisions (notably Divisions 1 – General Psychology; 10 - Aesthetics, Creativity, & the Arts; 24 -Theoretical & Philosophical Psychology; 26 - History of Psychology) who expressed sincere interest in forming closer ties with STP.

Task Force 8: STP Members as APS Fellows

Charged with assessing how many STP members are APS fellows and exploring nominating some STP members for fellow-status in APS in the future.

Dissemination. After being reviewed and vetted by the STP ExCom, Task Force materials, especially lists of "best practices" and sets of guidelines, will be made available to STP members via the web site or other relevant outlets.

Many thanks for your consideration.

Best,

Dana
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And what rough beast, its hour come round at last,
Slouches towards Bethlehem to be born? -- W. B. Yeats

SOCIETY FOR THE TEACHING OF PSYCHOLOGY
Extended Executive Committee Discussion List

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This list is hosted by Kennesaw State University, Kennesaw GA

STP Executive Committee Meetings – August 2010

Task Force on Identifying Best Practices for Employing Part Time Teachers of Psychology

Linda Woolf

[Report to be submitted later in 2010]