

Subject: Dunn's Proposed Task Forces

From: "Dunn, Dana S" <dunn@MORAVIAN.EDU>

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

Date: Mon, 14 Sep 2009 14:42:04 -0400

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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<<http://home.moravian.edu/public/psych/dunn/index.htm>>
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

LISTOWNERS:
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This list is hosted by Kennesaw State University, Kennesaw GA

STP Task Force on “High School Teachers and the Blueprint Book/Project”
Final Report, June 2010

Task Force:

Suzanne Baker, James Madison University
 Laura Brandt, Adlai Stevenson High School
 Will Elmhurst, Marshfield High School
 Mike Fass, Krop Senior High School & Miami Dade College
 Nancy Fenton, Adlai Stevenson High School
 Mike McLane, Sterling Heights High School
 Virginia Welle, Chippewa Falls Senior High School

Chair:

Charles Ovando, York Community High School

The Task Force members found Undergraduate Education in Psychology: A Blueprint for the Future of the Discipline (Halpern, 2010) to be a valuable and pertinent resource for high school teachers of psychology. As the product of a collaborative effort that included high school teachers, the book speaks to teachers of psychology at the secondary level as partners in the shaping of the discipline’s future. The Task Force reviewed and discussed the book, focusing primarily on the following topics that were deemed to be most relevant to high school teachers: psychological literacy (chapter 1), a core curriculum (chapter 3), when and where psychological science is learned (chapter 5), and the incorporation of advances in technology into the teaching and learning of psychology (chapter 7). Our discussions on these topics resulted in observations and recommendations in the areas of curriculum, vertical alignment and the discipline’s “home” in the high school academic structure, and teacher training and professional development.

CURRICULUM

The Task Force had a favorable response to the blueprint’s recommendation of a core undergraduate psychology curriculum. We noted that the AP Psychology curriculum is compatible with this recommended core. Furthermore, we agreed that the AP Psychology curriculum is well-defined and has a mechanism for valid, reliable, and timely assessment of learning at a universal level. Consequently, the teaching of AP Psychology is likely to be much more consistent across the nation’s high schools than other high school psychology courses, both introductory level and elective courses. In regards to these courses, we identified the following concerns:

- Whereas the *National Standards for High School Psychology Curricula* (APA, 2005) exist, adherence to these standards in non-AP high school introductory psychology courses is voluntary and not subject to any meaningful accountability mechanism.
- The curricula for these courses are often written by high school teachers with minimal allocation of time and material resources, and whose level of expertise, education, and training in psychological science can vary widely.

- Specialized high school psychology electives (e.g. abnormal, advances in neuroscience, careers in psychology, etc.), if taught without an introductory psychology background, may not provide students with a much needed appreciation for the overall narrative of the field.

Recommendation:

It would be helpful to develop a standardized assessment tool, perhaps online, that is aligned to the *National Standards for High School Psychology Curricula* that could be used by high school teachers and students to evaluate their non-AP introductory courses. This assessment tool could be composed of independent subtests that are organized topically around the five content domains, thus allowing for the variation in curricular scope that exists in introductory courses and the more content-specialized electives. STP could play an important role in this endeavor and simultaneously attract greater high school teacher membership.

VERTICAL ALIGNMENT AND THE DISCIPLINE’S “HOME”

In our discussions surrounding the book’s chapters on preparing a psychologically literate citizenry and when and where people learn psychological science, the Task Force acknowledged the significance of students increasingly being formally introduced to the discipline in high school rather than in their undergraduate studies. We agreed that there is a shared responsibility extending down from the undergraduate level to promote an accurate and robust public understanding of the field and to dispel the myths and misinformation that exist in the lay consciousness. In regards to Chapter 5’s recommendations regarding the teaching and learning of psychological science, the Task Force made the following observations:

- We agreed with the blueprint’s recommendation to expand the reach of psychological science into the elementary and middle school curricula.
- We were ambivalent about the impact that changing the discipline’s name to *psychological science* would have on the public’s understanding of psychology. Improvements in psychology curriculum development, assessment, and alignment across the K-12 spectrum are likely to have a more pronounced effect on creating generations of students who are increasingly psychologically literate.
- We also had mixed thoughts about high school psychology courses satisfying graduation requirements for science. The following concerns and/or complicating factors were identified:
 - Certification and/or endorsement for teaching psychology at the secondary level fall under the social studies or social sciences domain in many states. Any shift to a traditional science classification would need to occur at the graduate and undergraduate levels first in a pervasive enough manner to elicit nationwide changes in certification/endorsement requirements for secondary education.
 - The AP Psychology course, as measured by the AP audit and the number of AP Psychology exams taken each year, has grown at a rapid rate in the nearly two decades of its existence. There appears to be no reason to believe that a shift in classification to a science requirement would increase or even sustain this growth. On the contrary, Task Force members expressed concern that such a shift might

adversely impact the longevity of psychology courses overall in high school as they would inevitably compete with traditional science courses within the same domain. The notion of a shared requirement was discussed; students would be able to pick whether they want a psychology course to count as a science credit or a social studies credit. We were uncertain what impact this would have on the course. What we did agree on was that as social studies electives, psychology courses have found a fertile academic environment for growth.

Recommendation:

The most natural and feasible place to begin expanding the teaching of psychology is in the middle school curriculum. The development of a social science “sampler” that would be built in to the middle school social studies curriculum could provide foundational knowledge and vocabulary about psychology and other social sciences prior to the more specialized exposure that occurs in high school. STP could play a role in helping articulate what the foundational knowledge about psychological science should be for a middle school curriculum.

TEACHER TRAINING AND PROFESSIONAL DEVELOPMENT

A recurring theme in all of the Task Force’s discussions, regardless of the topic, was the need for accessible, affordable, informative, and varied professional development opportunities for high school teachers of psychology. The existence of this particular Task Force is itself an acknowledgement of the need to continue to reach out and broaden the reach of psychology’s professional organizations to those who teach at the secondary level. We discussed a number of reasons why continued and innovative professional development opportunities are needed for high school psychology teachers as well as some specific areas of training that are in high demand. Below is a summary:

- The growth of psychology courses at the high school level has been well documented, as has the fact that college credit is awarded by many institutions for performance on the AP Psychology Exam. As a result, the importance of having highly qualified high school psychology teachers with a substantive academic background in psychology is self-evident, particularly as the demand for them increases. The Task Force raised a number of complicating factors, some of which were also articulated in the blueprint book:
 - A large number of high school psychology teachers are not certified or even endorsed specifically in psychology, but rather more broadly for the social studies/sciences.
 - Certification and/or endorsement requirements for the teaching of psychology in high school vary from state to state.
 - Teacher training programs focus much more on pedagogy, wide spectrum content (e.g. history, social sciences), and other matters related to teaching in public schools rather than on specialized content areas such as psychology.
 - In several cases, the bulk of a high school teacher’s teaching load consists of other social studies courses (e.g. U.S. History) with only one or two sections of a psychology course. Time and financial resources for professional development must be balanced by the competing demands from different discipline areas.

- Unless they have had a strong academic or professional background in psychology, new teachers of psychology in high school are likely to be unaware of organizations like STP and TOPSS that have multiple resources available to aid in psychological instruction and curriculum development.
- The exponential growth in technology that has transformed the space and tools that are used in teaching and learning has created a significant challenge for educators who now must keep up with these advances in addition to the developments in their discipline's content. Professional development opportunities designed to provide tangible and pragmatic ways to effectively incorporate new technological tools in instruction are needed.
- Online classes are on the rise in both the undergraduate and secondary arenas. To the extent that psychology courses in high schools might be offered online in larger numbers, preparation for this trend and an analysis of its merits are warranted.

Recommendations:

The Task Force supports the work that organizations like STP and TOPSS do in providing multiple instructional resources and professional development opportunities. An increase in workshops or greater accessibility to existing programs for high school teachers of psychology would be beneficial. In addition, we encourage actively promoting membership in these organizations by targeting high school teachers of psychology.

We are aware of efforts to address the issue of teacher qualifications for teaching high school psychology. Included in these are past attempts to include National Board Certification in the field of psychology and a current APA working group charged with creating certification and training standards for high school psychology teachers. We are supportive of these efforts yet curious of the impact that higher standards might have on the availability of certified high school psychology teachers given that students in teacher training programs would need to specialize and perhaps be less marketable for other social studies positions. We welcome an analysis of the broader impact of increased standards on teacher availability.



AGENDA
Friday, August 13, 2010
8:00am – 9:50am
Manchester Grand Hyatt Hotel
Edward Room A & B

In Attendance: Rick Miller, Diane Finley, Tom Pusateri, Maureen McCarthy, Pam Ansburg, Aaron Richmond, Sue Frantz, Linda M. Woolf, Ruth Ault, James Freeman, Kris Vespia, Loretta Neal McGregor, Ann Ewing, Elizabeth Yost Hammer, Ted Bosack, Dana S. Dunn, Janet F. Carlson, Regan A. R. Gurung, Eric Landrum

Welcome, Call to Order, and Introductions

The meeting was called to order at 8:04am by President Dana Dunn.

Introductions

Those in attendance introduced themselves. Executive Committee members Norine Jalbert and Bryan Saville are unable to attend the Executive Committee Meetings and the Business Meeting. Elizabeth Hammer announced that all business documents are available on the STP web site.

Update and Summary of Treasurer's Report – Elizabeth Yost Hammer

The Society was very close with a match between the estimated and actual budgets for the previous year. Membership revenues appear stable. It may be time to move some monies from operating expenses into investments. Liz Hammer is exploring an STP credit card for EC expenses, and at tomorrow's meeting, she will provide copies of the end-of-year (2009) asset sheet.

In the current year (2010), the Society is in the black by \$40,000 (as of June 31, 2010; made \$94,000, spent \$54,000). Liz Hammer announced that 2011 will be her last year as Treasurer. David Kreiner was identified as a possible associate treasurer; and it was suggested that perhaps David attend the STP mid-winter meeting in February. Maureen McCarthy acknowledged the remarkable job that Liz Hammer has done as Treasurer, and Liz acknowledged Ruth Ault and her continued support. Diane Finley inquired about her line item budget (\$3500) for the year.

Ted Bosack reported about APS members receiving the journal but requesting STP web site access. Wayne Weiten and Alan Kraut from APS have been in discussion about the APS dues checkoff and *ToP*. The plan to be implemented is that APS will provide a checkoff/membership option to APS members for \$25; all \$25 will come to STP. It will need to be negotiated if APS will continue with the checkoffs, or if STP will handle APS membership enrollment in STP. The current plan is to continue the checkoff system for a few years; 700-800 people get the journal this way. Ted Bosack reported that current STP membership is 2700-2800 members. Wayne Weiten is credited with negotiating this arrangement with Alan Kraut from APS.

Ted Bosack reported that membership seems to be stable; around 1% fluctuation, somewhat normal. Renewals have stabilized. Diane Finley added that other divisions are down 3-4% in

memberships. Ted reported that members are not completely tracked by APA – Ted will meet with APA staffers about tracking members. Linda Woolf asked about membership by age, inquiring about retirements and different APA statuses. Dana Dunn acknowledged Wayne’s contributions in this regard. Alan Kraut has been both cooperative and generous about this situation. Regan Gurung inquired about giving back to STP; the teaching conference is something that STP gives back to APS. Janet Carlson added that the Teaching Institute is our contribution to APS.

Task Force Report: Policies & Procedures

Mary Kite chaired the Task Force on Policies and Procedures. Tom Pusateri and Maureen McCarthy (committee members) reported on the outcomes of this task force. Dana Dunn will share the details with the EC after APA, for further discussion this fall.

Maureen McCarthy acknowledged the contributions of Mary Kite in leading the task force, and Maureen provided an overview of the process and the document. Maureen recommended that the package be adopted in totality. Three sources of information studied included past votes, recorded procedures, and TOPEC listserv conversations. Maureen reviewed documents structures, and provided some sample recommendations the document contains, such as more information about the Fund for Excellence on the STP web site, and GSTA host school selection policies. Tom Pusateri added that the document in hand will be more helpful. Janet Carlson asked about accepting the document fully or not, and stated that GSTA has its own bylaws. Tom Pusateri referred to the location of the GSTA host facility. Dana Dunn asked for more questions about the recommendations; full document will be available after APA. Then further discussion at mid-winter meeting. Dana acknowledged the contributions of the Task Force members.

Task Force Report: High School Teachers and Blue Print Book/Project

Dana Dunn reported that Charles Ovando chaired this committee. Committee members read the book to generate discussions about high school teachers via the Halpern (2010) blueprint book. Regan Gurung reported that APA is working to have psychology included in national STEM efforts, which this seems to dovetail with these efforts. Tom Pusateri also reported that APA is working on this. Discussion followed about the task force recommendations. The task force reported noted the need for assessment tools regarding the High School National Standards (currently under revision). Ted Bosack reported that completing this task would be a huge job regarding test development, likening it to the AP/ETS process. Discussion continued about online availability of resources. Regan Gurung stated that past AP items are available online, and non-AP teachers can access those materials; this may serve as a stepping stone rather than create completely new materials. Diane Finley asked about the need for non-AP courses needing to satisfy the national standards, with concerns for more rigor. Dana Dunn added that a resource would likely to be available for non-AP teachers. Sue Frantz commented about psychological literacy and how the college level introductory course is difficult to identify national standards. Jim Freeman addressed the differences between high school and college courses, and the role that national standards could play, and the assessment of students about course progress. Liz Hammer added that via TOPSS, STP could be a resource for a TOPSS effort to create assessment materials.

Tom Pusateri added that when the undergraduate learning outcomes were established, the Assessment Cyberguide was created. In the next iteration of the Cyberguide, a section could be devoted to assessing introductory psychology. Maureen McCarthy added that the need for assessment is present concerning the current prevalence of introductory psychology and its learning outcomes. Liz

Hammer asked about high school efforts to develop assessment instruments. Dana Dunn added that a readily available resource for AP course teacher would be useful; Tom Pusateri noted that lesson plans are available via TOPSS, but only to its members. Eric Landrum mentioned the upcoming STP-Psi Chi grant announcement about assessment efforts; Regan Gurung noted that high school teachers may need to collaborate with a college teacher for the grant application. Janet Carlson encouraged TOPSS to make materials more publicly available. Liz Hammer added that the AP psychology curriculum is not aligned with the national standards.

Jim Freeman added that the national standards are being revised now; AP standards are not vetted as widely as APA national standards. The National Standards are extensive and specific about what instructors should be doing in their introductory psychology standards. The national standards may be more helpful to AP students and teachers. There are no national college level standards. National standards do impose some rigor as to what needs to be accomplished in the introductory psychology course. Dana Dunn summarized that an organized portal be available, and STP work with TOPSS to make materials more available. Diane Finley added information about the exemption to call the National Standards standards, rather than guidelines. By APA definitions, these are guidelines.

Motion: I move that the following three recommendations be forwarded to TOPSS:

1. It would be helpful to develop a standardized assessment tool, perhaps online, that is aligned to the *National Standards for High School Psychology Curricula* that could be used by high school teachers and students to evaluate their non-AP introductory courses. This assessment tool could be composed of independent subtests that are organized topically around the five content domains, thus allowing for the variation in curricular scope that exists in introductory courses and the more content-specialized electives. STP could play an important role in this endeavor and simultaneously attract greater high school teacher membership.
2. The most natural and feasible place to begin expanding the teaching of psychology is in the middle school curriculum. The development of a social science “sampler” that would be built in to the middle school social studies curriculum could provide foundational knowledge and vocabulary about psychology and other social sciences prior to the more specialized exposure that occurs in high school. STP could play a role in helping articulate what the foundational knowledge about psychological science should be for a middle school curriculum.
3. The Task Force supports the work that organizations like STP and TOPSS do in providing multiple instructional resources and professional development opportunities. An increase in workshops or greater accessibility to existing programs for high school teachers of psychology would be beneficial. In addition, we encourage actively promoting membership in these organizations by targeting high school teachers of psychology.

Moved by Regan Gurung, Seconded by Diane Finley

Discussion: Ted Bosack commented positively about the recommendations. Ann Ewing added that the labeling can be confusing.

Vote: Motion carries unanimously.

Task Force Report: STP Media

Dana Dunn reported that the purpose of the committee was to review print and electronic media. Regarding print media recommendations, Regan Gurung acknowledged that Maureen McCarthy did a wonderful job combining the diverse views of multiple committee members. Regan Gurung chaired the print media subgroup, and mentioned a second journal option; there may be a need, but the need is unknown. Many varied opinions exist regarding Recommendation #3. Liz Hammer inquired whether or not Drew Christopher was a member of the task force—he was. Janet Carlson inquired about the associate editors' participation in the task force; Regan Gurung replied that Drew Christopher served as the journal representative. Janet Carlson asked about the new Generalist's Corner feature, and Regan Gurung and Eric Landrum mentioned possible future directions under consideration. Linda Woolf asked about the newsletter and that Generalist's Corner prior interview format could be continued in the STP newsletter. Janet Carlson referenced prior discussions about moving non-empirical materials to the newsletter; taking the non-empirical pieces and moving into a format that is more readable. Regan Gurung added that the task force recommendations 1 and 2 could be more specific, specifically, what content to move and to what venues?

Dana Dunn suggested that the subcommittee continue work and include the *ToP* editorial board for buy-in. Liz Hammer discussed the Handbook royalties for 2009 – almost \$900 was made by STP; (1) the Handbook plus Best Practices volumes are the largest money-makers, and (2) practical guides and handbooks tend to make more money/royalties. The question was raised 'should we after every Best Practices create a handbook?' Regan added that the task force was working before the election of Jim Freeman to his current VP position; future discussions need to include Jim (especially recommendations 4 and 5). Discussion followed about costs to adding pages to *ToP*, and the Generalist's Corner discussion continued.

Regarding the electronic media section of the task force report that comments about a survey of STP members, Janet Carlson stated that the response rate to the survey was about 25% (to the member survey referenced) and she noted that Recommendation 1 was a fantastic recommendation. It may be that Jeff Stowell could create a running list of items to be added to the web site. Ted Bosack suggested that in addition to moving the Generalist's Corner to the newsletter, to also consider moving the *ToP* News section and *ToP* Online content. Could the news section come out of *ToP* and be placed into the newsletter? Do we increase the frequency of the newsletter, and put news materials in the newsletter as a marketing tool? Council of Representatives materials occur in both newsletter and *ToP*. Diane Finley asked about the last recommendation in the electronic media section; Liz Hammer commented about adding discussion items yet working to make the journal more empirical. Discussion followed. Diane Finley asked about letters to the editor in *ToP*. Linda Woolf added that letters to the editor should not be in an empirical journal, but could appear in newsletter. Discussion followed about editing non-empirical items for a focused discussion feature. Regan Gurung added that innovative ideas emerging from more data could be encouraged. Dana Dunn suggested it would be more work for someone. Rick Miller added that adding this feature (commentary) could make the online feature more accessible. Discussion followed about PDFs. The task force is encouraged to revisit the last recommendation –more details are needed.

Comments from the Executive Director – Ted Bosack

Ted Bosack added to his print report. STP has followed through on a previous LRPC recommendation about an Alerts listserv; distributing occasional bits of information independent of *ToPNEWS*-online. Some members withdrew from the Alerts-listserv. The goal was to have a larger communication capability; currently there is no policy about the usage of the Alerts-listserv. Convention information was distributed via this vehicle. Ted was distressed that APA is not accurate

with regard to Division Two members who are also APA members. Ted has discovered that about 120 STP members not part of the APA membership database.

Ted Bosack reported that membership areas are common questions. Ted reported about working with C-BIZ and membership codes; will explore these difficulties in Washington this September. Janet Carlson asked about similar Divisions (such as Division 14) and if other divisions have the same issues. Ted replied there are contract and non-contract divisions. Affiliates (not in APA), students, PT@CC, TOPSS, and international affiliates are not kept in the membership database of APA. We sometimes lose track of affiliate memberships. Tom Pusateri added that efforts have been underway for 10 years to solve the membership issues. Diane Finley added that students have to report that to APA when they graduate. Are there common issues about students and other divisions? Linda Woolf added that with contract divisions, students still get lost. A separate database could be kept for students; APA could do it, but it does not. Tom Pusateri suggested that perhaps an STP member become a member of the APA membership committee. Diane Finley suggested it may be a computer system issue. Regan Gurung asked about the avenues to reach all members; we have no email addresses for 300-400 of our own members; 20 to 30 members opted out of the Alerts-listserv.

At the close of the Friday business meeting, Dana Dunn announced the new Division Two fellows: Jim Freeman, Janie Wilson, Beth Schwartz, Betsy Morgan, and Valerie Whittlesey. New APS fellows include Maureen McCarthy, Bill Buskist, Mary Kite, and Carol Wade

Adjourn

The meeting was adjourned by President Dana Dunn at 9:48am.

Respectfully submitted,
R. Eric Landrum



AGENDA

Saturday, August 14, 2010
8:00am – 9:50am
Manchester Grand Hyatt Hotel
Madeleine Room A & B

In Attendance: Diane Finley, Pam Ansborg, Linda M. Woolf, Jennifer J. Stiegler, Ann Ewing, James Freeman, Ruth Ault, Elizabeth Yost Hammer, Ted Bosack, Dana Dunn, Regan A. R. Gurung, Janet Carlson, Eric Landrum

Welcome and Call to Order

The meeting was called to order at 8:06am by President Dana Dunn.

Elizabeth Hammer distributed handouts of the annotated 2009 budget report including line-by-line accounts. There are also smaller accounts located with Regan Gurung at the University of Wisconsin-Green Bay, and with Janie Wilson at Georgia Southern University. The Best Practices earnings deposit is included in the distributed handout. Janet Carlson asked about the Handbook royalties from 2009 that are given to the Fund For Excellence. Liz Hammer reported that the monies were deposited appropriately for 2009, with a new procedure to be implemented for 2010 deposits of Best Practices monies.

Task Force Report: Emerging Scientific Advances

Dana Dunn reported on the increasing concern about teachers keeping up with the neuroscience advances that continuously emerge, suggesting that an infrastructure be established to help teachers keep up with this information. Regan Gurung reported that ToPIX may be the vehicle to express some information, but not all information. Diane Finley reported that perhaps specific content experts could be encouraged to submit to ToPIX to keep the information updated for psychology teachers. Eric Landrum suggested that this information could be communicated as a newsletter feature as well. Linda Woolf reported that it is difficult to keep up to date in the neuroscience field, and she suggested an annotated bibliography feature be created topically (for example, sleep). Dana Dunn suggested that with the new information emerging from neuroscience, the new information available may be ignored in the course or covered in a cursory fashion. Janet Carlson asked about the Instructional Resource Awards and presidential themes; that would be one place for additional focus on neuroscience issues. Regan Gurung suggested two resources that may help: (1) TOPSS summer workshops to upgrade lesson plans may be one avenue to help teachers keep updated, and (2) touch base with key divisions to have a teaching liaison from different divisions to update teachers of psychology about key ideas related to divisional expertise. Dana Dunn suggested that we start small in this regard to foster success. Ruth Ault mentioned the Society for Neuroscience and that a teaching branch of that organization exists which might be helpful to STP efforts. Diane Finley suggested that for community college faculty, these resources would be welcome additions to available teaching resources.

Task Force Report: Best Practices for Undergraduate Teaching Assistants

Jessica Irons chaired the committee, and Dana Dunn reported that the committee is still working. There is a symposium on today's program about the training of undergraduate teaching assistants.

Task Force Report: Exploring Interdivisional Connections

This task force was chaired by Vinny Hevern at Le Moyne College, with the purpose of examining and strengthening interdivisional connections. Dana Dunn expressed interest in continuing to explore these connections. Diane Finley suggested that current efforts could be piggy-backed with Regan Gurung's current vision during his presidential year. Janet Carlson reported on prior progress regarding interdivisional relations regarding becoming a Fellow of Division Two when already a Fellow of another APA division. We may be losing the opportunity to attract other fellows with our current policies. Dana Dunn reported that APA distributed a 90-page document about Fellows process. Linda Woolf reported about other divisions' processes to become a Fellow. Diane Finley also reported on other divisions' processes as well.

Task Force Report: STP/APS Relations

Dana Dunn asked Bill Buskist to address relations between STP and APS, especially cross-appointed fellows, and to identify individuals for APS fellow status. Ruth Ault asked about the reverse process; asking APS fellows to consider STP fellow status. Dana Dunn announced that a bylaw amendment will be offered at this afternoon's business meeting to increase the Fellows Committee membership from 3 to 4. Ted Bosack inquired about if STP members (but non-APA members) could be nominated for APS fellows. Regan Gurung replied that that process may not be possible. An APS Fellows list is available online.

Regan returned to the interdivisional topics discussion. Regarding programming for 2011, perhaps Ann Ewing and Janie Wilson could look at interdivisional efforts that are ongoing now, coordinating with new APA Program Chair Kris Vespia. Diane Finley reported about the co-listing of APA programming and the process for doing so; there is an APA program chair listserv, with divisional programming submitted in January.

Discussion: Whether to form working group to explore social-political matters

Dana Dunn asked for discussion about socio-political matters as related to previous TOPEC discussions. There have been examples where policy issues interplay with teaching concerns, for example, the Manchester Hyatt decisions and Arizona and immigration law. STP has a large organizational umbrella with multiple social, political, and intellectual outlooks held by its members. Should we have a set of procedures in place to address social-political issues? Linda Woolf commented about these issues and how they impact our teaching, as well as the political topic itself, for example, gay marriage and marriage equality. Issues may have strong international and diversity components. As a division, we sometimes sidestep these issues, such as torture issues in the past. Our members may feel some of these issues personally; perhaps some sort of group within the Society should be set up to address these issues. Janet Carlson reported that a number of similar issues have been dealt with by STP in the past, using the presidential trio and/or the cabinet, with information distributed widely. Diane Finley reported that there will be other sides of the issue that affects other members. Liz Hammer liked the idea of having a process in place, such as a committee or task force.

Janet Carlson suggested that task forces may not be the best mechanism to address these issues, compared to executive-level consideration. Dana Dunn reported that the Past President, President, and President-Elect made the joint decision to continue the APA 2010 meeting at the Manchester Hyatt. Janet Carlson reported that roughly 12 divisions boycotted the Hyatt. Eric Landrum suggested that a process be in place to systematically vet political issues using an evidence-based approach. Linda Woolf reported about other possible venues for information, such as the APA Public Interest Directorate. Ted Bosack suggested that a standing committee, perhaps an advisory committee, be established to provide advice the Executive Committee. Ann Ewing reported that getting into these issues can be tricky, with discourse on both sides. Linda Woolf reported on the research literature available on these issues. Dana Dunn asked Vice President Linda Woolf to survey other divisions, and look at other practices and structures (and look at Public Interest Directorate resources). Ruth Ault asked about the Public Interest Directorate and perhaps establishing a liaison between STP and the Directorate (rather than create another standing committee). Ann Ewing suggested investigating the cultural studies ban as well. Regan Gurung stated that our interests in political and social issues may need to be driven by direct relationships to teaching. Linda Woolf suggested looking at Council of Representatives votes on political issues. Jim Freeman reported about meeting held at APA 2010, and stated that APA will not hold consolidated meetings in Virginia. As teachers, one goal would be to distribute as much information as possible.

Comments from the Vice Presidents

Diane Finley asked about STP Council Representatives falling under her purview as the Vice President of Recruiting, Retention, and Public Relations. Reporting lines should follow the new structures in place. Ruth Ault addressed the VP-RRPR should be the conduit for Council of Representatives issues to be brought to the Executive Committee. Dana Dunn reminded all that reports, questions, and concerns should be channeled to the respective Vice President. Janet Carlson asked about the organizational chart; specifically asking about those that do not meet with the EC and do not vote on the EC, yet are listed ex officio members. Liz Hammer reported that from the mid-winter meeting, ex officio members may be involved in some but not all matters. The intent from the mid-winter meeting was for the Executive Director to be funded to attend future mid-winter meetings. Linda Woolf suggested that others can be added to TOPEC listserv for advisory purposes. There may a typographical error on one of the functional organizational charts in existence. Rather than try to infer intent, Dana Dunn suggested that the creators of the chart be asked for clarification. Ted Bosack added that the Executive Director is listed in other locations as ex officio and as a non-voting member. What are the coming suggestions from the Policies and Procedures Committee, and how will they align with the current restructuring? This document will be sent to Executive Committee members next week.

Business Meeting Reminder

This afternoon, the trains should run on time if possible. There is much on the agenda for the business meeting this afternoon.

President-Elect Gurung's Presidential Year Vision – Gurung

Most EC members had a first peek at presidential goals in Providence at the mid-winter meeting. Regan looked to return to the core mission of STP, with his presidential theme Empowering Teachers, Inspiring Learning. Four main goals:

1. Empowering teachers by connecting teachers; connecting the teaching nation. Other organizations can help, as well as a national database. Regan expressed interest in providing seed money to support more local meetings. Take the conferences to our members, rather than have our members come to large meetings. Create a tool kit for conferences with a goal of expanding the STP community, as well as expanding the focus on faculty mentoring.
2. Alleviate psychological illiteracy, using the Blueprint book to help achieve this goal. The revised National Standards play a role here, including an emphasis to promote curricular robustness and the assessment of skills.
3. Model teaching competence by designing guides to inspire and reward excellence. Whereas there are so many excellent teachers, others may not understand what it takes to become a well-rounded teacher. What does it mean to be a good teacher? Perhaps STP can offer certificates of recognition for good teachers.
4. Advance pedagogical science via efforts such as SoTL research and the encouragement of more pedagogical theorizing about teaching and learning. This may include designing a program to pilot-test writing workshops for instructors who have SoTL data (but without a complete manuscript), and attend a two day conference with the goal of leaving with a manuscript suitable for submission for publication. The overarching goal is to facilitate the dissemination of SoTL and to enhance the psychological literature.

Regan stated that he understands that the presidential year goes quickly, and he has assessment outcomes in mind for evaluating progress on the four goals. Prior task forces certainly feed into the goals.

Ruth Ault asked if the agenda book is confidential; it is not and it is available to STP members on the web site under the Publications tab at www.teachpsych.org. Ted Bosack reported that there is not an official archivist for the Division, but he has acquired some equipment for digitizing divisional materials; Ted is also meeting with an APA archivist in Washington, DC.

Adjourn

The meeting was adjourned by President Dana Dunn at 9:33am.

Respectfully submitted,
R. Eric Landrum