# Reports from the Long Range Planning Committee

## Society for the Teaching of Psychology

### Division 2, American Psychological Association

This document contains all of the reports of the Long Range Planning Committee (LRPC) of the Society for the Teaching of Psychology (STP; APA Division Two) from the inception of the committee to its end. These reports are organized chronologically, starting with the original proposal to create the LRPC to the final report. Each report contains a header that identifies the year of the report.

This document does not indicate the actions taken by STP’s Executive Committee or its officers, committees, or task forces in response to the recommendations from the LRPC.

In order to track those actions, please consult the following sources:
- Minutes of the Executive Committee meetings (available from STP’s Secretary)
- Discussion threads on TOPEC, STP’s Extended Executive Committee Discussion List (visit the archives of TOPEC at [http://list.kennesaw.edu/archives/topec.html](http://list.kennesaw.edu/archives/topec.html))
- Information from relevant officers, committees, or task forces (e.g., reports).

Prepared 02-16-2010 by Thomas P. Pusateri, STP's First Executive Director (2000-2007)

**Spring Reports**

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*Beginning in 2003, LRPC met twice a year.*

**Summer Reports**

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**NOTE:** The following items pertain to the mission and operational procedures for LRPC.
- Item #14 from the 2001 report (page 72):
- Item #15 from the 2002 report (pages 84-85)
- Item #17 from the Spring 2003 report (page 97)
- Item #17 from the Spring 2004 report (page 116)
- Item #11 from the Spring 2006 report (pages 150-152)
APA DIVISION TWO

TO: Executive Committee

FROM: Marky Lloyd, President-elect*

DATE: August 10, 1994

SUBJECT: PROPOSAL FOR A LONG-RANGE PLANNING TASK FORCE

Rationale

Division Two needs to meet the changing conditions of the profession and to develop new initiatives to serve teachers of psychology. However, for many years now, the agendas of our annual Executive Committee and Business Meetings have been so crowded with immediate concerns that the leadership has not had sufficient time to generate ideas, gather background information, consult with knowledgeable individuals, and carefully weigh possible responses to important issues facing the Division.

Purpose

The Long-Range Planning (LRP) Task Force shall assist the Executive Committee in long-range planning by bringing recommendations to the attention of the Executive Committee for evaluation and action. The Executive Committee may also refer ideas or concerns to the LRP Task Force for review and development.

More specifically, the LRP Task Force shall:

1. consult with the Division’s officers and committee chairs regarding long-range concerns that the Task Force should address,

2. develop recommendations regarding long-range goals for the Division, including strategies for implementation and cost estimates when appropriate, and

3. present these recommendations to the Executive Committee for evaluation and action.

Composition

The LRP Task Force will consist of three regular members as well as the President and President-elect as ex officio members. Normally, members will serve for 3-year terms and the Chair will serve in that capacity for a 3-year term.

*with assistance from Neil Lutsky
Composition (cont.)

Chair: Neil Lutsky (Carleton College, MN)
Member: Wayne Weiten (Santa Clara University, CA)
Member: Linda Noble (Kennesaw State University, GA)
Ex officio Member (President): Marky Lloyd
Ex officio Member (President-elect): Ginny Andreoli Mathie

Meetings

The LRP Task Force will meet in August at the APA Convention and mid-winter, if necessary, in a location to be determined by the Task Force. Division funds will be used to cover transportation, meals, and housing costs for the mid-winter meeting, pending approval by the Executive Committee.

Budget

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<td>Airfare</td>
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Other Issues

When it becomes apparent that the LRP Task Force is a useful vehicle for long-range planning, the Task Force will recommend to the Executive Committee that it be made a standing committee of the Division and will spell out the purpose and composition of the committee at that time. Until such a recommendation is received, the Executive Committee should review, annually, the work and budget of the Task Force to ensure that it is serving its intended purpose.
DIVISION TWO

REPORT OF THE 1994-95 LONG-RANGE PLANNING COMMITTEE

OVERVIEW STATEMENT

The Executive Committee (EC) of Division Two established a Long-Range Planning (LRP) Task Force to consult with Division leaders to identify long range concerns, to develop recommendations for strategies to achieve Division goals, and to present these recommendations to the EC for its consideration and judgment.

The members of the LRP Task Force are Ginny Andreoli Mathie, Marky Lloyd, Neil Lutsky (Chair), Linda Noble, and Wayne Weiten. This Task Force met in Atlanta, February 3-5, and what follows below represents our current recommendations to the Executive Committee.

We want to note that we were highly cognizant of the fact that we are not a decision-making body; our role was to consult with you ahead of time—which we did—and to present proposals to you, which we are now doing. We appreciated your assistance in preparing us for our meeting and hope you will be as forthcoming as we seek feedback, more information, and advice. We especially invite you to raise any concerns you have about what we are recommending or about the spirit in which we are functioning.

Our consultations with EC members suggested widely-shared enthusiasm for the current programs and initiatives of the Division and great respect for the dedication and effectiveness of all those actively contributing to those programs and initiatives. However, EC members also expressed a sense of unease about the future of the Division centered on membership issues. EC members were concerned about the Division’s need to recruit new members—members in general, members who are in APA, and members representing diversity in the teaching profession—and to involve those members actively in the Division’s activities. In addition, EC members sought clarification of our relationships with APA, APS, CTUP, and other organizations interested in the teaching of psychology, and recommended that we develop means to strengthen ties to those organizations in areas of mutual interest. Finally, EC members encouraged us to address the continuity and effectiveness of the Division’s governance structure.

The agenda for our meeting was a full one. We organized our discussions around five board agenda headings: membership, external organizational relationships, internal organizational issues, Division program review and suggestions, and assessing members’ and non-members’ views and needs. In addition, we tried to discuss a number of more specific concerns EC members brought general issues and initiatives, does not address those more specific topics. We are, however, attempting to share suggestions regarding specific concerns with the appropriate responsible parties in the Division.
Our consideration of membership issues focused first on our core APA members. What does our APA membership look like? What are our prospects for expanding or sustaining that crucial membership group? Wayne Weiten’s analyses of membership illuminated and reinforced the concerns we all share. Over the past few years, the number of APA members in Division Two (1800) has declined slightly. This APA segment of the Division is a relatively older one: About 80% of our APA membership is over 44 years old! (Unfortunately, we do not have equivalent age-distribution data for Division Affiliates. We hope to collect such data in a survey we will prepare, pending authorization by the EC.) Moreover, our prospects for attracting current APA members to Division Two are limited. The number of APA’s 74,000 members who identify teaching as their primary activity is 5,500, but this group was targeted quite heavily by the Membership Committee in a campaign 5 years ago. At the same time, the number of new Ph.D.’s taking academic positions who are joining APA each year is very small (less than 100 annually). In sum, unless APA’s attractiveness as a general organization for academic psychologists increases dramatically, we are unlikely to expand our APA membership base and are likely to have increasing difficulty sustaining that base.

The condition of our APA membership base has significant implications for the Division’s APA convention programs and meetings, Council representation, and other activities. For example, the Division recently lost its second Council seat despite efforts to the contrary. Division attendance at the APA annual meeting also appears to be dropping. In Los Angeles in 1994, 113 individuals attending APA identified Division Two as their primary division. All of us on the LRP Task Force wish these trends in APA membership were otherwise and, moreover, we are committed to doing all that we can to strengthen our presence within APA and increase APA membership, but we are also trying to assess our situation realistically. And that assessment suggests we must reach beyond APA to sustain and enrich our organization.

Paradoxically, at the same time we face the challenge of replenishing our base, organizations serving the teaching of psychology are thriving. For example, the 1994 APS pre-convention teaching workshop attracted 600 participants, and APS intends to launch a new journal (Teaching of Psychological Science) with a planned subscription base of 13,000. Other regional and national teaching conferences also have fine reputations and solid attendance, and CTUP sponsors popular programs at regional meetings. APA has also made a concerted effort to support high school teachers of psychology. In addition, there is a larger teaching-centered emphasis in higher education. Although government support for higher education may be diminishing, our consumers and funding sources express increasingly higher expectations for demonstrably effective teaching at all levels of education.

In sum, both the spirit of the times and activities all around us suggest that interest in teaching is high. Our sense is that we need to broaden our organization so that we are in a better position to both serve and capitalize on these trends. What our proposals attempt to do is to open the Division up so that we are in the strongest possible position to share our resources with teachers of psychology, to find and attract teachers (in particular, younger teachers of psychology) into our membership, and to involve those young
teachers in our activities. We have a vision of the future in which we are seen as the inclusive, national organization serving the contemporary interests of teachers of psychology. We are now the foremost national organization specifically supporting the teaching of psychology, broadly defined, but we believe we are not readily perceived as such. Our proposals below attempt to address this misperception and to strengthen our position as a broad-based organization serving the interests of teachers of psychology. We hope you will agree with this vision and participate with us in open and creative discussions about our first set of proposals, below, and about other means to support Division Two and the teaching of psychology.

RECOMMENDATIONS

MEMBERSHIP ISSUES

1. We recommend that the Membership Committee develop a recruitment plan to increase the size and diversity of the membership. The plan would include both ongoing activities and special initiatives, a time-line, and budget information.

   **Rationale:** There is a widely shared recognition in the Division that we need to sustain and expand our membership base. We especially need to recruit younger members and to enhance the diversity of our membership. We also need to address the changing needs and professional affiliations of potential members. We thought it would be useful to ask the Membership Committee to draft a systematic, multi-year recruitment plan to direct their efforts over the next few years.

2. We recommend that the Division conduct a needs assessment by surveying 200 members and 200 affiliates, that the Long-Range Planning Task Force undertake this survey, and that $100 of the budget for the Long-Range Planning Task Force be used to fund the survey.

   **Rationale:** We found that our ability to assess our current condition and to plan for the future often required more specific information than we now have available to us. For example, we do not have age distribution (or other demographic) data for our affiliate members, we do not know how many of our members belong to other groups of interest to us—e.g., CTUP, APS, and we do not have good information on why members belong to the Division, their satisfaction with the Division’s APA program, and on how the Division could be of greatest service to them. The survey would also help us with recruiting efforts and with retention of current members. Given that our Task Force meeting required only about $1,700 of $4,000 budgeted this year, we have funds available for this important effort.

DIVISION PROGRAMS

3. We recommend that the Division up-grade the quality and length of the Newsletter to make it more closely resemble the newsletters published by other Divisions, assuming
that this is financially feasible. Possible additions could include a roster of officers, regional coordinators, committee/task force chairs; up-dates on Division projects; teaching-related humor; preview of articles to be published in ToP; a mentoring column; an OTRP order form; a teaching-related column; President’s message; and recommended restaurants for national convention cities. (A vote in favor of this recommendation would initiate the development of a proposal and budget, on which the EC would vote.)

**Rationale:** This should provide members with highly useful information, enhance the image of the Division, and aid in membership retention and recruitment.

4. We recommend that the Division explore the utility and feasibility of sponsoring (or co-sponsoring) teaching workshops at the regional conventions.

**Rationale:** This should enhance the visibility of the Division and reflect the Division’s “outreach” orientation vis-à-vis related organizations; it may also aid in membership recruitment.

5. We recommend that the Division investigate the possibility of co-sponsoring regional and national teaching conferences. For example, Division 2 might ask to co-sponsor the Division 35 workshop on teaching Psychology of Women or ask to co-sponsor the APS teaching institute. Such sponsorship could involve financial contributions, but not without the approval of the EC.

**Rationale:** This should enhance the visibility of the Division and reflect the Division’s outreach” orientation vis-à-vis related organizations; it may also aid in membership.

**NAME CHANGE**

6. We recommend that the Division change its name from “Division Two of the American Psychological Association” to the Society for the Teaching of Psychology – Division Two of the American Psychological Association.”

**Note:** Because this issue has been pending before the Division for several years, the Task Force felt it best to provide extensive background information for the Executive Committee’s review.

**Background Information:** In 1991, Division President Joe Palladino set up a task force to look at the pros and cons of a name change for the Division (Wayne Weiten, chair, Barney Beins, Jane Halonen, Sandy Lema-Stern, and Bill Hill). The Task Force endorsed the idea of a name change, without specifying a particular name change. Wayne was supposed to bring the recommendation to the 1992 EC meeting, but he was unable to attend the meeting due to family medical problems. Consequently, the issue was tabled for consideration in 1993.
The 1993 meeting got bogged down on other issues which resulted in only about 10 minutes for discussion of the name change issue. Because Wayne felt that it was too important an issue to discuss in 10 minutes, the issue was tabled once again. At that time, it was agreed that the issue should be discussed at the long-range planning meeting scheduled for August, 1994. This did not happen. Consequently, the issue was referred to the Long-Range Planning Task Force which has made the above recommendation.

Rationale: Both task forces endorse the idea of a name change for the following reasons:

a. **Accurate Reflection of Division’s Identity:** Not so long ago, Division Two was purely a sub-unit of APA. Today, however, more and more of our members are affiliates who do not belong to APA (about 40% at present); this percentage must continue to increase if we are to grow as the pool of APA members who are possible Division Two members is very small and is not expected to increase. This trend reflects two recent changes—our active efforts to recruit high school and community college teachers and the emergence of APS as an alternative to APA. Like a number of other divisions, we have evolved into a semi-autonomous organization that increasingly plans, develops, and executes programs on its own—e.g. the Office of Teaching Resources for Psychology at Ball State). In light of these changes, the division needs a new (actually, an additional) name that more accurately reflects its identity and composition.

b. **Recruiting:** APA membership trends indicate that any meaningful membership growth in the Division must come from non-APA members. Most high school and community college faculty view APA as irrelevant to their needs and interests, and many college faculty who have joined APS harbor outright hostility toward APA. Efforts to recruit these prospective members are likely to be much more effective if the Division bills itself as something more than a special interest group under the auspices of APA.

Why This Name? Both task forces suggest that we add to our current name, and not abandon our old name. We assume that our organization would continue to refer to itself as Division Two of APA while adding another, more precisely descriptive name that could be emphasized in certain contexts—i.e., the Society for the Teaching of Psychology. This name would be consistent with recent name changes that have been made by other divisions—e.g., Division 8 is now the Society for Personality and Social Psychology and Division 23 is now the Society for Consumer Psychology. This approach has also been favored by recently formed divisions such as the Society for the Psychological Study of Lesbian and Gay Issues (Division 41) and the Society for the Psychological Study of Ethnic Minority Issues (Division 45). We might mention that all APA requires of a division that changes its name is to send them a copy of the amended bylaws.

**Arguments Against a Name Change:** The Task Force is aware of two arguments against the name change:
a. Some might say that a name change is only a superficial or cosmetic change that can’t ameliorate any structural or functional problems that might be troubling the division.

Response: The Task Force agrees with this argument, but feels that it is not relevant here because the name change isn’t being proposed to fix organizational problems. There are more effective ways to address these problems (some of which are proposed in these recommendations). We would also argue that increasing membership is a critical, but not a structural, issue for the Division; it is hard to see how a name change would hurt recruitment efforts outside APA and easy to see, since it is now the case, that our current name causes problems for us here.

b. Some might be concerned that a name change might annoy the powers that run APA and strain our relationship with our parent organization. Since we rely on APA for some services, this strain might have practical repercussions.

Response: Based on conversations with those in APA leadership positions and other divisions, we do not believe this concern to be well-founded. Again, all that APA requires of divisions changing their names is to inform them of bylaws changes effecting such a change. In fact, the most recent proposed changes to APA bylaws seem to be moving in the direction of giving divisions more autonomy, not less.

EXTERNAL ORGANIZATIONAL RELATIONSHIPS

7. We recommend that the Division attempt to strengthen its relationship with APA by establishing liaisons with the Education Directorate, the Council on Division and APA Relations (CODAPAR), and the Science Directorate.

Rationale: We need to increase the Division’s presence with these groups and to be knowledgeable about their activities (and they about ours) to enhance the likelihood of collaborative action.

8. We recommend that the Division initiate and/or continue to pursue collaborative relationships with related groups by appointing liaisons to such groups as the Council of Teachers of Undergraduate Psychology (CTUP), and the Council of Chairs of Undergraduate Psychology Programs (CUPP), the Council of Applied Masters’ Programs in Psychology (CAMPP), the Council of Graduate Departments of Psychology (COGDOP), the Council of Undergraduate Research (CUR), Psi Chi, Psi Beta, Teachers of Psychology in Secondary Schools (TOPSS), the American Psychological Society (teaching-related efforts).

Rationale: Such efforts should contribute to the long-term viability of the Division, provide visibility for the Division, and may aid in membership recruitment. This
liaison relationship with other organizations would also facilitate joint programs and projects which could be more cost-efficient than sponsoring programs on our own.

9. We recommend that the Division propose to the APA Board of Educational Affairs that it establish a small grants program in the Division that would solicit and fund innovative dealing with the teaching of psychology. The projects should address one or more of the “principles of quality undergraduate psychology programs” and should produce a model or product that could be used by others. Grant recipients would be expected to present the results of their work at an APA meeting. If feasible, the products would be distributed by the Office of Teaching Resources for Psychology. Rationale: In February, 1992, the Board of Educational Affairs endorsed the St. Mary’s Principles. The above proposal, which derives from a suggestion raised at the Long-Range Planning meeting held at APA last August, asks the Board to show its support for those principles by funding innovative projects that contribute to the realization of the specific goals presented in the principles. This proposal would also give APA a concrete opportunity to demonstrate its commitment to the teaching of psychology. We hope that such a grant program will generate continued interest in the St. Mary’s principles generate continued in the St. Mary’s principles generate continued interest in the St. Mary’s principles generate continued interest in the St. Mary’s principles as well as useful projects which will be of broad interest to teachers of psychology (and to teachers attending APA).

ANNUAL CONVENTION PROGRAM

10. We recommend that the Division attempt to strengthen its ties with its APA members by instituting the changes in the Division’s convention program:

a. ask the Program Chair to appoint several individuals to serve as formal hosts at the social hour to ensure that newcomers feel welcome (hosts’ names would appear on the program.

b. ask the Program Chair to appoint a person to be in charge of dinner arrangements after the social hour for those who have not already made such arrangements and announce the “group dinner” at the business meeting and beginning of the social hour, and

c. set aside for mentors and mentees to meet and “network”; encourage established members to work directly with new members to submit programs together; strive to involve individuals on the program who have not been on the program before; and publicize the national program more heavily at regional conventions.

Rationale: We believe that the Division needs to project a more inclusionary tone, thereby encouraging those who are not currently involved in Division activities to become involved.

d. add a two-hour segment to the program in which teaching awards would be
presented and winners would give 30-minute presentations on a topic related to teaching. For example, presenters could focus on what they do, how they do it, demonstrate their activities, or discuss their philosophy of teaching.

Rationale: This would permit more time during the social hour for members to socialize (as has been requested), would give special attention to our teaching award winners and allow members to learn from them.

e. invite a speaker of national stature to address our annual meeting on a topic of broad educational interest—e.g., redefining scholarship, assessment, academic freedom. The purpose of this talk would be for the speaker to share issues and innovations discussed in other educational circles with teachers of psychology. This would require funding for travel and an honorarium.

Rationale: This proposal attempts to strengthen our APA convention program and to make convention attendance more attractive to our membership. We believe having a very well-known contributor to the general education literature may serve as one such magnet. We propose to seek funding for the costs associated with this annual address from the Fund for Excellence.

INTERNAL ORGANIZATIONAL ISSUES

11. We recommend that the Division develop uniform publicity specifications so that all materials distributed by the Division be easily identifiable as those of the Division and that theses have essentially the same “look.” (This would include materials distributed by the Office of Teaching Resources for Psychology, the Newsletter, and electronic materials.)

Rationale: We thought it important to enhance the visibility of the Division by associating the Division more clearly with our outstanding resources. We also want to strengthen publicity for those resources. The uniform publicity, itself, would make the Division more easily recognizable—people would recognize our logo and this would make the breadth of activities and resources more noticeable.

12. We recommend that:

a. at the end of their annual reports, committee and task force chairs explicitly identify action items (in the form of motions/recommendations and rationales where possible) as well as any issue to be considered by the EC and/or LRP Task Force.

b. when the President receives the annual reports, he/she will prioritize the recommendations, motions, issues, etc. from the reports and put the most pressing items on the agenda. Annual reports and the agenda will be sent to EC members
prior to the EC meeting. EC members should read the committee reports carefully before the meeting and be prepared to discuss the items on the agenda.

c. committee and task force chairs present oral summaries of their annual reports at the annual business meeting.

13. We recommend that the following changes be made in the structure and function of the LRP Task Force:

   a. the Past President be added as a sixth member of the group,
   b. staggered terms be set for the current three non-ex-officio members to ensure continuity in membership. To start the rotation, one current member would serve a two-year term, one a three-year term, and one a four-year term. The current President-elect will appoint a person to the open position.
   c. the Task Force Chair’s term will begin at the August meeting of the Long-Range Planning Task Force,
   d. the Chair of the Task Force be appointed annually from the Task Force membership by the President-elect prior to the August meeting.
   e. all members of the Task Force (including ex officio members) have a vote.

   **Rationale:** These recommendations codify the operating procedures of the Task Force, stagger turnover on the Task Force for the sake of continuity, and serve to get succeeding Division presidents working together for a longer period of time. A number of EC members asked us to work out a means to strengthen leadership continuity in the Division, and we think this is a modest and useful step in the service of that goal.
The Division’s Long-Range Planning Task Force (LRP) met February 2-4 in Atlanta to continue its work as an advisory body to the Executive Committee (EC) of Division Two. The members of the LRP are Ginny Andreoli Mathie, Marky Lloyd, Neil Lutsky (Chair), Tom McGovern, Linda Noble, and Wayne Weiten. Wayne was unable to join us for our meeting but did participate in the development of our agenda and of this report. The work of the LRP was also greatly facilitated by the suggestions over 20 of you made when we solicited input for our meeting. We continue to appreciate your assistance and commitment.

What follows identifies and elaborates recommendations for your consideration and reports the substance of our deliberations. Our recommendations were developed with a specific framing goal in mind: to strengthen the Division’s value and effectiveness as a provider of supporting services for teachers of psychology. Our focus on this goal derived from our discussions and from the results of a survey of the membership that the LRP initiated and Linda Noble ably completed for us. We hope this report will help all of us consider how our organization can best serve the needs of our teacher members.

Providing more services to members would require financial resources. Several of our recommendations would entail financial commitments on the part of the division. In all cases, we would expect that proposals for funds would be presented to the Executive Committee and if funding were approved, it would be for a clearly defined period of time (e.g., one or two years). This would allow the division to monitor the effectiveness of our expenditures and reallocate funds relatively quickly if a project no longer served our goals or if we no longer had the financial resources to fund it.

To put the recommendations that involve financial expenditures in perspective, below is a brief summary of our financial status. As of December 31, 1995, the division had $152,000 in various investments ~ $53,000 in a CD that is due in September 1996 and ~$99,000 in a cash account. In addition, as of December 31, 1996 the Fund for Excellence had ~$60,880 invested in various accounts. The Fund uses interest from these investments to fund the division’s teaching awards. Our 1995 income was ~$76,280 and our expenses were ~$53,380. The projected income for 1996 is ~$56,450 and projected expenses are ~$53,675. Starting in 1997, the new seven year contract with Erlbaum would reduce our expenses and increase our income in such a way that we should have ~$25,000 in additional income in a typical year ($15,000 in additional income in a “worse-case” year) if we were to maintain our status quo with non-journal expenses.

As always, we invite your reflections on any observations, ideas, and proposals presented below. We particularly seek feedback on a possible reconceptualization of the Division governance structure discussed under Organizational Issues. Please also pay special attention to two of the recommendations we are making to the EC (Recommendations 2 and 7). The first seeks EC support for proposed arrangements to handle funds from Lawrence Erlbaum Associates, Inc. to meet expenses incurred in
Survey of Division Two Members
We sent surveys to 500 members and affiliates, and achieved a return rate of nearly 50%. Over 60% of our respondents were between 40 and 60 years old; 65% had earned a Ph.D.; 60% worked at universities or four-year colleges, 22% at two-year colleges, and 11% in high schools; 57% were male and 43% female; and nearly 80% have been members of Division Two 10 years or less. Almost half of these respondents were also members of the American Psychological Society (and, hence, likely to receive the new APS teaching journal); 16% were CTUP members; 14% subscribed to TIPS (the Internet discussion group on the teaching of psychology); and 13% were TOPSS members. The major areas of specialization represented in the Division were social psychology (17%), clinical (13%), developmental (11%), educational (11%), general (9%), and experimental (9%). Respondents indicated that they attended the APA national meeting only occasionally (17% reported attending more than one APA convention over the past 4 years) but were more likely to attend the regional conventions (e.g., SEPA, MPA). Rating data suggested that what respondents appeared to value most about their association with the Division was our journal, *Teaching of Psychology*, and what members found most valuable about the journal was its Methods and Techniques section. Respondents’ comments and suggestions reinforced this finding. What the surveyed membership most wanted the Division to do is to deliver information about teaching methods to enhance members’ own teaching.

With these findings in mind, we considered how effectively the Division relates to its general membership as a service-providing entity. We recognized that we are far more likely to be in contact with our membership on organizational matters (e.g., our own committee structure, APA-related votes) than we are to provide them with concrete, teaching-related resources. Both our journal *Teaching of Psychology*, and our Office of Teaching Resources in Psychology (OTRP) attempt to provide services to members. However, we noted that OTRP, in contrast to our journal, requires members to initiate resource acquisition. Perhaps this is a reason our busy membership so values *Teaching of Psychology*. We concluded that overall the Division is not as successful and proactive at giving away resources supporting the teaching of psychology as we could be or need to be. Put otherwise, we are not providing what our members find concretely reinforcing about membership as consistently as we need to through the primary activities of our Division.

So the LRP took as its mission for the February meeting the identification of how we might better provide Division services to support members’ teaching. (We should note that we intend the terms “Division services” to be broad ones and to include anything that might be of service to teachers in their work, such as exposure to reflective discussions about teaching, training in new teaching technologies, and information about effective
classroom demonstrations.) Fortunately, we find ourselves in advantageous financial circumstances to enhance what we offer our members. This is due to the success Wayne Weiten and Randy Smith have had in renegotiating our publishing contract with Erlbaum. Specifically, the Division expects to earn $25,000 more per year as result of our new contract for *Teaching of Psychology*. In sum, we had a keen focus and the availability of supporting resources to bring to bear on the central challenges before us. We hope the specific proposals and suggestions below stimulate all of us to address these effectively, creatively, and prudently.

**Teaching of Psychology**

According to survey results, *Teaching of Psychology* is the Division’s jewel. Members’ comments and reviews of the journal from other groups reinforce this assessment and our debt to our Division’s jewelers and, especially, chief gemologist, Charles Brewer. We did discuss a proposal from Randy Smith, Editor-elect, and Wayne Weiten to establish a journal oversight committee that would serve as an advisory committee to the Editor regarding editorial and financial issues. We also considered issues raised by the new contract with Lawrence Erlbaum for *Teaching of Psychology* as well as the more general issue of the Division’s funding for the purchase of computer hardware and software. In the case of *Teaching of Psychology*, the Division will receive $10,000 annually for expenses incurred in publishing the journal, and we wondered how these funds ought to be handled, how they will be monitored, and what would happen to equipment purchased with those funds. We also discussed the importance of reviewing for the journal. We identified reviewing for the journal as an activity that involves members in thoughtful consideration of teaching and teaching techniques as well as a major service to the profession. Accordingly, we considered how we might recruit members to serve as reviewers.

**Recommendations:**

1. In our initial discussion of the need for a *Teaching of Psychology* Advisory Board, we proposed that the Editor use the Consulting Editors for this purpose. However, after feedback from the Executive Committee, we decided to table this recommendation and discuss it again. It may be that a more appropriate group to serve in this capacity would be a Publications Committee that would oversee not only the journal but the newsletter and any other publications we produce. In light of the concerns expressed about our initial recommendation and the suggestions we offer below for a proposed restructuring of the division, the issue of an Advisory Board for *Teaching of Psychology* warrants further discussion.

2. After consultations between Randy Smith, APA staff, Ginny Andreoli Mathie, David Johnson, Erlbaum, and editors of other division journals, (with thanks to all), we recommend the following arrangement to handle the $10,000 expense account provided by LEA. The proposal is for Erlbaum to send the funds directly to Ouachita Baptist University, Randy’s home institution, for deposit in a special account for *Teaching of Psychology*. These funds would be used for expenses associated with editing the journal with any equipment purchased designated as Division Two
property. OBU would provide Randy with a monthly printout of the account transactions for accounting purposes, which would be copied and sent to the Division Treasurer. We expect this would serve as a model for other major expense accounts provided to support Division functions, but there may be local variations and constraints that will need to be recognized.

3. We recommend that the President include a member interest form with the letter to new members listing, among other opportunities in the Division, reviewing for Teaching of Psychology. We recommend including a similar form in the Division Newsletter.

**Office of Teaching Resources in Psychology**

The development and implementation of OTRP represents an important contribution of past leadership in the Division precisely along the lines we seek to emphasize in this report. We are especially grateful to Trish Keith-Spiegel for her efforts on behalf of OTRP. The coming change in the directorship of OTRP raises both challenges and opportunities we need to address. In particular, we discussed how OTRP might take more initiative to get resources into the hands of our members and how OTRP might expand and keep current the resources it offers.

**Recommendations:**

1. The Director of OTRP occupies a position equal in importance to the Division as that of Editor of Teaching of Psychology. We recommend that the Director coordinate a number of the major activities of the Division, including new project development, Project Syllabus, the Mentoring Service, and our enhanced involvement in electronic resources (see below). In addition, we believe that OTRP Director needs to work closely with the editor of the Division newsletter (i.e., the Division Secretary). As discussed later, we hope task forces of the Division (and what are now, in some instances, standing committees) will be geared to the production of concrete materials to be made available through OTRP for the benefit of the membership. The OTRP Director would thus work closely with task force and committee chairs as well. If our recommendations are approved, we expect that the new Director of OTRP will have demanding, broad, and creative responsibility for central activities in the Division.

2. To increase the visibility of the OTRP and to take the initiative to provide resources to members, we recommend that the Director of OTRP highlight a particular resource in each issue of the newsletter, providing that resource, in summary form or in whole, to members via this means. We also recommend sending particularly noteworthy resources each year to the entire membership, assuming reasonable expenses of doing so.

3. To facilitate the important work of the OTRP director and to enhance service delivery, we recommend that the new Director submit a request to the EC for ongoing funding to support this work. Although some funds will be transferred to the new director from Patricia Keith-Spiegel, additional funds will be needed to expand
services in the fashion we are recommending. Given the importance and visibility of the OTRP as a provider of teaching resources, we believe that Division should increase its support to this office.

Electronic Resources

A number of members of the EC indicated to us that they thought the Division ought to be doing more to harness electronic resources in the service of teaching psychologists. We concur. For this reason, we reviewed a proposal developed by Bill Southerly of Frostburg State University that was a result of discussions Bill had with Ginny Andreoli Mathie and Marky Lloyd. The proposal requests Division Two financial support for the TIPS (Teaching in Psychological Sciences) internet network. TIPS is the widely used electronic discussion network addressing the teaching of psychology which was developed and is operated by Bill Southerly. (To subscribe to TIPS via the Internet, send the message “Subscribe TIPS-space-your first name-space-your last name” to LISTSERV@FRE.FSU.UMD.EDU.) The proposal seeks funding to support a ¼ release time for Bill for both fall and spring semesters to support his work on TIPS. This would cost the Division $4,240 per year, a figure that may be adjusted slightly after the first year in light of salary changes at Bill’s University. Division Two would agree to provide this support for two years, after which the agreement would be renewable on an annual basis. During this initial period the division would assess the effectiveness of this expenditure in meeting our goal of providing useful quality services to the teachers. After the initial two year period, either Division Two or Bill could terminate the agreement with one year’s notice to the other party. In return for this support, Bill would agree to “take every opportunity to acknowledge Division Two’s support” including indicating our sponsorship in all descriptive materials on TIPS and, if feasible, on each individual message distributed by the network. We should note that this arrangement does not preclude other organizations from sponsoring TIPS in other ways nor does it commit us to support TIPS for an indefinite period of time. After the initial two-year period, we would have an opportunity each year to assess this project and determine if we want to continue to provide funding for it.

Recommendations:

1. We strongly recommend supporting this proposal, the cost of which amounts to about $1.00 a member. We believe TIPS furthers goals we in Division Two hold and are delighted to be in a position to enhance this service. Moreover, our support would link TIPS to our organization and make the Division more visible as a teaching-resource provider. Bill has also indicated that he will be submitting a second proposal to the Division to address hardware and software needs for TIPS. This second proposal is completely independent of the first, and we have not yet received it.

The second electronic initiative we seek to support and enhance is the Division’s homepage developed and monitored by Ed Kardas of Southern Arkansas University. Our current homepage – http://mulerider.saumag.edu/psych/aaproj/d2homepage -- contains bare bones information about the Division, but those of you who are familiar with the World-Wide Web will appreciate the potential for providing informational resources (and
links to other useful sites) through our homepage. Division 20 (Adult Development and Aging), for example, has a rich homepage that, among other things, provides resources for the teaching of aging and adult development.

2. We recommend that Ed submit a proposal akin to Bill Southerly’s in support of an expanded and more service/resource-oriented homepage. We are not yet in a position to assess a specific proposal and recommend its funding, but we consider this an important resource highly worthy of the Division’s investment.

**Newsletter**

We see the Division newsletter as another potentially significant delivery vehicle for resources of interest to teachers of psychology. We hope to build upon the excellent work of Marky Lloyd and Barney Beins and expand the services the newsletter provides. We want the membership to value the newsletter as a source of ideas and thinking about teaching, and we believe this will also strengthen membership attention to the communication and conduct of Division business in the newsletter.

**Recommendation:**

3. We recommend that the Elections Committee emphasize the importance of newsletter development in its discussions with potential nominees for the position of Secretary of the Division (this elected individual serves as Newsletter Editor).

4. We recommend some specific changes to the newsletter to enhance its service orientation. For example, use the newsletter to (a) introduce a topical theme selected by the President-Elect to be central to the Division and its annual meeting each year, (b) feature a thoughtfully provocative piece in the fall newsletter and invite readers’ responses in the spring edition, (c) present OTRP resources to members and (d) inform members about opportunities for involvement in the Division. We want to work carefully with the incoming newsletter Editor to enhance this feature of Division membership.

**APA Program and APA Initiatives**

Both data provided by APA and responses to the LRP membership survey suggest that few Division members regularly attend the annual APA convention. Nonetheless, we want to do all that we can to strengthen the value of convention attendance for our members.

**Recommendations:**

1. We recommend that the Program Committee work with the President to identify an annual convention theme (and tie that mini-convention theme more closely to the interests of the incoming President, issues raised in the newsletter during the year prior to the convention, and other Division initiatives.

2. We recommend that the President and EC work with APA to garner APA’s support for various Division Two interests, including the possibility of a national
undergraduate teaching conference (after St. Mary’s), Divisional control over the G. Stanley Hall lectures, APA funding for our proposed grants program tied to the St. Mary’s principles, and APA support for a national speaker addressing teaching issues as part of our annual meeting. Recent changes in the Educational Directorate of APA makes this a propitious time to pursue these possibilities.

Regional and National Teaching Conferences
In June 1995 the EC approved a recommendation that the Division investigate the possibility of co-sponsoring national and regional teaching conferences. This year, we continued to think about ways to strengthen our support for teaching conferences. We see these conferences as serving goals the Division holds high and as activities we ought to be supporting in some way. We generated a list of possible ways the Division could assist teaching conferences and especially liked the possibility of supporting expenses for a recent recipient of one of Division Two’s teaching awards to give a Division Two (or Society for the Teaching of Psychology) Address at a conference. These talks may be a valuable addition to these conferences, may make better use of the skill and insight of our teaching award winners than we now do, and expose a wider group of teachers of psychology to the Division and its activities.

Recommendation:
1. We recommend that the President go forward with this approved initiative of the Division and consult with coordinators of the teaching conferences to determine if they would like our assistance and if so, what assistance would be most useful. If there is interest in this then the LRP would put forward specific recommendations to the EC concerning the type and cost of the assistance we could offer.

Organizational Issues
We have been mulling over ways to improve the organizational structure and functioning of the Division, and our current focus led us to generate a more action-oriented model of Divisional structure responsive to the needs of members. We advance this not as a formal proposal but as a stimulus for your feedback and consideration. The possibility that occurs to us involves a four-part structure for Division organization consisting of the Officers, a Membership Services category (including ToP, OTRP, and programming), a Division Activities category, Task Forces, and the Fund for Excellence. In the Membership Services category, Teaching of Psychology would remain as it is for the most part. The OTRP Director would oversee the daily activities of the OTRP office as well as Mentoring Services, Project Syllabus and the homepage, and work with the Secretary on the Newsletter. The coordinators of these projects and the task force chairs could serve as the OTRP Advisory Board. The Program Chair would oversee the APA program, the mini-convention, the G. Stanley Hall Lecture program, and the Regional Coordinators (who work with CTUP coordinators on programs for regional conferences). Standing committees of the Division would be limited to those dealing with membership and awards (Membership, Teaching Awards, Elections and Bylaws, Fellows) and comprise the Division Activities category. We may want to consider adding a Publications Oversight Committee. All other current and possible committees would be reconstituted as task forces that report to the President and would reflect more directly the
current and ongoing initiatives of the leadership of the Division. This would allow the President to focus his or her time and energy on key initiatives in keeping with the interests of the Presidency. Task forces would exist to meet specific charges and would be expected to generate concrete materials (e.g., bibliographies, position papers) for consumption by the general membership. This would reflect the more membership-oriented attitude we believe the Division needs to maintain and would help identify for members where they can serve productive roles in the Division.

In this model, we anticipate that some task forces would be reestablished annually on a continuing basis, given the issues they address and the products they generate, while others will be appointed and then cease as soon as they have completed limited projects. This model would eliminate the need which currently exists for the President to find projects for some existing committees and for constant changes to the Division’s Bylaws regarding committees. It is in this spirit that we also tentatively rejected the recommendation that our own LRP Task Force become a standing committee and that a standing oversight committee be established for *Teaching of Psychology*. We believe the larger organizational structure sketched out above may be more efficient and stable than our current one and, more importantly, would reflect our interest in making the Division more service-oriented (hence the emphasis on Division Services) and more issue-oriented (hence the emphasis on limited Task Forces to address the President’s and EC’s initiatives, which are further tied into our APA program, issues addressed in the Newsletter, and concrete outcomes that may be of value to our members). We would be interested in your sense of what would be gained and what lost if we were to pursue this model. Please pass along your suggestions, criticisms, cries of derision, and other responses to any LRP member.

**Action Needed:**

We thank you for your careful reading of the above report and recommendations. **IT IS NOW TIME TO VOTE ON THESE RECOMMENDATIONS.** Please send your vote to Virginia Andreoli Mathie (Department of Psychology, James Madison University, Harrisonburg, VA 22807 or ANDREOVA@JMU.EDU) by July 29, 1996. Please let me know if you vote to approve the entire package of recommendations in this report or if you vote to approve only some of them. Please be sure to note which recommendations you DO NOT approve. **IF I DO NOT HEAR FROM YOU, I WILL ASSUME THAT YOU VOTE TO APPROVE THE ENTIRE PACKAGE OF RECOMMENDATIONS.**
The Society’s Long Range Planning Task Force met February 7-9 at Wayne Weiten’s home to generate and consider ideas for review by the organization’s Executive Committee and by colleagues working on specific Society projects. The members of the LRP Task Force this year are Bill Hill, Art Kohn, Ginny Andreoli Mathie, Wayne Weiten, Diane Halpern, and Neil Lutsky (although only the last-named deserves opprobrium for the delay in getting this report to you). Our work was enhanced by your responses to our call for agenda items and counsel, as well as by the incredible hospitality of our hosts, Wayne and Beth. We thank you all.

What follows summarizes our work that weekend. We ask you to pay special attention to specific recommendations, which are summarized at the end of the report. These require EC approval, and, as has been the custom of the past few years, the President (Wayne) will first invite feedback and discussion of these recommendations before seeking your approval. Recommendations that elicit significant controversy will be held for EC discussion at our annual meeting at APA.

The Task Force found it inspiring to consider all that the Society and its members have accomplished recently. Over the past few years the Society has changed its name to reflect its broad mission on behalf of teaching in psychology and the growing participation of non-APA members in the Society, established a significantly sounder financial foundation through a new contract for Teaching of Psychology, enhanced the Society newsletter, developed Web sites to support Society activities, offered poster prizes at regional teaching conferences, contributed to an electronic discussion network on teaching (TIPS), organized activities at APA and elsewhere around an annual theme set by the President, implemented a consistent look on all Society materials via our apple logo, and initiated new member recruitment programs, all the while maintaining ongoing Society activities (e.g., ToP, OTRP, the Teaching Awards program). The Long Range Planning Task Force has attempted to contribute to this effort by identifying ways the Society can expand what it offers existing and potential members. We have repeatedly asked ourselves how the Society can better provide concrete resources to psychologists to address our common tasks and aspirations as teachers. Much of what follows continues to respond to this charge.

1. **Initiatives to promote teachers’ use of new teaching technologies.**

   A strong and consistent suggestion given by respondents to last year’s Task Force survey of members is that they wanted the Society to help them understand and use new technologies to improve teaching and learning in psychology. To do so would be in keeping with the Society’s mission statement, where we promise to “disseminate
information on curricula, advising, methods, and technology” and “to promote continuing education programs for improving the teaching of psychology.” The Task Force discussed how the Society might address this function and generated the following proposals:

a. Expand attention given to technologies in Society publications. Specifically, we recommend (i) that the editor of Teaching of Psychology consider soliciting proposals for a special edition of the journal addressing technology and assessments of technology’s effectiveness in teaching and learning. (Technology assessment might also serve as a theme for presentations at APA one year.) (ii) We also recommend that the newsletter initiate a column about technology and that one of our publications publish guides to and/or reviews of noteworthy Web sites of potential interest to teachers of psychology. We encourage our publication editors as well as our OTRP to consider ways in which we might provide teachers of psychology with up-to-date guidance on new teaching technologies (e.g., by publishing html commands for generic Psychology Department Web site and making those available on the Web). (iii) We would like to encourage a proposal for Society-supported (and Society supporting) book on technology in the teaching of psychology. (iv) We need to apply to have our web sites listed on Yahoo. (v) We should list our home page addresses on all stationary, in the newsletter, and in ToP.

b. Sponsor a series of training workshops around the country to promote uses of multimedia and technology in the psychology classroom. As we imagined them, these workshops would be held at four to five locations around the country, last two days each, and serve approximately 30 participants each. The appeal of these workshops would be their specific focus on technological applications to psychology and hands-on instructional activities. Workshop instructors would be teaching psychologists. Each workshop would teach participants (i) how to develop effective multimedia lectures using readily available psychological materials and presentation software such as PowerPoint or Astound, (ii) how to create stand-alone interactive modules that students could use as independent learning tutorials or active learning exercises, and (iii) how to use internet resources such as Web pages, FTP sites, and chat groups to contribute to pedagogy. Our resident expert in these matters (Art Kohn) expressed interest in developing these workshops and in approaching computer manufacturers and software developers for donations of supporting equipment. The workshops could be held at mid-range hotels or hosted by regional colleges and universities. The Society would sponsor the workshops, but participants would be charged a fee sufficient to cover the costs of advertising and presenting the workshop. This means the Society would need to invest start-up funds—on the order of $2000—to get the workshops going but that the workshops would, if all goes well, be financially self-sufficient.

2. Suggestions to enhance Society publications and activities.

Wayne reported on the continuing exploration of the possibility that Teaching of Psychology might serve to replace the proposed new APS journal on teaching. That possibility remains alive but its evaluation is still in a highly preliminary state. We generated a number of possible topics for pieces in the journal or newsletter (e.g., the
aforementioned column on technology, a “What’s New on the Society Web Page” bulletin, lists of available course texts and associated resources, abstracts of winning posters from the regional teaching conferences, articles on teaching psychology in secondary schools, features on New OTRP materials, addresses of funding sources and publication outlets for teaching-related projects and student work, and texts of APA addresses) for Randy’s and Linda’s consideration. These discussions also led us to endorse a proposal to establish a Publications Committee. See the section below on Organizational Structure for a full treatment of that proposal. Finally, we suggest that the Director of the OTRP consider initiating a small grants competition which might offer two small annual grants of $1,000-1,500 to teachers who propose to create products to enhance teaching which would then be made available through OTRP.

3. Guidance on recruitment activities.

All of the members of the Task Force wanted to commend Tom Pusateri for his exceptional work as Membership Chair. Tom has initiated and executed a number of successful membership activities, and it is largely in response to his questions about where we go next that we addressed recruitment issues.

A number of EC members noted in messages to us that many teachers of psychology are confused about the functions of and relationships between various organizations associated with teaching in some way (including our own Society, TOPSS, CTUP, CUR, Psi Chi – to name but a few). This is particularly problematic when attempting to recruit new members to the Society. We recommend that recruitment materials address this issue directly and note that we are the largest national organization of teachers of psychology, that we offer the most comprehensive set of activities and resources supporting psychology teaching in diverse educational environments, that we are uniquely well-suited to promote collaborations on teaching across diverse educational environments, and that we work with more specialized organizations to support their efforts on behalf of the teaching of psychology. In sum, we believe we need to assert with greater clarity our own role in the profession.

Where else might we spread this and other messages we want potential members to hear? (a) We would encourage the membership chair to promote stories and place advertisements about the Society in the publications of potentially interested groups (e.g., the APS Observe, the Society for Personality and Social Psychology’s newsletter, Dialogue). We recommend that budgeting for a modest advertising effort be included in next year’s membership recruitment plan. (b) Tom also raised the possibility of providing attendees at selected teaching conferences free one-year memberships in the Society. The D2Exec List discussion group was mixed in its response to this, as were we. We recommend instead a simpler effort to inform conference attendees about the Society. For example, high school teachers participating in NSF-sponsored conferences could be given packets that include membership information, copies of selected articles from Teaching of Psychology that address high school teaching, and other representative materials (a copy of our newsletter or something from OTRP) likely to be of interest to them. (c) We also recommend that the campaign offering free first-year memberships to
ethnic minority members be brought to a close at the end of this year. Among other
things, free memberships may strain our relationship with Erlbaum. We do recommend
that the gift membership campaign continue, on the other hand, although we assume that
such memberships will only last one year and that renewal would be at regular
membership rates. (d) Finally, we recommend that the Membership chair provide follow-
up data on renewals from both campaigns, insofar as it is possible to do so.

4. Organizational structure.

We spent a considerable amount of time discussion organizational structure. Our goal,
first considered in last year’s Long Range Planning Task Force report, was to develop a
more action-oriented organizational model. (a) In this spirit, we recommend eliminating
as standing committees the Committee on Ethical Issues, the Committee on Graduate and
Continuing Education, and the Committee on Secondary and Undergraduate Education.
Our rationale for recommending this change is that these three committees have no
ongoing programs to oversee and often have to look for things to do during a given year.
We believe that when specific tasks and projects arise under those headings the President
could appoint an appropriate task force to meet those important needs more efficiently
and productively.

(b) and (c) We do recommend the addition of two standing committees. First (b), we
recommend the establishment of a Publications Committee. The idea for doing so was
stimulated by the need for somebody to respond consistently and wisely to financial
issues associated with Society support for ToP (and other publication sources) and by
questions we all had about where particular pieces of information should be disseminated
(in the journal, newsletter, Web site, or some combination thereof?). Ultimately, we
decided that it would be best to have the individuals primarily responsible for Society
publications resolve these issues themselves with the assistance of knowledgeable
members. Accordingly, we propose that the new Publications Committee would include
the journal and newsletter editors as well as the Director of OTRP, the Society Web Page
editors, and three rank-and-file members appointed for their expertise in some aspect of
publications and on staggered terms. The Publications Committee would serve to
coordinate Society publications, encourage publication projects, establish general policies
for financial management, and handle publication-related negotiations and searches. We
think it important for the Society’s various paper and electronic publications to
coordinate efforts so, for example, a note in the newsletter could solicit suggested links
for our Society web page or could inform members about the Web page. In turn, an
electronic version of the newsletter might be added to the Web site. As currently
envisioned, the Publications Committee would also be able to assume the major function
of the OTRP Advisory Board, removing the need for that group. The materials review
function the OTRP Board now serves would be handled in a manner equivalent to that
used for Teaching of Psychology manuscripts, via reviewers selected by the OTRP
Director.

Second (c), we recommend that the Society locate our own long range planning function
in a standing committee. Our understanding is that task forces are intended to have a
limited shelf life, and that raises a question about our own future existence. We may be in the worst possible position to suggest that we serve an important function for the Society and that it is beneficial to bring together both insiders’ and outsiders’ perspectives on the character and future of the Society, as the Long Range Planning Task Force now does—but we have convinced ourselves that these are reasonable positions and we raise them for your consideration. We propose that a Long Range Planning Committee operate as the task force now does and be constituted similarly (with three appointed members and three Presidential members—the Past President, the President, and the President-Elect).

5. **Bylaws changes.**

At present, any change in committee structure or officer duties requires a bylaws change, and we recommend that this system be changed to avoid the constant need to change the bylaws via a lengthy formal process. (a) We recommend that a Bylaws Task Force be appointed to reformulate the bylaws and place the details of the Society’s operating procedures in a procedures addendum to the bylaws. Once this is completed, subsequent changes to the procedures could be made by the EC, saving the entire membership from having to vote on issues that are often obscure at best.

We want to advance recommendations for bylaws changes and assume the Bylaws Task Force will have others. (b) Specifically, we recommend eliminating references to non-APA members as affiliates. APA bylaws no longer require us to do so. (c) Tom Pusateri also brought to our attention what we found to be convincing arguments for eliminating membership in APA as a requirement for election to Society office or service as a standing committee chair. Given the growing inclusiveness of our position as an organization, the large number of Society members who do not belong to APA, and our desire to do away with divisive categories of membership, we thought it advisable to recommend this change with the exception, of course, that APA Council Representatives for the Division would need to be APA members.

(d) We recommend that the bylaws codify that the candidate for any office receiving the next highest total of votes would replace an elected candidate should that person be unable to serve. (e) We also recommend that bylaws changes specify their date of operation.

6. **Miscellaneous.**

Other topics came up during the course of our meeting. We would like to recommend that the actual vote counts from elections for a specific office be made known to members of the Elections Committee and to candidates for the Society office. This is not now done, and it seems to us unfair to candidates not to know how well they have done, especially given that such information may be relevant to candidates’ future decisions to run for Society office. We also discussed how to respond to an expression of interest in the Society from the national librarians’ organization. (Some of our members are librarians who have responsibility for library collections in psychology.) We thought it
might be helpful to all of us to strengthen this relationship by (a) inviting librarians to APA to give presentations of interest to teachers of psychology, (b) encouraging librarians to work with interested members to prepare and distribute library-related resources for teachers (e.g., lists of reference sources in psychology, guidelines for how to manage collections and how to develop electronic access to materials in psychology), and (c) soliciting members from the psychology section of the librarians’ organization.

Finally, we discussed the need for the Society to develop its presence in APA governance activities. One beginning step to doing so will take place at the annual meeting of APA when the Society holds a session in the hospitality suite on this topic.

We should note that there are other topics that remain on the table for consideration at the next meeting of the Long Range Planning Task Force. In particular, we need to clarify our relationship with the Fund for Excellence. In the past, the Fund has asked both the EC and LRP-TF for proposals the Fund might finance, but when we have offered suggestions, the Fund has indicated it does not have sufficient means to support our proposals. We need to know more precisely what the Fund would like us to do. We also need to continue to discuss the Society’s relationship with APS and its efforts on behalf of teaching. At last year’s EC meeting at APA some attention was given to establishing a department or program awards competition which would honor (and promote) innovative achievements addressing ethics, advising, faculty development, mentoring, and other priorities (on some rotating basis). This is a possibility worthy of additional consideration.

**SUMMARY: SPECIFIC PROPOSALS THAT THE EC WILL BE ASKED TO VOTE ON**

1. Initiate a series of training workshops to promote uses of multimedia and technology in the psychology classroom. Start-up costs estimated to be $2,000.
2. Begin a small grants program under the aegis of the OTRP to teachers who create products to enhance teaching that would be made available through OTRP. Two small annual grants of $1,000–1,500 each would be awarded.
3. Budget for a modest advertising effort promoting the Society in publications reaching potential members.
4. Bring the free minority membership campaign to a close at the end of this year.
5. Streamline the Society’s committee structure by eliminating the Committees on Ethical Issues, Graduate and Continuing Education, and Secondary and Undergraduate Education, as well as the OTRP Advisory Board.
6. Add a Publications Committee.
7. Convert the Long Range Planning Task Force to a standing committee.
8. Solicit proposals for the revision of the Bylaws to move most operating procedures for the Society in a more easily revised procedures addendum to the Bylaws.
9. Eliminate references to non-APA members as affiliates in the Bylaws.
10. Eliminate APA membership as a requirement for Society office with the exception of the Society’s APA Council representatives.
11. Make the results of elections known to candidates.
The Long-Range Planning Task Force (LRP) of the Society for the Teaching of Psychology held its annual mid-year meeting on March 13-14, 1998. Members in attendance were Ann Ewing, Diane Halpern, Bill Hill, Art Kohn, Neil Lutsky, and Wayne Weiten. The committee wants to particularly thank Wayne and his family for hosting our meeting for the second year. Wayne and Beth’s willingness to open their home to the committee and their exceptional hospitality was appreciated by all of us. We also want to recognize two committee members who will be rotating off of this group at the end of this year. Wayne has been a member of this committee since its inception and his contributions have had a significant impact on initiatives recommended by the committee that have improved the Society and benefited teachers of psychology over the last four years. Art has served on the committee for two years and has been instrumental in providing both a fresh perspective and serving as a key resource in our discussions concerning technology.

The LRP Task Force recognizes that the success of our organization depends on the commitment, energy, and creativity of members who are elected to key leadership positions or volunteer to assume leadership of a committee or task force. Although this is by no means an exhaustive list of individuals who have made contributions to the Society this year, we wanted to take this opportunity to recognize and commend several individuals who have made significant contributions to the advancement of the Society’s goals and objectives during the last year.

- We complimented Art Kohn for his efforts in developing the Society's first Multimedia Instructional Workshop to be offered at James Madison University in October 1998.
- The Instructional Research Awards Committee chaired by Norine Jalbert did an excellent job reviewing and selecting our first award recipients.
- The Society is indebted to Mark Mitchell, Vinny Hevern, and Barney Beins for their hard work in developing our Society Home Page, OTRP Home Page, and ToP Home Page, respectively. We all agreed that we have made significant advances in the Society’s presence on the World Wide Web thanks to the efforts of these individuals.
- The Society's publications are our most visible and important contributions to teachers of psychology. The continuing success and quality of ToP reflects the outstanding commitment and hard work of journal editor Randy Smith and
his section editors. In addition, Linda Noble, the Society Secretary, has done an outstanding job in upgrading the appearance and content of the Society Newsletter.

- The LRP Task Force compliments Jane Halonen, the Society Program Chair, for her excellent work in coordinating our annual program at APA. We particularly noted her extraordinary efforts in establishing the Society’s first hospitality suite.
- Marky Lloyd has done a fantastic job in expanding and advertising our offerings through OTRP.
- We noted the outstanding and creative leadership provided by Tom Pusateri to the Society’s Membership Committee over the last several years. Tom has initiated several innovative programs designed to increase and retain members.

The charge of the LRP Task Force is to review the Society’s programs, to discuss how the Society can improve its operations, and to consider additional ways in which the Society can better serve teachers of psychology. Prior to each meeting, we solicit input from officers of the Society, members of the EC, and task force chairs concerning issues to be addressed. This report summarizes the discussions and recommendations made by the committee during our meeting. Following the summary of each topic are specific recommendations. Some recommendations are more general and directed to specific questions raised by a Society officer, a particular committee, or task force chair. These recommendations are provided for information purposes and do not require a vote by the EC. Formal recommendations for review by the EC are summarized at the end of this report. Because the Long-Range Planning Task Force is only an advisory group, all formal recommendations require final approval by the Society’s Executive Committee (EC). As we have done in the past, the Society President (Diane) will distribute the report to the EC and solicit feedback and discussion concerning our recommendations prior to asking for formal approval. Any recommendations that elicit strong controversy will be deferred until the annual meeting of the EC at the APA Convention in San Francisco.

Overview of Ongoing Society Task Forces and Projects

1. Diane opened our meeting with an overview of the current status of some Society task forces. She began by noting the exceptional dedication and commitment of the Society membership in developing and implementing programs that provide real benefits to teachers of psychology at all levels. Some of her general comments concerning specific task forces are summarized below.
   - The Task Force on International Membership, a joint project with Division 52, is currently exploring options for increasing international membership. They are working with the membership committee and anticipate completing their report early next year.
• The Outcomes Assessment Task Force is working on developing a clearinghouse for assistance, policy, suggestions (how to, possible list of outcomes) for the assessment of student learning outcomes (e.g., distance technologies effectiveness). They anticipate completing their report by the end of the year. One possibility may be to have the Society sponsor a continuing education workshop prior to the annual meeting of APA to train consultants in this area.

• Diane also noted that the Task Force on Consultants is moving forward in working with BEA to update and publicize a list of qualified consultants for issues such as program review, outcomes assessment, etc.

Diane noted that there appears to have been some confusion in the past about the length of time that a particular task force is to remain in existence. We noted that the current by-laws make a distinction between standing committees and task forces. Whereas standing committees are ongoing, permanent committees established by the Society, the by-laws indicate that a task force may be established by the president or a vote of the EC and “shall be given a charge and time frame for executing that charge.” Although some task forces have been given an open-ended time frame (e.g., LRP Task Force), the existence of other task forces was assumed to end with the submission of their final report.

**Recommendation:** The LRP Task Force encourages the EC and Society presidents to make the time frame over which a task force is to operate explicit in the charge to the task force.

2. Last year the LRP Task Force recommended the development of a Society sponsored multimedia training workshop that was subsequently approved by the EC. Art Kohn, Chair of the Task Force on Multimedia Instruction, reported on the progress in developing the first of these workshops. The first workshop will be held at James Madison University (JMU) in October 1998. Preliminary plans are for a two-day meeting with one day devoted to the Society sponsored workshop focusing on instructional and interactive multimedia, while the other day, sponsored by JMU, will cover internet and commercial resources. Art also discussed budgetary issues for the conference. It is hoped that the conference will be largely self-supporting through registrant fees (tentatively set at $100) and sponsorship by publishers.

3. **Neil Lutsky, Chair of the Task Force on Revision of the By-Laws, presented a preliminary draft of the proposed changes.** Neil noted that last year the EC voted to eliminate the affiliate membership category when the by-laws are revised. After some discussion, we recommended that we take a more egalitarian approach to membership and also eliminate the associate membership category, leaving just two membership categories of member and fellow. Neil anticipates that the final draft of the by-laws will be distributed to the EC for comments with a goal of mailing the completed document to our membership by early July and a vote on it at the business meeting at APA.
4. Diane gave a brief update on the current status of the Scholarship document. It is currently under review for possible publication in American Psychologist. We agreed that any further action should wait until Diane hears about its publication status. Some possibilities discussed included seeking endorsements by other organizations and distribution of a copy to all Psychology Department chairs.

**The Society’s Presence on the Internet**

1. Wayne Weiten asked the LRP Task Force for its input on a specific Internet domain name for the Society. The general consensus on this issue when it was raised on the Society EC Listserve was favorable. Suggested names were TSTP.ORG, DIV2.ORG, DIVISION2.ORG, TEACH-PSYCH.ORG, TEACHINGPSYCHOLOGY.ORG, and SOCTEACH-PSYCH.ORG. The LRP TASK FORCE agreed that a “short” name identifying us with the teaching of psychology was preferred and, if possible, we should avoid a hyphen in the name. Therefore, we recommended that Wayne explore whether TEACHPSYCH.ORG was available as a domain name and, if not, that we use TEACH-PSYCH.ORG. In addition, we also discussed where (which server) to use as the “home base” for our various Internet resources. We asked Wayne, as chair of the Publications Committee, to explore whether it would be advantageous to group our web sites on the APA server. Wayne will make a final recommendation to the EC.

**Recommendation:** The LRP Task Force suggests that the Society purchase the domain name of either TEACHPSYCH.ORG (first preference) or TEACH-PSYCH.ORG (second preference). In addition, the LRP Task Force asked Wayne, as chair of the Publications Committee, to explore locating all of our web pages on one server and whether it would be most advantageous to use the APA server.

2. The LRP Task Force discussed the fact that we had agreed to evaluate our support of the TIPS Listserve after two years, which ends in December of this year. Bill Southerly has indicated that he would like to know whether we plan to continue our financial support as early as possible so that he has time to seek other resources. Our discussion indicated that there are strong and varying opinions concerning our participation in TIPS among the Society membership. Several members of LRP Task Force felt that TIPS was serving teachers and that our support is consistent with our purpose and brings some recognition to the Society. However, some members expressed the view that establishing a similar, yet moderated list supported by the Society should be considered as an option. In fact, several members of the Society have informally expressed interest in running a moderated list under the sponsorship of the Society. Given the relatively short time frame for making a decision about TIPS, the LRP Task Force asked Diane to appoint a task force to evaluate TIPS and make a recommendation to the EC. Ann Ewing agreed to chair the task force with Tom Pusateri and Art Kohn as members. This task force is charged with evaluating whether TIPS is making a significant contribution in the service of the purposes of the Society as specified in our by-laws. In addition, they are to explore viable alternatives to TIPS that would serve equivalent functions (e.g., a new moderated list sponsored by the Society or a Society sponsored bulletin board within one of our web pages).

**Recommendation:** The immediate appointment of a task force to review and make recommendations concerning the Society’s sponsorship of TIPS and
whether we should consider other options for a moderated list or bulletin board on the web. This task force needs to distribute its findings and recommendation to the EC by early July. The EC needs to discuss and vote on the committee’s recommendations at its August meeting.

3. The LRP Task Force devoted a considerable amount of time to a discussion of our web pages and web-based resources. The LRP Task Force members agreed that our web-based resources are clearly a major means of reaching out and providing services to our members and all teachers of psychology. Therefore, we felt that the Society needs to develop closer coordination among our web pages and a stronger presence on the web through the development of new web-based resources. In order to accomplish this, we believe that the Society needs to develop an editorial staff for the web pages structured somewhat along the lines used for ToP. That is, there would be an overall editor of our web pages who would be in charge of the Society Home Page and would coordinate the content and interconnections between our other web pages. Individuals in charge of the other web pages would operate much like the section editors of ToP. If this concept of a web page editor is approved by the EC, we suggest that the Publications Committee be charged with conducting the search process, with a recommendation for editor submitted to the EC for final approval. The new Web Editor would probably commence work in September of 1999 or January of 2000. Potential candidates will be asked to submit a review of our current web pages and proposals for future development. Some aspects of the job description for our web editor discussed by the LRP Task Force included: develop and maintain closer coordination among all Society web pages; keep pages current (e.g., listing current Society task forces and programs—such as the program at APA and Instructional Research Awards—with links to in-depth information); continue to improve the overall appearance and graphics on our pages; incorporate a calendar of events of interest to teachers of psychology which would include links to more in-depth information about an event and any deadlines; develop an online archive of Society documents (e.g., our by-laws, task force reports); make sure all pages provide an opportunity for visitors to provide feedback; include counters with all pages to gather data concerning their use; and develop a “site of the month” feature.

**Recommendation:** The Society EC establishes the position of Web Editor. The Web Editor will be charged with the overall coordination of all Society web pages, including the appointment of section editors for specific pages, and the development of new web-based resources. Upon approval of the web editor position, we recommend that the Publications Committee coordinate the search process. A recommended candidate will be submitted to the EC for final approval.
4. One idea for a new web-based resource discussed by the LRP Task Force was to establish a database of conference presentations related to the teaching of psychology similar to that done by Dave Johnson for ToP. This database would include presentations from the annual meeting of APA, regional meetings, and teaching conferences. The database would be organized by topics and would include the title, where it was presented, the affiliation of the first author, and the first author's email address where possible. The database would include presentations covering a 3-year period. Bill Hill volunteered to begin work on this project. He will contact Marky Lloyd about making it available through OTRP.

**Society Publications**

1. Linda Noble asked the LRP Task Force for its input as to the possibility of appointing section editors for the Newsletter. We encourage Linda to do this and to coordinate issues such as this as they arise in the future with the Publications Committee. We also feel that we should continue to develop and expand the Newsletter content. Some possible sections that may be considered for the Newsletter discussed at our meeting included a listing of interesting web sites, a web site review, a teaching activity, and a bibliography of textbooks in various content areas. It was also mentioned that we might want to address moving some of the content of the ToP News Section to the Newsletter. Finally, we suggested that at some point in the future the Society might want to address the establishment of a web-based parallel to the Newsletter.

**Recommendation:** We support Linda in her efforts to expand the content of the Society Newsletter and encourage her to work with the Publications Committee in appointing section editors for the Newsletter. In addition, we suggest that Randy Smith, Linda Noble, and the Publications Committee discuss the possibility of shifting some of the content of the ToP News Section to our Newsletter to open more space in the journal.

2. The LRP Task Force also discussed the possibility of establishing a second journal. As initially conceptualized our new journal would publish overviews and updates of an area/topic written specifically for teachers. These articles should be written at level that anyone in Psychology (Masters level and up) can understand and contain material that can be of immediate, practical use in classroom teaching. Although this general approach was the original intended purpose of Current Directions, we do not feel that that journal has lived up to its promise.
**Recommendation:** The Publications Committee should explore the feasibility and desirability of developing a new Society journal that would focus on topic/area updates for teachers of psychology.

**APA Program Committee**

1. Both Jane Halonen and Diane asked us to give some thought to the process of selecting invited speakers for our program at APA and the possibility of providing some financial support to cover travel expenses. We agree that invited speakers provide the Society with the opportunity to bring major figures in higher education to APA and to highlight our Division within APA. However, it is often difficult to obtain individuals of this caliber at no expense.

**Recommendation:** The Society President-Elect should select invited speakers as early as possible, preferably before the APA meeting at the start of his or her year as President, in order to begin promoting them. Early selection and promotion of invited speakers may generate interest in our APA program and result in increased submissions and attendance by Society members. In addition, we recommend that the EC approve a budget line of $2000 to be used at the discretion of the President and Program Chair to cover expenses (e.g., travel) of invited speakers.

2. Jane also asked us to provide some guidance concerning the future operation of the Society’s Hospitality Suite. Among topics she asked us to consider were suggestions for events to be scheduled in the suite, how long the suite should be open each day, and staffing and coordination of the suite. We felt that the overall coordination of the suite should be assigned to the Associate Program Chair who will work with the Program Chair and Program Committee in setting the agenda for the suite for that particular year. The Associate Program Chair would also be responsible for soliciting assistants to handle opening and “personing” the suite (e.g., one possibility is using student volunteers from local Psi Chi and Psi Beta Chapters). We were hesitant to specify a particular plan for events to be scheduled in the suite because our needs may vary each year. We do encourage a continuation of the mix of open programs and closed meetings that were scheduled in the suite last year. This approach clearly gives us the ability to maximize our available program time at the convention. With respect to scheduling hours, we suggest that Jane and Bill Addison explore what other divisions do that have had suites for many years. Can their experience provide a model that we can use?

**Recommendation:** Assign the overall coordination of the Hospitality Suite to the Associate Program Chair. He or she will work with the Program Committee in scheduling programs and meetings in the suite and recruit local students to assist with running the suite when it is open. Finally, we suggest that we contact other divisions for models of how they have run their suite in the past.
OTRP

1. Marky Lloyd shared several ideas she has for OTRP with the LRP Task Force. We support her suggestions for new resources and the possibility of a sub-page within the OTRP home page for faculty at 2-year institutions.

2. Marky asked us to address the issue of whether OTRP should assume the responsibility of archiving the reports of Society task forces. We felt that task force reports should be archived in a general site devoted solely to these reports to be developed by the proposed web page editor (see above recommendation for web page editor) and linked to the Society home page. If the task force report includes aspects that match the mission of OTRP (i.e., teaching resources), a link to the report can be placed on the OTRP home page. In addition, if a task force report is potentially of broad interest to teachers (e.g., the recent Diversity Task Force, the Task Force on Two-Year Colleges), the President should encourage task force members to rewrite the report as a position paper (see below) or ToP article.

**Recommendation:** OTRP does not need to archive task force reports. Reports should be archived through the Society homepage but with links on the OTRP web site when appropriate.

3. Marky also noted that several general issues related to OTRP functioning have arisen. Given that the OTRP Advisory Board functions primarily to review proposed resources, Marky asked for our input as to where she should seek guidance on policy issues related to OTRP.

**Recommendation:** General policy issues concerning OTRP should be referred to the Publications Committee for input and recommendations.

Membership

1. Given that we are about to experience a change in leadership for the Membership Committee as Tom Pusateri steps down, the LRP Task Force took this opportunity to recommend several initiatives for the new Membership Chair (Mark Mitchell).

**Recommendation:** The LRP Task Force recommends that new Membership Chair should immediately begin developing a membership recruitment and retention plan for next two years with specific budget implications. This plan needs to be distributed by July for discussion at the August meeting of the EC at APA. Initiatives that we recommend for inclusion in this plan are listed below.

- We feel that the following groups are strong possibilities for a targeted membership campaign: potential international members, people attending regional psychology association meetings (we can explore the possibility of a recruitment booth at each); Psi Chi and Psi Beta advisors; 2-year
college faculty; teachers involved in Masters programs; new faculty and recent Ph.Ds (consider the possibility a 1st year free membership); APAGS; and APS members.

- Conduct follow-up research on retention of new members acquired through earlier campaigns. This survey should attempt to address why members stay or leave the Society.
- Aggressively explore advertising Society membership through publishers as we did several years ago when several publishers included a membership form in some of their advertisement brochures for textbooks. One suggestion was that we could approach publishers about including a one-page ad in instructor's manuals for textbooks.
- Develop marketing plan focusing on increased awareness of Society resources (e.g., OTRP, ToP, etc.). Do we want to consider a special mailing to 2-year college faculty and the members of TOPSS?
- If the EC decides to maintain our relationship to TIPS, how can we more effectively use TIPS (or another list we may establish) for membership recruitment.

2. The LRP Task Force noted that from the perspective of new members we offer only two direct membership benefits, a subscription to ToP at a reduced rate and a free subscription to the Society Newsletter. We suggest that the Society needs to explore expanding these more concrete benefits. Some suggestions raised at our meeting included: a reduced registration fee for the technology workshop (or other special programs sponsored or co-sponsored by the Society); a percentage discount for edited books based on ToP articles for Society members; and lower copyright fees from Erlbaum for Society members writing instructors manuals.

**Recommendation:** The Membership Chair should work with the chairpersons of committees and task forces that are offering services for which our members pay a fee (e.g., Publications Committee, Multimedia Instruction Task Force) to identify areas where we can offer monetary discounts as an additional benefit of membership.

**Expanding the Society’s Presence in the Broader Educational Community**

The LRP Task Force feels that the Society needs to become more visible and proactive in settings and situations relating to educational issues in general as well as the teaching of psychology. One way to accomplish this is through our efforts to advertise our resources and our membership campaigns as outlined earlier in this report. For example, Diane noted that while she was at the recent COGDOP meeting representatives of the Council on Applied Masters Programs (CAMP) approached her about possible collaborations. We feel that the Society needs both to take advantage of collaborative opportunities with other groups like CAMP and to seek out opportunities to collaborate with these groups. In addition, we reviewed and discussed the report of the Task Force on Psychology in Two-Year colleges. We agreed that the Society should develop several
programs to meet the needs of two-year faculty as well as other groups that we have not addressed in the past. Our discussions generated the following recommendations.

**Recommendation:** Develop an information database on Masters level programs.

**Recommendation:** Encourage the members of the Task Force on Psychology in Two-Year Colleges to write up their report for possible publication in *ToP*.

**Recommendation:** Explore the possibility of collaborating with the Education Directorate in sponsoring electronic conferences on topics of interest to specific groups (e.g., 2-year faculty and Masters level teachers).

**Recommendation:** Establish an online bulletin board for specific groups (e.g., 2-year colleges). These bulletin boards may possibly be housed under the auspices of the OTRP Home Page.

**Recommendation:** Increase our efforts to spotlight teaching in a variety of institutional settings (e.g., issues specific to 2-year college teachers, Masters program teachers) through sponsoring programs at APA and regional psychology association meetings. One possibility is to identify regional liaisons who are also Psi Beta Advisors and to co-sponsor programs for 2-year faculty with Psi Beta.

**Recommendation:** Next year’s President should establish a task force to explore the establishment of a speakers bureau coordinated by the Society. As we envision the bureau, it would be a resource for teachers at all levels (high school, 2-year colleges, and 4-year colleges) to identify local faculty at other institutions who would be willing to make presentations or conduct workshops. This task force may want to investigate similar models established by other organizations (e.g., Sigma Xi).

**Recommendation:** Solicit or commission position papers on substantive teaching and learning issues (e.g., cheating/academic dishonesty, assessment, developing a departmental mission statement, recruiting, using, and training of adjunct faculty) based somewhat on the model established by the scholarship document. These might be related to the Presidential theme and commissioned as a task force report. These reports could be published in an appropriate journal or made available through OTRP.

**Recommendation:** Explore the possibility of publishing edited books on specific topics with Erlbaum.

**Recommendation:** Explore the possibility of funding for public policy interns through APA (e.g., at Department of Education). This would provide us with the opportunity to use our knowledge and expertise to help shape public opinion.

**Recommendation:** Collaborate with the APA Science Directorate to encourage them to add a teaching aspect to their workshops for future scientists.

**Recommendation:** Investigate the possibility of establishing a mentoring program for future teachers of psychology. One possible model might be the Diversity 2000 program coordinated by Psi Beta program. This program invites and pays the
expenses for 30 students to attend the APA convention. These students are paired with faculty during APA and get the opportunity to meet speakers.

**Recommendation:** We should revisit the idea of Psychology Awareness Week and explore collaborating with TOPSS and APA on this program.

### Society Officers

1. Linda Noble asked us to address the role and responsibilities of the Society Secretary. She expressed the opinion that the Secretary's role has essentially evolved into two functions: take and distribute minutes from the annual EC meetings at APA and edit the Society Newsletter. Given the increased emphasis on the Newsletter, she feels that the Secretary's job has essentially become one of Newsletter Editor. The LRP Task Force concluded that the position of Secretary is important to maintain and that we need to utilize the secretary to perform functions related to the duties outlined in the by-laws.

**Recommendation:** The Society Secretary should maintain paper copies of emails posted on the EC Listserv. In addition, the Secretary should be responsible for setting up and maintaining a list of email addresses of Society members, which could be used for monthly Presidential updates.

2. We also noted that both the positions of Secretary and Treasurer are evolving such that we need individuals elected to these positions who have specific skills. For example, the Secretary probably needs to be familiar with desktop publishing in order to do the Newsletter, while the Treasurer needs some experience with financial and tax matters.

**Recommendation:** The Elections Committee should contact the current Secretary and Treasurer to develop a list of basic recommended skills for each of these positions. This list of skills should be used when soliciting candidates for these positions and used to make clear to candidates our expectations concerning their responsibilities, if elected.

3. While discussing the roles and responsibilities of Society officers, the issue of whether we might want to consider setting aside funds to “buy” course releases for officers surfaced. It appears that the responsibilities of our officers are increasing and that we may want to help open up some of their time through buying a course release much like we do through our contract with Erlbaum for the ToP editors.

**Recommendation:** We asked Diane to establish immediately a task force to explore this possibility and make recommendations to the EC. Diane has appointed Charles Brewer, Sam Cameron, and Ginny Andreoli-Mathie to this task force.
**Society-Sponsored Teaching Workshops**

The LRP Task Force discussed the possibility of expanding Society-sponsored workshops on specific topics other than technology (e.g., teaching introductory psychology, distance learning strategies, developing an effective outcomes assessment program, strategies for teaching about or to a diverse population, developing a teaching portfolio, etc.). We initially conceptualized these workshops as being one-day events that would be co-sponsored by an institution, draw primarily from a limited area (maybe a 100-mile radius around the institution), and low cost. Given the very specific focus of a workshop, we would not see these as competing with the existing regional teaching conferences that have a more general focus.

**Recommendation:** Next year’s President should appoint a task force to explore and make specific recommendations concerning the development of Society-sponsored one-day workshops.

**Society Investments**

Dave Johnson asked us to address the issue of when we might want to review our current investment strategies for Society funds. He noted that it has been several years since we have had a task force review our investment options. He suggested that we might want to consider a policy on an investment review cycle.

**Recommendation:** We agreed with Dave’s suggestion and recommend that a task force be established on a five-year cycle to review our investments and investment strategies and make recommendations for changes, if necessary. In addition, the Treasurer should recommend the immediate establishment of a review task force as the need might arise.
SUMMARY LIST OF RECOMMENDATIONS TO BE VOTED ON BY THE EC

1. The LRP Task Force suggests that the Society purchase the domain name of either TEACHPSYCH.ORG (first preference) or TEACH-PSYCH.ORG (second preference).
2. The Society EC establishes the position of Web Editor.
3. The Publications Committee should explore the feasibility and desirability of developing a new Society journal that would focus on topic/area updates for teachers of psychology.
4. We recommend that the EC approve a budget line of $2000 to be used at the discretion of the President and Program Chair to cover expenses (e.g., travel) of invited speakers.
5. The Membership Chair should work with the chairpersons of committees and task forces that are offering services for which our members pay a fee (e.g., Publications Committee, Multimedia Instruction Task Force) to identify areas where we can offer monetary discounts as an additional benefit of membership.
6. The Society Secretary should maintain paper copies of emails posted on the EC Listserve.
7. The Society Secretary should be responsible for setting up and maintaining a list of email addresses of Society members, which could be used for monthly Presidential updates.
The Long-Range Planning Committee (LRP) of the Society for the Teaching of Psychology held its annual mid-year meeting on March 12-13, 1999. Members in attendance were Ann Ewing, Jane Halonen, Diane Halpern, Bill Hill (Chair), David Johnson, and Neil Lutsky. The committee members want to particularly thank Diane and her family for their willingness to open their home to us. It was truly a family affair with her husband Sheldon helping to cook, and her cousin Leon providing transportation. We also appreciated Maureen Hester coming to Diane’s home to help keep us fed and happy and Diane’s physical trainer, Chris, leading us in an exercise break.

The charge of the LRP Committee is to review the Society’s programs, to discuss how the Society can improve its operations, and to consider additional ways in which the Society can better serve teachers of psychology. Prior to each meeting, we solicit input from officers of the Society, members of the EC, task force chairs, and the Society membership concerning issues to be addressed. This report summarizes the discussions and recommendations made by the committee during our meeting. Following the summary of each topic are specific recommendations. Some recommendations are more general and directed to specific questions raised by a Society officer, a particular committee, or task force chair. These recommendations are provided for information purposes and do not require a vote by the EC. Formal recommendations for review by the EC are summarized at the end of this report. Because the LRP Committee is only an advisory group, all formal recommendations require final approval by the Society’s Executive Committee (EC). As we have done in the past, the Society President (Neil) will distribute the report to the EC and solicit feedback and discussion concerning our recommendations prior to asking for formal approval. Any recommendations that elicit strong controversy will be deferred until the annual meeting of the EC at the APA Convention in Boston.

**APA-Related Issues**

1. **PsycINFO**

The concern was raised about the fact that most community colleges and smaller institutions cannot afford a subscription to PsycINFO, limiting the availability of this key resource to these students. Although this problem was raised several years ago when a representative of the Publications & Communications Board met with the EC at APA, no action has been taken as far as we know.

**Recommendation:** The EC should endorse sending a letter to APA’s Publications & Communications Board and Jill Reich on issue of high cost of PsycINFO to small and community colleges. The letter needs to emphasize our desire increase the availability of this resource to students at these institutions.

2. **Participation in APA Governance**
We addressed the importance of becoming more politically astute in APA governance matters and in promoting our interests within APA. We were in general agreement that we need to stop being neutral and need to expand our participation in APA governance through a variety of avenues. After much discussion, we arrived at the following recommendations.

**Recommendation 1:** Rename the Elections Committee to the Elections and Appointments Committee and expand its responsibilities to include the following:

1. The Elections and Appointments Committee will invite statements on matters related to education from candidates for APA President. Based upon these statements, the Committee will make a recommendation to the EC as to whether the Society should endorse a candidate. For a particular election year, they can either recommend not endorsing any candidate, endorsing a single candidate, or endorsing several candidates. After the endorsement recommendation has been distributed and sufficiently discussed, the Society Secretary will formally poll EC members. An endorsement must be approved by two-thirds of the EC membership. (We also noted that as we strengthen our relationship with APS, we might apply the same approach for endorsing APS presidential candidates.)

2. The President of the Society should consult with the Elections and Appointments Committee in soliciting and screening nominations for APA Boards and Committees. We would also like to see this committee become more involved in “grooming” candidates for future positions in APA governance.

3. This Committee should also help orchestrate campaigns for our candidates for APA boards and committees.

**Recommendation 2:** The President and President-Elect should explore both political and cooperative collaborations or coalitions with other divisions. In particular, we suggest that they invite the President and President-Elect of divisions that may share interests with us to a luncheon at this year’s APA meeting to open a dialogue on collaboration. Some divisions mentioned as possibilities were 1 (General Psychology), 3 (Experimental Psychology), 15 (Educational Psychology) and 52 (International Psychology). Establishing these relationships may also help us identify collaborative projects for funding by CODAPAR.

**APS-Related Issues**

We need to build upon the recent success in getting APS to list ToP as a journal subscription option for their members. In particular, we believe that the Society needs to begin assuming a more visible presence at the annual APS Convention.

**Recommendation 1:** The Society President should actively pursue the possibility of presenting an address during the APS Teaching Institute in the near future.

**Recommendation 2:** Although the Society has already endorsed holding a Society meeting in conjunction with the APS Convention, we have not begun making any concrete plans for doing so. Because convention planning takes place so far in advance, it is important that we planning for a Society meeting at APS. Therefore, we recommend that the Society President establish a task force to develop a proposal for the EC to approve. The task force would be charged with coordinating with the APS leadership, deciding on a format, and setting a future date for the meeting.
Increasing Society’s Presence in Higher Education

At last year’s meeting of LRP we discussed the importance of the Society assuming a more visible and proactive role in the broader educational community. We recommended that the Society should "Solicit or commission position papers on substantive teaching and learning issues (e.g., cheating/academic dishonesty, assessment, developing a departmental mission statement, recruiting, using, and training of adjunct faculty) based somewhat on the model established by the scholarship document. These might be related to the Presidential theme and commissioned as a task force report. These reports could be published in an appropriate journal or made available through OTRP." This year’s committee re-endorsed that recommendation. Some specific additional recommendations included:

**Recommendation 1:** People who are passionate about the issue should be recruited to write proposed position papers. One possibility would be to solicit task force members using TOPNEWS.

**Recommendation 2:** The Society should appoint liaisons to other major education-related organizations (e.g., AAUP, ACE, AAHE).

**Recommendation 3:** We should pursue sponsoring presentations by Society officers or task force chairs at these meetings such as AAHE’s Conference on Faculty Roles & Rewards that describe Society initiatives or position papers (e.g., the Society’s Task Force on Scholarship Report). Funding of $2,000 should be added to the Society President’s budget to be used to provide travel support as necessary.

**Recommendation 4:** We should investigate the possibility of highlighting the Society’s programs in venues such as the Chronicle of Higher Education. One possibility suggested by the committee was our Mentoring Service.

Society Membership

Mark Mitchell submitted several issues concerning the Membership Committee for consideration by LRP. First, Mark noted that he often receives university/college checks to pay for a person’s Society membership. He asked for our input as to how we might get Department Chairs to perceive Society membership as part of faculty development and encourage more institutions to pay for faculty membership in the Society. Mark also noted that he has observed that many ToP authors are not members of the Society and asked for suggestions as to how to encourage these authors to join.

We also had some discussion as to the current state of our database of Society members. We were not certain as to whether there was any centralized database of all members. To our knowledge the information on Society members is divided between two offices at APA according to whether they belong to APA or not. In particular, this seems to have presented problems with incorporating all non-APA Society members onto the electronic mailing list for TOPNEWS.

Finally, we spent some time discussing the aging trend among the Society membership. We believe that the Society needs to be more aggressive in recruiting graduate students and new faculty. Mailing campaigns alone, however, are not going to achieve this objective. First, we must establish stronger relationships with APAGS and the APS Student Caucus. In addition,
working with these organizations, we need to increase our visibility to graduate students through sponsoring relevant programs at professional meetings.

**Recommendation 1:** The Membership Committee needs to work with APA to obtain a current list of Department Chairs (including chairs at Community Colleges). Once list is obtained, send letter to Chairs describing benefits of Society Membership for new and existing faculty (e.g., ToP, TOPNEWS, and OTRP). The letter should also include several membership applications. This letter may also encourage chairs to purchase Society memberships for faculty out of departmental funds whenever possible.

**Recommendation 2:** Develop a single database of all Society members that will include name, institutional affiliation, type of institution, address, phone number, email address, and whether or not they also belong to APA.

**Recommendation 3:** The Membership Chair should check whether authors (and co-authors) of ToP articles are also Society members. If not, send them a letter congratulating them on their article, and encouraging membership in the Society. This should be done after each issue of ToP is published. However, to get this started the Membership Chair should go back through the past two years of ToP and send letters to non-member authors.

**Recommendation 4:** A recruitment plan for attracting graduate students and new faculty should be developed. This may be coordinated through contacts established with APGAS and the APS Student Caucus and could be tied to program offerings we develop for graduate students (see recommendation below).

**Recommendation 5:** The Membership Committee should develop a poster describing the Society and its benefits that can be presented by the Society Regional Coordinators at each regional association meeting. The poster should be easily transported and updated annually.

**Regional Coordinators**
The issue was raised as to the duties and responsibilities of the Society's Regional Coordinators. After some discussion, we concluded that these people are being underutilized and lack a clear focus. Therefore we recommended the following.

**Recommendation 1:** General oversight and coordination of the Regional Coordinators should be assigned to the Associate Program Chair. He or she should keep in contact with coordinators and meet with them as a group at APA to share ideas about their responsibilities/efforts.

**Recommendation 2:** Working with the Associate Program Chair, the Regional Coordinators should explore establishing a poster award at the regional meetings similar to that currently being done at the regional teaching conference (see detailed recommendation below).

**Recommendation 3:** The Associate Program Chair should work with Membership Chair and Regional Coordinators to ensure that a poster describing the Society and its benefits along with related materials/brochures is available at each regional meeting (see Recommendation 5 under Membership).
Expanding Society Award Program
Currently, the Society sponsors several awards for outstanding teaching. We discussed a proposal that the Society consider expanding its award program to include outstanding service and scholarship. We felt that expanding our awards to these areas recognizes the important contributions that faculty make beyond the classroom to their colleagues and profession and meets our stated purpose in the bylaws "to contribute to public recognition of the professionalism and dedication of teachers of psychology."

Recommendation: Establish new Society awards to be given in two areas: Outstanding Service to the Community of Teachers of Psychology and Outstanding Achievement in the Scholarship of Teaching. Upon approval of the concept by the EC, a task force should be immediately formed to establish the criteria and process for choosing recipients. The Task Force should also address whether the awardees will receive a cash award and the source of the cash award.

Expanding Society-Sponsored Workshops
Last year the Society sponsored a successful technology conference in conjunction with the Eastern Conference on the Teaching of Psychology. We believe that the Society needs to expand its services to teachers of psychology through developing and offering pre-conference workshops on a variety of topics. These topics could be presented either as pre-conference workshops or sessions during a conference. Some suggested topics included Launching a Teaching Career (for graduate students and new faculty), "Master Teacher" workshops (e.g., strategies for senior faculty renewal), and sessions for graduate students on preparing and applying for teaching positions. In addition, we should also pursue opportunities to co-sponsor these workshops with groups such as the APA Education Directorate, Psi Chi, APAGS, and the APS Student Caucus.

Recommendation: A task force should be established to explore strategies and a proposed structure for implementing Society-sponsored pre-conference/conference workshops at APS, APA, NITOP, and/or Regional Association meetings. The task force should also investigate the possibility of sponsoring some electronic (satellite) conferences or workshops using APA resources.

Society Mentoring Service
The LRP commends Drew Appleby for his efforts in establishing an outstanding Mentoring Service, which has already received recognition through a recent article in the APA Monitor. As most of us are already aware, the Mentoring Service currently focuses its efforts on new faculty. Continuing the LRP's theme of reaching out to graduate students, we recommend that the Mentoring Service be expanded to include the mentoring of graduate students. In addition to meeting the purposes of the Society, this service may benefit our efforts to recruit graduate students.

External Funding Opportunities to Enhance Teaching
In the past the Fund for Excellence has requested ideas for projects that they could help fund. Recently, we received a similar request from another outside foundation. We spend some time discussing ideas that could be funded from these outside sources. Some possible ideas suggested by LRP included: an endowment for OTRP, funding more IRA awards, funding
development of workshops for new faculty, and the development of teaching modules or specific topics that could be disseminated through OTRP.

**Recommendation:** In order to be prepared for external funding opportunities that may arise, we should develop a list of potential projects. The Society President should solicit project ideas from the EC and membership through TOPNEWS and keep an updated list to use when these funding opportunities present themselves.

**Guidelines for Society Contributions to Organizations**
The recent request from the Partnerships Project concerning funding support for the P3 meeting has raised the issue of how to handle these requests in the future. Several weeks ago Ruth Ault disseminated a proposed guideline statement. We reviewed Ruth's proposal and considered comments made by EC members on the LISTSERV. We recommend the following policy, which is an edited version of Ruth's original draft.

**Recommendation:** All requests for contributions from the Society will go to the Society president who will consult with the Treasurer to determine a reasonable amount of funding. After consulting with the Treasurer, the proposal will be distributed to the EC, which can authorize one-time contributions. All contributions should be made to organizations whose mission or services provide support for the teaching of psychology at any level. Judgments about specific requests would be made on the basis of the broad impact of the proposed project or event. Should the EC believe that on-going (rather than one-time) support is warranted, the contribution should be detailed in future yearly budget proposals.

**STP Poster Awards at Regional Teaching Conferences**
The committee reviewed the current STP policy to provide a poster award at each of the regional teaching conferences and NITOP. The poster award consists of automatic acceptance for the Society poster session at the next APA meeting, a certificate for the winner(s), a $500 reimbursement to cover travel expenses to APA, and a free year's membership in the Society. We feel that this has been a very successful program. In addition to increasing the number and quality of posters at many of these meetings, this program has provided free publicity for the Society both in the conference brochures and at the conference. The only apparent problem has been with managing this program, particularly the free membership. In order to fine tune this initiative, we made the following recommendations.

**Recommendation 1:** The original proposal for the poster award program designated the Society Program Chair as being responsible for coordinating this award program. Because of the increased demands on the Program Chair over the last few years, we recommend that the management of the program be reassigned to the Associate Program Chair. The Associate Program Chair should contact a conference coordinator at least one month prior to the conference to provide all materials for the award.

**Recommendation 2:** In order to simplify the free membership aspect of the award, each winner should be given a “voucher” for a one-year free gift membership. If the person is not currently a member, he or she can use it. If he or she is a member, the voucher could be given to a colleague. Instructions on the “voucher” would tell the recipient to send it directly to the Society Membership Chair.
**Recommendation 3:** Because of the success of this program, we are recommending that it be expanded to include a poster award at each the regional association meetings where there is a poster session focusing on teaching. The process would remain the same, but the publication and selection of the award at the meeting would be the responsibility of the Society’s Regional Coordinator. The cost of expanding the program will depend on the number of regional association meetings that include a poster session focusing on teaching. If all regional associations participate in the proposed competition, the cost will be $4,000.

**Society LISTSERV**

After the EC’s decision last August to terminate our relationship with TIPS, there still seemed to be a consensus that the Society should sponsor a moderated LISTSERV that would serve the community of psychology teachers. Dave Johnson (chair) and Bill Hill were asked to work on developing a mission statement, structure, and guidelines for the proposed list. Dave and Bill discussed their progress on developing the list concept so far. Members of LRP strongly supported the general concept of a more focused and moderated list that would be different from the current more open-ended nature of TIPS. Although it was not the desire of LRP to develop the final proposal, we did make some recommendations to the task force.

**Recommendation 1:** The list must be moderated. The moderator would review each message for appropriateness to the purpose/mission of the list prior to its posting to the list membership.

**Recommendation 2:** When someone joins the list, the default will be to send all messages in digest form (one daily summary). However, members should have the option to choose to receive messages immediately upon posting if they wish.

**Recommendation 3:** Responses to a particular message will sent directly to the member posting the message rather than the entire list to reduce overall traffic. The sender of the original message will be strongly encouraged to post a summary of responses to the list.

**Recommendation 4:** Each month, the list moderator will post a guest article on a topic related to the teaching of psychology. List members will be invited to respond to the article and the author will post a summary of responses. This suggestion is based upon an idea submitted by Bill Buskist, who LRP recommended be added to the task force.

**TOPNEWS**

The members of LRP were unanimous in their opinion that TOPNEWS has been an outstanding success. We discussed several possibilities for improving and organizing TOPNEWS. We believe that the basic format should remain the same, a list of short items of relevance to our membership. Three types of items should be included: information about Society program, requests for input from members or interest in participation in a Society initiative, and information of more general interest to Society members (e.g., conference announcements, grant opportunities). Our primary concerns centered around who would compile information for TOPNEWS and whether it was reaching the majority of the Society membership.

**Recommendation 1:** Working with the Society Secretary, the ultimate responsibility for soliciting and compiling information for TOPNEWS should be assigned to the President-
Elect of the Society. He or she should encourage Society officers, chairs, and members to submit information for inclusion in TOPNEWS. The Society Secretary will still handle the final distribution of TOPNEWS each month.

**Recommendation 2:** Some concern was expressed that the distribution list for TOPNEWS may be heavily weighted to APA members of the Society. We recommend that the Membership Chair and President-Elect work with Division Services to obtain a more complete list of the email addresses of non-APA Society members for our TOPNEWS distribution list.

**Support for Society Officers and Committee Chairs**
The question of financial allocations to support either release time, secretarial assistance, or student assistants for Society officers or committee chairs arose again this year. Based upon the recommendation of the task force that addressed this last year, we are reluctant to recommend any new allocation of money for these types of support at this time.

**Publications**
Neil Lutsky raised the question of what the purpose is (or should be) of the Presidential columns that appear in the Newsletter and ToP. In the past, these columns were often used to update the Society membership concerning ongoing and upcoming initiatives and programs. This type of focus for the column may be no longer necessary given the purpose of TOPNEWS. Do we want to provide some general guidelines as to the content of these columns? For example, should one column focus on specific Society-related issues (e.g., membership) and the other on more general issues related to the teaching of psychology?

**Recommendation:** We recommend that the Publications Committee discuss the general purpose of the Presidential columns that appear in the Society Newsletter and ToP. Recommendations for the focus of each of these columns should be forwarded to the EC for discussion and input.
SUMMARY LIST OF RECOMMENDATIONS TO BE VOTED ON BY THE EC

1. The EC should endorse sending a letter to APA's Publications & Communications Board and Jill Reich on issue of high cost of PsycINFO to small and community colleges.

2. Rename the Elections Committee to the Elections and Appointments Committee and expand its responsibilities to include the following:
   a) They will invite statements on matters related to education from candidates for APA President and make a recommendation to the EC as to whether the Society should endorse a candidate or candidates. An endorsement must be approved by two-thirds of the EC membership.
   b) They will provide input on and orchestrate campaigns for candidates for APA Boards and Committees.

3. The Society should appoint liaisons to other major education-related organizations (e.g., AAUP, ACE, AAHE).

4. The Society should encourage Society officers or task force chairs to make presentations concerning Society initiatives or position papers (e.g., the Society’s Task Force on Scholarship Report) at other education-related meetings such as AAHE's Conference on Faculty Roles & Rewards. An allocation of $2,000 should be added to the Society President's budget to be used to provide travel support as necessary.

5. Establish two new Society awards, Outstanding Service to the Community of Teachers of Psychology and Outstanding Achievement in the Scholarship of Teaching. Upon approval of the concept by the EC, a task force should be immediately formed to establish the criteria and process for choosing recipients. The Task Force should also address whether the awardees will receive a cash award and the source of the cash award.

6. Guidelines for Society Contributions to Organizations: All requests for contributions from the Society will go to the Society president who will consult with the Treasurer to determine a reasonable amount of funding. After consulting with the Treasurer, the proposal will be distributed to the EC, which can authorize one-time contributions. All contributions should be made to organizations whose mission or services provide support for the teaching of psychology at any level. Judgments about specific requests would be made on the basis of the broad impact of the proposed projector event. Should the EC believe that on-going (rather than one-time) support is warranted, the contribution should be detailed in future yearly budget proposals.

7. Expand the Society's poster award program to include the regional association meetings where there is a poster session focusing on teaching. The cost of expanding the program will depend on the number of regional association meetings that include a poster session focusing on teaching. If all regional associations participate in the proposed competition, the cost will be $4,000.
The Long-Range Planning Committee (LRP) of the Society for the Teaching of Psychology held its annual meeting in Washington, D. C. on February 24-25, 2000. Members in attendance were Jane Halonen, Dave Johnson, Neil Lutsky, Jim Freeman, Loreto Prieto, and Ann Ewing, (chair). The committee members wish to thank Jane Halonen for making our dinner reservations and the hotel arrangements at the Washington Court and for keeping us entertained with her quick wit and ready smile. The committee also wishes to thank Neil Lutsky, who will be going off the committee after six years of outstanding service. Neil is the resident expert on bylaws and his rhetoric, humor, and expertise have been greatly appreciated.

The LRP Committee is charged with the tasks of reviewing the Society’s programs, identifying ways that the Society can conduct business, and considering ways that the Society can better serve teachers of psychology. Prior to each meeting, input concerning issues to be addressed is solicited from the officers of the Society, members of the EC, task force chairs, and the society members. We would like to thank the following officers, and task force and committee chairs for their reports and their outstanding efforts during the past year:

- Elizabeth Swenson, Chair of the Fellows Committee
- Mark Mitchell, Chair of the Membership Committee
- Marky Lloyd, Director of Office of Teaching Resources in Psychology
- Drew Appleby, Director of STP’s Mentoring Service
- Dana Dunn and Mary Kite, Chair of the Awards Committee
- Loreto Prieto, Chair of the Diversity Task Force
- Thomas Pusateri, Chair of the Task Force to Investigate the Creation of the Position of Executive Director for STP.
- William Buskist, Chair of the Task Force on Graduate Student Relations
- Jim Korn, Chair of the Teaching Institute Design Group
- Linda Woolf, Chair of the Promoting Peaceful Classrooms Task Force
- Dave Johnson, Chair of the Task Force on Regional Alliances
- Ted Bosack, Chair of the Work Group on Transition to Retirement
- Timothy Tomczak and Maria Lynn, Co-Chairs of the Task Force on the Underserved Learner
- Maureen McCarthy, Chair of Department Consulting Service
- Ken Keith, Chair of Departmental Memberships

This report summarizes the discussions and recommendations made by the committee during the meeting. Following the discussion of each topic are specific recommendations that were proposed. Since the Long-Range Planning Task Force is only an advisory group, all formal recommendations will require final approval by the Society’s Executive.
Committee (EC). The Society President (Jane Halonen) will distribute the report to the
EC, and will solicit discussion and feedback prior to asking for any formal approval.
Any recommendations that elicit strong controversy will be deferred until the annual
meeting of the EC at the APA Convention in Washington, D. C.

The meeting began with a discussion of the intended purpose of LRP. Neil reminded the
group that the meeting is not a quasi EC committee meeting but more of a brainstorming
session. Jane emphasized that the thrust of the group is visionary, not just maintenance.
The need for maintenance is a product of the growth and success of the Society for the
Teaching of Psychology. It was reiterated that the challenge for the organization is how
to connect with people who want to get further involved with STP.

**Need for Continuity for STP**

The initial discussion focused on a recognized lack of sufficient continuity at all levels of
the organization. STP needs a means of archiving its records and procedures from one
year to the next. A certain amount of this occurs through records kept by various officers
but there is a need for establishing operating procedures for STP. Standard operating
procedures for all positions could be written up and passed along with the by-laws.

**Recommendation 1:** It was suggested that specific job descriptions and
operating procedures for all elected officers and appointed positions should be
outlined. Neil offered to develop a template and take the responsibility of making
sure that all significant positions are operationalized.

**APA Related Issues**

**PsychINFO**

The concern was raised that many community colleges and smaller colleges do not have
sufficient financial resources to purchase this valuable research tool. This issue of
restricted availability of PsychINFO has been discussed in previous LRP meetings. To
the credit of APA, there have been some adjustments made to increase the availability of
PsychINFO to smaller institutions at reduced prices. The current challenge now seems to
be to inform colleges about the new, currently available options in the fee structure.
Various available venues for dissemination of this information were explored and
consensus was that the internet was the appropriate avenue by which this information
should be distributed. Everyone agreed that the STP web site looks terrific and that
Vinny Hevern should be commended.

**Recommendation 1:** It was suggested that since it is an internet issue, Vinny
Hevern, the newsletter editor, would be the designated person to determine the
most appropriate venues on which to post the information (on Psych Teacher,
TOP News, etc.) It is hoped that through increased dissemination of information
regarding the reduced cost of PsychINFO to small colleges, more students will ultimately be given access to this excellent research tool.

**Participation in APA Governance**
The committee complimented the Elections Committee for a particularly nice job of getting people on dockets. It was suggested that we need to follow up on nominations with subsequent lobbying for those candidates. The problem seems to be how can we insure that our slate of candidates produces a successful outcome. After much discussion, several recommendations were made:

**Recommendation 1:** Jane will call Wayne Weiten to clarify what kind of letters to write and when to support the candidates

**Recommendation 2:** The elections committee needs to promote a plan to maximize lobbying efforts.

**Recommendation 3:** The Society needs to be more active in advocating for candidates at all levels.

**Recommendation 4:** Endorsement of candidates need not be exclusionary. Candidates will fare better if we support multiple education-oriented candidates who are running for APA Boards and offices.

**Recommendation 5:** The Elections Committee should prepare a specific proposal that will specify procedures regarding endorsement. This proposal will be sent to the EC. These procedures should allow the Society to endorse multiple nominees for external positions in organizations. Due to the Hare system, this is important in order for pro-education candidates to win.

**Recommendation 6:** There is a need for educators in APA to organize in order to have a larger vote. We should establish a coalition in APA that will pull education-oriented people together as a constituency to facilitate getting candidates elected.

**Recommendation 7** Jane will contact Cynthia Belar, Executive Director of the Education Directorate, to reinvigorate a Teaching and Learning Round Table that would explore how APA Divisions could work together to promote candidates who support education issues.

**Recommendation 8:** The Society should nurture candidates to be on the APA Council of Representatives in order to eventually get them to the Board of Directors and the APA Presidency. The Society President should consult with Charles Brewer and then write letters to Council members, supporting specific candidates for the Board of Directors.
**STP Book Publications**

One function of the Publications Committee has been to promote scholarship and to promote STP book publications. Our book publication rate has been on the decline in recent years. Discussion took place regarding whether there are possible ways that more publications could be promoted. The following recommendations emerged from that discussion

**Recommendation 1:** Have the Publications Committee send out requests for publication proposals.

**Recommendation 2:** Follow the model of OTRP and get grant money to offer supporting funds that would encourage proposals.

**APS Related Issues**

A key concern of the Long-Range Planning Committee is involvement with APS. In the past few years, STP has been trying to establish closer ties with APS. It is felt that having a presence at the APS Convention gives us a potential to recruit new members. There has been some discussion of whether we, as an organization, should have our formal EC meeting and programming at the APS convention rather than at the APA Convention. It has been suggested in the past that we look at APS on those dates when APA conflicts with our academic calendar. APS would like to have us there but what would the ramifications be for future APA programming time?

It was felt by the group that there is a need to cement our co-sponsorship of the APS Teaching Institute. We need to specifically define what it means to be a cosponsor. We may want to get involved in the planning of the Teaching Institute for next year. Several recommendations emerged from this discussion.

**Recommendation 1:** Jane needs to talk to Doug Bernstein to find out what is possible in a STP-APS collaboration. Specifically, how will STP be involved in the APS Program Committee, since we are cosponsoring?

**Recommendation 2:** Jane needs to talk to Alan Kraut to determine how the TOP Journal was offered to APS members. We might want to review how the offer was presented and possibly improve on the presentation. We also would like to know how many APS people have taken advantage of the offer to have TOP.

**Recommendation 3:** Take the list of APS subscribers to TOP and invite them to join the Society for Teaching of Psychology. APS members may be young scientists and could be important to recruit.

**Recommendation 4:** The Publications Committee may want to explore an APS sponsored book on teaching psychological science. This topic may be of interest to scientists and may highlight the overlap of science and education.
**Recommendation 5:** The APS Committee should bring the EC a proposal about a parallel or alternate meeting of STP at APS. Randy Smith should explore potential conflicts with AP grading and the APS Convention and find out what the APS time frame is regarding planning for the convention.

**CTUP-STP Relationships**
We need to build stronger representation in the regions by building our relationship with CTUP. Our current challenge is how to best collaborate with the CTUP regional representatives. CTUP has done a good job of regional representation. Jane Halonen has created fantastic STP Poster Boards for each of five regional conventions and the LRP Committee wishes to commend her for those efforts. Last year there were poster sessions in five regional conventions and three regions had G. Stanley Hall lectures. Several recommendations were proposed:

**Recommendation 1:** STP Regional Representatives should be responsible for 1) coordinating the G. Stanley Hall lecture with CTUP and 2) setting up the teaching poster competition with a $500 award in each region, giving credit to CTUP/STP as co-sponsors.

**Recommendation 2:** Responsibility for coordinating the regional representatives would be eventually fall to the Executive Director, but until that is in place, the STP President-elect would have that responsibility.

**Recommendation 3:** We need a set of operating procedures for the President-elect and regional representatives including:

1. Each regional representative needs to be provided with $100.00 to use for expenses at the regional conference.
2. Regional representatives need to maintain direct contact with the program chair for the region to ensure that appropriate credit is given to both STP and CTUP.

**Society Officers**

**Executive Director Proposal**
The problem under consideration was should we establish a new position in STP to assist with maintenance concerns of the Society. A task force had previously been established to investigate the idea of creating a new Executive Director position. The recommendations of the task force were extensively discussed. The committee wishes to commend the task force for a thorough and thoughtful effort. A great deal of discussion was generated involving how the position should be defined, how it should be funded, what the job description would be, and how that individual would be evaluated. LRP endorses the proposal in principle but we are in favor of a more modest introduction of the position, maybe as a half or quarter time position initially, possibly evolving later into a full time position. LRP favored the title of Executive Director over Executive Manager. Several specific recommendations evolved from this discussion:
**Recommendation 1:**
We endorse the proposal to establish a funded position to assume many of the maintenance functions of the Society. The idea of establishing this position will be introduced to the rest of the EC through the list serve for further discussion.

**Recommendation 2:**
The Long-Range Planning committee recommends that this new position be titled Executive Director.

**Recommendation 3:**
If the EC concurs, a second phase of EC discussion should involve identifying a funding mechanism for this new position. It was suggested that some funds could be shifted from membership services to defray the cost of the position. The money needs to be tailored to the specific circumstances of the position but a stipend of $10,000 plus $2000 for expenses was proposed.

**Recommendation 4:**
The Executive Director Task Force should propose a list of duties and an evaluative process for the new Executive Director position. Duties should include the maintenance responsibilities of the membership chair’s job including 1) maintaining a database of Society members, 2) processing new memberships (e.g., adding names to the database; developing and mailing welcome packets; arranging for new members to receive the Society’s journal and other benefits of membership) and 3) mailing renewal notices to current members and processing renewals. Another major responsibility should be to facilitate communication of the Society, both internally and externally. This function would include 1) preparing, ordering, and distributing Society stationery, 2) preparing an annual directory of the Executive Committee and Society committees in print for the Society’s WWW site, and 3) communicating with members and potential members (e.g., handling inquiries from members and nonmembers, coordinating the mailing of newsletters, renewal notices, letters from the President such as the apportionment ballot letter, etc.). An additional duty should include maintaining the Society’s archives by requesting and receiving archival materials from officers, committees, task forces and then shipping these materials to the Archives of the History of American Psychology. The Executive director would also be expected to facilitate activities at the APA convention, regional conventions, and teaching conferences by collaborating with conference coordinators and managing the poster award campaign. The collection and distribution of annual reports from Society officers, committee chairs, and task forces should also fall under the domain of the Executive Director.

**Chair of the Fellows Committee**

The Fellows Committee Chair has requested that the term of office for this position be redefined from one year to a two-year position. The discussion that followed indicated that one of the reasons this chairmanship term was set up this way was to keep some
committees with short terms in order to filter more people through the EC. The following recommendation was determined:

**Recommendation 1:**
We should retain the current one-year term of office for the Chair of the Fellows Committee but more specific operating procedures should be developed to facilitate transition for the incoming chair.

**OTRP Director**

Marky Lloyd, OTRP Director will step down as Director of OTRP in August 2001. LRP wishes to commend Marky on a job well done. The President of STP will appoint a committee to conduct a search for her successor. Marky inquired about whether the one course buy-out per term for the Director’s time will be continued

**Recommendation 1:**
It was recommended that the Director of OTRP continue to be compensated with a buy-out of one course per term.

**Internet Editor**

Since the positions of Director of OTRP and Internet Editor require relatively equivalent amounts of time, it was suggested that equivalent compensation in terms of a course buyout should be employed for the Internet Editor.

**Recommendation 1:**
It was proposed that a course buy-out for the Internet Editor be arranged. Jane Halonen will discuss with Vinny Hevern, Internet Editor, what is equitable compensation for the time spent.

**Program Chair**

Bill Addison, Program Chair, has had a graduate assistant help him who was paid for by his school. It seems reasonable that the Society should provide some sort of hourly rate to a graduate assistant to help him. The job is very demanding and it continues to get larger every year.

**Recommendation 1:**
It was recommended that the program chair submit a budget that included $500 to $1000 to hire student help with the job.

**STP Mentoring Service**

In his report, Drew Appleby, Director of Mentoring Services, expressed a need for more mentors. A discussion of the evaluation procedures ensued.
Recommendation 1:
Data should be collected on mentoring. Drew should be asked to track how many mentors have been used or approached.

Name Confusion in the Society

There was considerable discussion about the ramifications of changing the name of Division Two to the Society for the Teaching of Psychology. The original intention for the change was to distance the Society from APA. One outcome has been to create confusion among others about what happened to Division Two and whether one has to be a member of APA to join STP. The confusion extends further with all the different acronyms of the Society including STP, ToP, ToPNews, Society for Teaching of Psychology News, etc. Various solutions were suggested and explored, yielding the following recommendations

Recommendation 1:
An article should be written for the print newsletter explaining the differences between all the acronyms.

Recommendation 2:
Top News Online was suggested as a new name for what has been called Top News. Dave Johnson will contact Vinny Hevern, Internet Editor, regarding this proposal

Membership Issues

Various problems have been identified in the tracking of Society memberships. We need an up to date listing of all Society members. There is some disorder in how new members are categorized with regard to APA registration. It appears that some APA members do not have their Division 2 membership listed on their APA renewal forms. There may be solutions to the membership list problems with APA if the problems are brought to their attention. APA is currently being paid $4000 per year to maintain membership lists. Other concerns that were discussed included the fact that our current system of registration does not allow us to capture email addresses of all members. Our brochures are inconsistent with our web site in regard to membership pricing. There is apparently no mechanism in place to remove from TOPNEWS the names of those who withdraw from the Society. Another problem is current bylaws do not specify an Associate Membership Chair position. The bylaws specify only a Membership Chair who is appointed by the President with approval from the EC. It is felt that an Associate Membership Chair is needed. The committee wishes to thank Mark Mitchell for his service as Membership Chair, a most challenging position. Rik Seefeldt will be taking over the position in August 2000. The following recommendations emerged from this discussion:

Recommendation 1:
There should be a bylaws change to establish an Associate Chair position for Membership. This person will be appointed by the STP President.
**Recommendation 2:**
Development and maintenance of an independent data base is recommended and this may become part of the Executive Director’s responsibility when that position is created and filled. There is great concern among committee members regarding continuing with APA in this regard. It is suggested that the Associate Chair pursue these issues.

**Recommendation 3:**
LRP engaged in a lengthy discussion regarding the potential of a dues increase for Society members. There has not been a dues increase for STP for many years. Most members of LRP expressed the opinion that our dues were unduly low. Since there will likely be increasing demands made on our budget, especially if we establish an Executive Director position, members suggested that a dues increase would probably be appropriate at this time. The recommendation is that we should solicit discussion on the list serve regarding a potential dues increase for Society members.

**Recommendation 4:**
We should equalize the costs for APA and non-APA members. This would simplify membership issues and increase revenue for STP.

**Recommendation 5:**
We do not endorse the proposal to establish a special $4.00/year membership fee for hardship cases. It would be too complicated to keep track of.

**Recommendation 6:**
On membership applications, there should be a box to mark for optional donations to the Society. Inviting higher payments that are voluntary could be an alternative to invoking a dues increase.

**Recommendation 7:**
For tracking purposes, there should be something added to the application that allows the applicants to indicate how they heard about STP.

**Recommendation 8:**
We should follow up on those who subscribe to ToP from APS. The intention is to invite those people to become members of STP.

**Recommendation 9:**
We should consult with Vinny Hevern to see if there is something about the web page design that has contributed to fewer applications being submitted on the internet.
**Recommendation 10:**
We should send applications for STP membership to all who submit applications for the STP poster sessions. Since their names and colleges are available, we could also send applications to all presenters at all conferences.

**Recommendation 11:**
The membership chair and associate membership chair should each host one of the APA poster sessions and pass out flyers for membership.

**Recommendation 12:**
Members should be given frameable certificates for membership, membership cards and bookmarks with STP offerings identified on them.

**Recommendation 13:**
Ric Seefeldt should come up with merchandising ideas that might generate funds and advertisement, such as T-shirts, polo shirts, mugs, etc., that could be sold and distributed. These could be ordered from the internet site and would promote name recognition.

**Recommendation 14:**
Dave Johnson should consult with Rik Seefeldt, as future membership chair. It was suggested that Dave solicit nominations for future associate chair positions through TOPNEWS. Dave might advertise all future associate chair and chair nominees by posting the positions on a web site and in the newsletter.

**Recommendation 15:**
We recommend that we try to increase our visibility in the psychology community by sending the STP President or Presidential appointee to NITOP and the APS convention. The newly available travel funds that were used this year for this purpose were productive and this may require increased funding in future years.

**Graduate Student Membership Issues**

Further discussion centered on how to make the existence of STP better known to graduate students and young faculty members. There is a task force on Graduate Student School Relations that is specifically assigned to look at ways to make the Society more hospitable to young faculty members. The task force recommended increased activity at the regional level. LRP felt that we are currently working on these goals and we would want to make no further commitment until we have clarified the STP-CTUP relationship. The task force suggested including a graduate student on the EC committee. We decided that we would be happy to include someone on the extended EC committee but would decline having a person on the EC committee because it would set a precedent and impair EC efficiency. We agreed that we need to build the graduate student infrastructure as well as strengthen regional representation. Expansion of the teaching awards program to the regions was not supported. Dave Johnson will take the suggestion that we create a
paper competition for graduate students on the scholarship of teaching under consideration. The idea may fit well with his presidential theme of the scholarship of teaching. Several recommendations were elicited from this discussion.

**Recommendation 1:**
It was suggested that a special issue of TOP could be geared to graduate student concerns.

**Recommendation 2:**
A suggestion was made that a poster for the Institute for Development of Teaching (IDOT) be designed that shows that there is a group out there for teachers of psychology.

**Recommendation 3:**
We recommend that we connect with APAGS on convention programming in order to make a stronger connection with this group of potential members.

**Recommendation 4:**
We should offer an Instructional Research Award (IRA) specifically for graduate students. This award would be for the production of a product for other graduate students across the country. The product would go to OTRP. Jane will talk to Steve Myers regarding this award.

**Recommendation 5:**
A faculty award for teachers who work with graduate students should be initiated. This would be like the two-year and four-year teaching awards but would be for teachers of graduate students. The award would come from the Fund for Excellence.

**Recommendation 6:**
We recommend establishing a standing committee made up exclusively of graduate students to address their specific concerns.

**Recommendation 7:**
We recommend that we maintain the $6.00 membership fee for graduate students.

**Membership Lists**

The Council of Undergraduate Research (CUR) has requested an exchange of membership lists with the Society. A discussion of confidentiality of membership lists ensued and resulted in the following recommendations:

**Recommendation 1:** The Society for Teaching of Psychology should affirm the privacy of our membership lists and not distribute those lists.
**Recommendation 2:** The Membership Chair of the Society should explore the idea of providing an optional box on the membership registration form that would express permission of the member to have their address distributed.

**Diversity Task Force**

Loreto Prieto, Chair of the Diversity Task Force and a member of LRP, provided an update of the activities of the group. They are working on a survey instrument that will be completed this Spring for a survey to be launched in the Fall. The survey is a needs assessment of psychology educators, regarding diversity issues. They plan to submit their results to ToP. This group is to be commended for an exceptional job.

**Teaching Awards Committee**

The review committee for the teaching awards is made up of former winners of the awards. This year it was set up so that members were evaluating the applications for categories other than their own so that they would not be reviewing the applications of people with whom they had competed. LRP agreed that we should not change the criteria on which the awards are based. We agreed with the Committee’s recommendation that the size of the portfolio be limited due to the expense associated with mailing them to each of the judges. LRP wishes to commend the Teaching Awards Committee for devising a system that promotes objective review. They should specify this process when the operating procedures for the committee are recorded. Two recommendations emerged from the discussion:

**Recommendation 1:**
The following statement should be included in the application brochure: These awards are designed to recognize teachers all across the country, including those who do not belong to STP and are not nationally known.

**Recommendation 2:**
The applications should be limited to a two-inch binder.

**LRP in 2001**

The committee wishes to extend special thanks to our two new members, Loreto Prieto and Jim Freeman, for their very fast orientation and active participation. LRP will be in good hands next year as, according to the bylaws, Jim Freeman will be the chair for the next two years. Dave Johnson is investigating possible locations for next year’s meeting and will get back to members with that information.

Although the members worked overtime to get through a too lengthy agenda, this extremely verbose but dedicated and hard working group of people was unable to review all of the available reports. Additional items will possibly be discussed via the list serve or at the APA meeting in August.
Summary of tasks assigned or recommended by LRP

Jane Halonen

1. Contact Wayne Weiten to clarify what kinds of letters to write in support of education oriented candidates for APA Boards and elected positions.

2. Contact Cynthia Belar to discuss the Teaching and Learning Round Table that has been established to explore how APA Divisions could work together to promote candidates who support education issues.

3. Consult with Charles Brewer and then write letters to Council members, supporting specific candidates for the Board of Directors.

4. Appoint a committee to conduct a search for Marky Lloyd’s successor as Director of OTRP. She will step down in August, 2001.

5. Discuss with Vinny Hevern what an equitable course buyout for the Internet Editor should be.

6. Consult with Vinny Hevern to see if there is something about the web page design that has contributed to fewer applications being submitted on the Internet.

7. Talk to Steve Myers regarding an Instructional Research Award specifically for graduate students.

Neil Lutsky

1. Outline specific job descriptions and operating procedures for all elected officers and appointed positions.

Dave Johnson

1. Contact Vinny Hevern to discuss a new name for Top News. Top News On Line has been suggested.

2. Solicit nominations for future associate chair positions through TOPNEWS and by posting the positions on a web site and in the newsletter.

3. Investigate setting up a faculty award for teachers who work with graduate students.

Vinny Hevern

1. Determine the appropriate venue and post information on the variable rates that are available for PsychInfo.
Randy Smith

1. Explore the potential conflicts between the APS Convention and AP grading in regard to holding future STP annual meetings at APS. Find out what the APS time frame is regarding planning for conventions.
The Long-Range Planning Committee (LRPC) of the Society for the Teaching of Psychology (STP) held its annual mid-year meeting in Eureka Springs, Arkansas on March 23-24, 2001. Members in attendance were Donna Duffy, James Freeman (Chair), Jane Halonen, G. William (Bill) Hill, David Johnson, Loreto Prieto, and Thomas Pusateri. The committee members want to particularly thank Dave and his wife Simone for their hospitality and for providing transportation to and from the airport.

The charge of the LRPC is to review STP’s programs, to discuss how STP can improve its operations, and to consider additional ways in which STP can better serve teachers of psychology. Prior to each meeting, we solicit input from STP officers, members of the Executive Committee (EC), task force chairs, and the STP membership concerning issues to be addressed. We wish to thank members of the STP task forces and others who provided us reports discussed during our meeting:

- Teaching and Scholarship Task Force
- APA Relations Task Force
- Graduate Student Relations Task Force
- Poster Competition Task Force
- Technology Task Force
- Diversity Task Force
- Victor Karandashev (Report on the St. Petersburg International Conference)

Report from the Executive Director

This LRPC report summarizes the discussions and recommendations made by the committee during our meeting. Following the summary of each topic are specific recommendations. Some recommendations are more general and directed to specific questions raised by an STP officer, a particular committee, or task force chair. These recommendations are provided for information purposes and do not require a vote by the EC. Formal recommendations for review by the EC are in boldface in the body of the report and are summarized at the end of the report. Because the LRPC is an advisory group only, all formal recommendations require final approval by STP’s Executive Committee (EC). As in the past, the STP President (Dave) will distribute the report to the EC and solicit feedback and discussion concerning our recommendations prior to asking for formal approval. Any recommendations that elicit strong controversy will be deferred until the annual meeting of the EC at the 2001 APA Convention.

#1. UNITING TEACHING AND SCHOLARSHIP TASK FORCE REPORT

Recommendation #1 of the Teaching and Scholarship Task Force report is to "establish an Office of Teaching Scholarship in Psychology (OTSP)". This recommendation requires money and identification of an individual to staff the office. Some aspects of this recommendation already may be ongoing through OTRP, ToP, and other sources. The development of an OTSP separate from OTRP may suggest we support a separation of "teaching" from "scholarship." Perhaps we should consider changing the name of OTRP to focus on teaching scholarship with an acronym that identifies the organization more readily. Perhaps the Associate Director of OTRP could explore ways of expanding the role of OTRP in promoting teaching scholarship; are any members of the task force likely candidates for Associate Director of OTRP?

The task force’s Recommendation #2 calls for "promotion of scholarship in the Society’s journal, Teaching of Psychology." The committee believes that ToP already represents the “scholarship of teaching.” It appears that the task force is concerned
that most ToP articles are focused on specific course content, whereas the task force is interested in expanding submissions that are more directed to a broader definition of teaching scholarship. We may need to articulate the differences between "scholarly teaching" and the "scholarship of teaching" and explore innovative ways of assessing scholarship. The Diversity Task Force is currently examining all ToP articles published on diversity to summarize the research, to provide conclusions from this research, and to suggest future directions from the research; this type of article may be what the task force has in mind.

Recommendation #3 from the task force is "development of a partnership plan for promoting scholarship, focusing on workshops and conferences." The Executive Committee’s approval of our Assessment Conference is an example of this and can serve as a test of the feasibility of the recommendation. The LRPC addressed such a partnership with AAHE; refer to section #7.

Recommendation #4 called for "establishment of awards for scholarship in the teaching of psychology." The task force’s recommendation for a distinguished lifetime contribution is a reasonable suggestion. Perhaps the distinguished award could be honorary, thereby reducing the need for funding this award. The person selected for the distinguished teaching scholarship award may be asked to provide a “teaching scholarship portfolio” that would share their philosophy of teaching, a summary of their contributions to teaching scholarship and lessons learned from their careers. The task force’s report included a recommendation for offering a “dissertation” or “early career” award that reflects teaching scholarship. These awards may make STP more visible to graduate students and faculty early in their careers. Few psychology graduate programs currently focus on teaching, but some do exist, and a dissertation award may encourage more graduate programs with STP members to direct their students towards dissertations on the scholarship of teaching. The LRPC expressed concern about the task force’s recommendations for a “best research article” and “poster award” because adding awards may generate some negative atmosphere via competition and would take time during the social hour at the APA convention thus reducing time for socializing.

The task force’s Recommendation #5 is to "establish an electronic clearinghouse for empirically tested classroom activities." The LRPC discussed how OTRP is already a vehicle for this recommendation and incorporated it with Recommendation #1

1A) An Associate Director of OTRP should be selected as soon as possible; this position should receive funding of $500 to attend the annual Executive Committee meeting. The Associate Director of OTRP should investigate the feasibility of achieving the goals of the task force’s Recommendations #1 and #5 through the current operation of OTRP. The STP bylaws should be rewritten to include a description of the Associate Director of OTRP.

2A) Teaching of Psychology should publish an annual invited featured article that focuses on the scholarship of teaching. An Associate Editor could be appointed to coordinate the development of this featured article. Recruiting Associate Editors might assist in identifying future leaders of ToP and STP.

3A) STP should establish three awards for the scholarship of teaching, a Distinguished Career Award, a Dissertation Award, and an Early Career Award. The Distinguished Career Award should be honorary and include submission of the recipient’s teaching portfolio to OTRP. A task force should be formed to review previous task force recommendations and to establish criteria and a procedure for bestowing these awards. The Fund for Excellence should explore options for funding the Dissertation and Early Career awards.

4A) STP should defer the task force’s Recommendation #3 until we discover the success of the Assessment Conference. The President should contact teaching
conference coordinators to encourage them to include sections on the scholarship of teaching at their conferences.

#2. APA RELATIONS TASK FORCE REPORT

The LRPC feels that this task force could help us identify ways to gain more representation of STP membership in APA governance. The STP Elections and Appointments Committee may be a more appropriate group for conducting some of the business of the task force such as approaching STP members to consider running for APA boards. However, appointing people to the APA Relations Task Force who are serving in APA capacities and who can lobby at APA-related events strengthens our connections with APA better than relying exclusively on the Elections committee, particularly if Past Presidents (who serve on the Elections Committee) are less aware of the realities of APA governance. The LRPC believes that the recommendation of the task force concerning sending STP representatives to the APA Division Leadership Conference (which focuses exclusively on division presidents) would be better achieved by sending the President-elect to the APA Fall Consolidated meetings (which would permit more extensive networking opportunities within the governance of APA).

2A) The LRPC recommends that the APA Relations Task Force be extended for two more years, to include at minimum the CODAPAR representative, Council representatives, and any official BEA members from STP. The charge of this task force should be to serve as an advocacy and recommending group concerning STP relations with APA.

2B) The President-elect should attend one of the semi-annual (Fall or Spring) APA Consolidated Meetings. The current President-Elect was able to attend the Fall 2000 meeting under the current funding for the position; however, the Executive Committee should consider allocating additional funds for the President-Elect if necessary for attending an APA consolidated meeting.

2C) The Executive Director should maintain a list of current and past STP officers and other interested individuals who may serve as a pool of potential candidates for APA appointments. The STP Elections and Appointments Committee should periodically examine this list of potential candidates and make contacts with these individuals and others who might inform the committee’s decisions to forward candidates for appointment to APA boards.

#3 GRADUATE STUDENT RELATIONS TASK FORCE REPORT

The first recommendation of the task force provides a structure for greater participation by graduate students in STP. The LRPC discussed the desirability of addressing the needs of both graduate students and faculty early in their careers who are potential members of STP. The LRPC recommends scheduling one hour of programming at the 2002 APA Convention to focus on graduate students and preparing future faculty (see recommendation 9D). The LRPC also recommend that the task force should be continued and referred to as the Graduate Student and Future Faculty Task Force; ultimately, this task force should become a standing committee of STP and its chair should be granted voting privileges on the Executive Committee. During discussion of this item, the LRPC discussed inviting TOPSS and PT@CC (currently, the Community College Working Group) to appoint representatives as nonvoting members of the STP Executive Committee.

3A) For the next five years, STP should maintain and fund the current task force, renaming it the Task Force for Graduate Students and Future Faculty:

1) The Chair of this task force should be a graduate student and a member of the Executive Committee. There is strong sentiment among members of the LRPC that the Chair of this task force should ultimately be
approved as a standing committee of STP and that its chair should be provided voting privileges on the Executive Committee.

2) The task force would include a faculty representative who would serve as a mentor for the committee.

3) Funding should be set at $2000.00 per year for the first two years. The funding would be used to support travel expenses of the task force chair to attend the annual Executive Committee meeting at the APA conference and other task force initiatives (e.g., mailings and recruitment efforts).

4) The task force should be charged with building upon the recommendations in the current task force report, particularly those involving recruitment, communications, and electronic networking.

5) The LRPC was impressed with the scope of what the task force proposed, but we would discourage the task force from focusing on the following recommendations in the report that either appear to be redundant with current STP activities and/or are operationally challenging for the early years of this task force: developing an online journal, regional conference display boards, job listings, mentoring awards, and a directory of web sites in psychology.

6) The LRPC recommends that the task force approach the director of OTRP’s mentoring service (currently, Drew Appleby) to extend the activity of this service for graduate students. The director of the mentoring service should consider redesigning this service to focus on identifying local or regional mentors that can serve more directly the needs of graduate students and faculty early in their careers.

7) The LRPC liked the task force’s idea of providing awards to mentors but would prefer to offer these awards to departments instead of individuals (refer to recommendation 8C).

3B) STP should formally invite TOPSS and PT@CC to send representatives who would serve as nonvoting members of the STP Executive Committee.

#4 POSTER COMPETITION TASK FORCE REPORT

Historically, STP has supported regional teaching conferences. Instead of providing direct financial support, regional teaching coordinators had suggested the poster award competition to make STP more visible, help increase STP membership, and stimulate attendance at the conferences. The task force was charged with revisiting the conference poster competition process currently in place. At issue is whether limitations should be placed on the awards and the minimum number of posters necessary for STP to sponsor the competition at a conference.

The LRPC believes that the poster award competition provides visibility for STP at the regional and teaching conferences and is a source of recruitment of future leaders in STP (e.g., poster winners). Now that the office of Executive Director has been established, the Membership Chair is free to assume the responsibility of directing the poster award competition as a recruiting campaign.

4A) The LRPC recommends that the STP poster competition be continued, that the responsibility for implementing the poster competition be shifted from the Associate Program Chair to the Membership Chair, and that the Membership Chair collaborate with CTUP coordinators and regional representatives to implement the competition. LRPC also recommends that the President-elect contact poster award recipients to invite them to participate in STP task forces or special initiatives.
#5. TECHNOLOGY TASK FORCE REPORT

The technology task force’s Recommendation #1 was to "use the expertise of STP members to help teachers select and employ hardware and software for teaching purposes." Mentoring on technology over a distance is difficult. Most teaching faculty appear to have immediate needs ("just in time") that may not fit a mentoring model that can be accomplished successfully by STP. A discussion list might be more appropriate, but the moderated nature of PsychTeacher may not work for this type of list; moderators would need to build in the expectation for list posters that responses on technology need to be sent to the individual requesting specific information and not to the entire list. This is a good idea, but technology mentoring is resource-intensive. Immediate mentoring is more likely to occur within a campus environment where individuals may receive help with institutional-specific hardware or software problems. One suggestion was to pilot a bulletin-board format through a page on the STP web site.

The task force’s Recommendation #2 is to “expand the STP web site to include a list, stratified by course, that provides a link to course-specific web resources.” This service would be very labor-intensive, would require periodic update, and may be redundant with initiatives of Merlot, an organization that is currently interested in setting up relationship with organizations like STP.

Recommendation #3 from the task force is to "adopt, expand, and sustain the P3 effort to develop regional newsgroups and/or web-based current events and information listings.” This appears to require the need for regional coordinators. STP’s experience with regional coordinators is spotty.

Recommendation #4 from the task force is to "offer workshops at major conferences and on-line to address technology-related skills and techniques.” James Madison University attempted this type of workshop and experienced a reduction in attendance from other workshops broader in their teaching scope. Regional conference coordinators already have technology-based sessions. It appears to be more effective to incorporate sessions of technology in broader teaching conferences than to develop workshops specific to teaching technology.

The task force provided several additional topics in Recommendation #5. The Executive Committee should consider supporting technology projects of the nature described by the task force. However, the STP Executive Committee is probably in a better position of providing support for technology initiatives brought by technology experts to the committee than being the initiators and developers of such proposals. One such technology expert is Web-CT, an organization that may collaborate with STP to provide teaching technology services. The Education Directorate is developing policies on technology such as intellectual property rights; we should avoid duplicating their efforts, especially considering that the Education Directorate has more expertise and resources to devote to this issue.

5A) STP should establish a pilot project, inviting members of the Technology Task Force or other interested STP members to serve as technology mentors. An announcement of this mentoring service would be sent via PsychTeacher and ToPNEWS-Online. This announcement would be linked to an STP or OTRP Bulletin Board web site where individuals could pose questions to the mentors. The mentors could monitor use of this service to determine if and how this service could be expanded.

5B) The “Computers in Teaching” section of Teaching of Psychology should be renamed “Technology in Teaching” to encourage dissemination of the type of information recommended by the Technology Task Force.

5C) STP should contact Merlot to investigate how similar their mission is to Recommendation #2 from the task force and, if so, to explore collaborations with Merlot.
5D) STP should approach organizations such as Web-CT to consider the feasibility of future collaborations related to technology.

5E) The coordinators of the STP Assessment Conference should incorporate sessions on the assessment of the pedagogical effectiveness of technology.

5F) The LRPC commends the APA Education Directorate for its past support of the P3 initiative and for its continued support of offshoots of this initiative, particularly its financial support of the upcoming assessment conference. The LRPC also commends the Education Directorate’s initiatives in developing collaborations across levels of educational settings such as their advocacy for the Education Leadership Conference. LRPC welcomes future collaborations between STP and the APA Education Directorate that will maintain the spirit of the P3 initiative.

5G) STP should consult the Education Directorate on policy-related technology issues.

#6. INSTRUCTIONAL RESOURCE AWARDS

The Instructional Resource Awards (formerly known as Instructional Research Awards) currently have two listed purposes: (1) to develop and distribute teaching-related materials/resources via OTRP, and (2) to encourage instructional research on the teaching of psychology, to be distributed through OTRP. The LRPC believes that neither of the names that have been used for these awards adequately reflects the purpose of the awards as it pertains to developing products to be distributed through OTRP. The current purpose of the awards may also be unclear as to the type of teaching resources, teaching research, and teaching scholarship for which the awards are targeted.

6A) LRPC recommends a name change for these awards from “Instructional Resource Award” to “OTRP Development Grant” to better reflect the true purpose of the awards as a mechanism for developing materials for distribution via OTRP. The OTRP Executive Director will continue to receive and review the final product funded by these grants to evaluate their acceptability for publication, in whole or in part, through OTRP.

6B) The OTRP Executive Director should review the stated purpose and criteria for these awards and should recommend changes that may clarify these statements to promote appropriate applications for these awards.

#7. BILL HILL’S POSSIBLE PRESIDENTIAL THEME: "BUILDING CONNECTIONS"

Bill Hill is considering "Building Connections" as his presidential theme. With whom should STP build connections? Which organizations are most strategically linked to our mission? We cannot overextend our outreach and may need to strategically select one or a few organizations per year/initiative.

The LRPC discussed Dave Johnson’s current theme, "Uniting Teaching and Scholarship" and the fact that the American Association for Higher Education (AAHE) and its connections to the Carnegie Foundation and Pew Charitable Funds would be a logical extension of STP’s current initiatives. This outreach can serve our members by providing STP opportunities to increase the visibility of STP and its initiatives, recruit members who are connected to AAHE but not STP, build linkages with educators across disciplines, keep STP abreast of trends in higher education, share resources with deans and directors of faculty teaching centers, network with organizations that sponsor grants and funding, and share and learn methods of assessment related to the scholarship of teaching. Some STP initiatives have already received funding from Carnegie and Pew. Increasing our connections with AAHE could increase the probability of obtaining future funding from these organizations.

Another organization that is strategically linked to current STP initiatives is Project Kaleidoscope. Jane Halonen (Past President) and Bill Hill (President-elect) will attend the 2001 Summer Institute sponsored by this organization. The LRPC also sees the
value of maintaining our collaborations with APA (particularly the Board of Educational Affairs, the Education Directorate, and the Education Leadership Conference) and APS.

7A) **STP should commit for a two-year period to sending one or more representatives to AAHE conferences and to explore and initiate connections. This initiative should be funded at $2000 per year for the next two years to support travel costs for the designated STP representatives.**

The STP President and President-Elect should attempt to select members who may develop presentations at AAHE conferences and to develop grant proposals for the Carnegie and Pew Foundations. Criteria for success of this outreach may include (1) dissemination of information to our members that is collected by the STP representatives through the AAHE conferences and networks; (2) invited articles from AAHE members that appear in STP publications, (3) tangible measures of interdisciplinary linkages that result from the networking of STP representatives through AAHE (e.g., web links connecting our web site to sites of other disciplines), and (4) development of grant proposals to Carnegie and PEW for STP initiatives.

7B) STP should expand opportunities to collaborate with Project Kaleidoscope.

7C) STP should maintain its collaborations with APA, particularly as they pertain to education (e.g., the Education Directorate, the Educational Leadership Conference, the Board of Education Affairs) and with APS.

#8. PREPARING FUTURE FACULTY

Many groups have approached STP for funding and/or co-sponsorship on preparing future faculty initiatives (e.g., the APA pre-conference workshop; the workshop linked with summer NITOP; APA’s Preparing Future Faculty Task Force).

The LRPC encourages STP to identify models for training future faculty and to recognize excellence in such programs. Four departments of psychology have recently received grants to create faculty preparation programs: Miami University of Ohio, University of Colorado at Boulder, University of Georgia (College of Education), and the University of New Hampshire. STP may be able to identify other colleges through PsychTeacher, TIPS, and ToPNEWS-Online who have developed models of teacher training. There is a Journal of Graduate Teaching Assistant Development that is interdisciplinary and may serve as a source for contacting such programs in psychology. In the STP hospitality suite during the 2001 APA Convention, Jane Halonen will assemble a group interested in preparing future faculty initiatives (to include representatives from CTUP and coordinators of the APA pre-conference workshop on preparing future faculty).

8A) **STP should collaborate with other organizations involved in initiatives for preparing future faculty. STP should invest resources to endorse, facilitate, co-sponsor, develop, and, when feasible, fund such initiatives.**

8B) For the 2002 APA Chicago conference, STP should approach graduate institutions with formal teacher training programs to offer a symposium on developing model programs for preparing future faculty in psychology (also refer to recommendation 9D).

8C) STP should explore the feasibility of offering an award or other form of recognition to graduate schools that offer model programs in preparing future faculty. If created, the Task Force for Graduate Students and Future Faculty (proposed in recommendation 3A) should be charged with developing a procedure for identifying and evaluating model programs.

#9. 2002 APA CONVENTION IN CHICAGO
Starting with the 2002 APA convention in Chicago, the format for programming of sessions will be changed. The convention will be shorter in duration (by a full day or more), and there will be thematic clusters of programming involving multiple divisions. These changes will significantly reduce the amount of hours devoted to STP programming. At the time of the LRPC meeting, we were uncertain how many programming hours STP would retain and how the thematic clusters would be integrated with our former programming hours. The LRPC attempted to prioritize our perceived needs for programming to facilitate the Program Chair’s, the Cluster Coordinator’s and the Program Committee’s planning for the 2002 convention.

9A) For the 2002 APA Convention, in which there will be a reduction of programming hours from previous years, the LRPC believes that the following programming hours should be retained: Social hour, Presidential address, Business meeting.

9B) The Program Chair and Program Committee should schedule either one or two invited addresses to be funded at $1000 per address. First priority should be given to inviting a speaker who can provide an interdisciplinary presentation. Second priority should be to retain the Harry Kirke Wolfe lecture using an hour of STP programming time if this lecture would otherwise be dropped due to the reduction in total programming hours at the convention.

9C) The LRPC recommends that we change the current tradition of programming two 2-hour poster sessions to programming three 1-hour poster sessions. This would help reduce overall programming hours but would expand the number of potential submissions that could be accepted as posters.

9D) The Program Chair should devote one hour to programming that focuses on graduate students and preparing future faculty (Refer to sections #3 and #8).

9E) The LRPC recommends dropping the “Live from...” demonstration hour for the 2002 Chicago conference. Attendance at this session has dropped over the years, and the poster sessions still provide opportunities for the type of demonstrations that have appeared in previous “Live from...” sessions.

9F) The Program Chair should consider creative ways of providing time for the Executive Committee meeting so that no more than three programming hours are used for this meeting. This may require using the hospitality suite or scheduling portions of the meeting at hours that are not charged towards programming hours (e.g., 8 AM for previous conventions) to permit the Executive Committee to conduct its business (which traditionally requires four hours of meeting time).

#10. PUBLICIZING STP

STP’s greatest achievements may not be well known to psychology teachers and teachers in other disciplines. STP should publicize the ways we “give psychology away” through OTRP, our web site, P3 initiatives, etc. Many of our current initiatives such as teaching scholarship may be of interest to readers of publications such as the APA Monitor, APS Observer, Chronicle of Higher Education and the AAHE (American Association for Higher Education) Bulletin.

10A) STP should develop news releases publicizing its current activities (e.g., the scholarship of teaching) and send these releases to appropriate publications. To enhance the likelihood that publications will print articles publicizing STP’s activities, STP representatives should be selected to serve as liaisons with the editorial boards of publications such as the Chronicle of Higher Education, the AAHE Bulletin, and similar publications.
10B) STP should contact feature writers for the education section of the APA Monitor to write a feature article on how STP “gives psychology away”. STP may consider consulting with the staff of the Education Directorate to support this endeavor.

#11. RECRUITING NEW MEMBERS

Our most recent efforts to recruit new members have involved appointing specific individuals to serve on the membership committee whose charge was to recruit specific types of constituents (e.g., graduate students), but these efforts have not met with much success. The office of Executive Director will make it easier to track the success of past and future recruiting campaigns.

One former campaign that needs closure is the “member get a member” campaign, for which a travel stipend was promised but not yet awarded; the Executive Director will examine the records from the former membership chair to see if there was a clear winner for the campaign.

Direct mailing campaigns have been among our most successful recruiting campaigns. If we develop such campaigns, we need to identify appropriate mailing lists of potential new members (e.g., graduate students, community college teachers, department heads, attendees at teaching conferences) and develop mailing brochures that provide a concise and eye-catching summary of the major benefits of membership targeted to the audience receiving the materials.

Some authors of articles in *Teaching of Psychology* are not members of STP; they should be contacted and encouraged to join STP.

11A) The Membership Chair should identify something similar to a list of “top ten reasons” for joining STP and use this list in our recruiting campaigns.

11B) The Membership Chair and Executive Director should collaborate to identify a proposal for targeted direct mailings (e.g., to attendees at teaching conferences, COGDOP members and other department chairs, or other potential members) for the Autumn 2001 meeting.

11C) The Membership Chair should recruit authors of articles in *Teaching of Psychology* who currently are not STP members.

11D) The Executive Director should begin tracking the success of current and future recruiting campaigns. The Executive Director should bring to closure the “member get a member” recruiting campaign.

#12. RETAINING MEMBERS

Our membership appears to be stagnant in that we tend to lose as many members as we gain each year. Some of our past attrition may be due to the way APA Division Services and the APA Membership Office handled our APA and non-APA membership databases. Some problems may be reduced now that we have greater control over tracking our membership database through the office of the Executive Director, who has already identified some sources of problems with APA’s prior management of the STP databases. The Executive Director now manages our non-APA membership database and processes new members. The APA Membership Office will continue to manage the database for members of APA Division Two (STP). The Executive Director is in a better position than former STP Membership Chairs to coordinate both databases to track current members, to encourage members to renew, and to contact non-renewing members for feedback concerning their reasons for not renewing. We also need to track the impact of our arrangement with APS (to offer our journal at reduced rates) on retention of STP members who are members of APS.

12A) The STP President should contact Presidents of other divisions to assess the extent to which other divisions have experienced membership-related difficulties that are traceable to APA’s management of division membership databases. The
LRPC recommends that the STP President encourage these Presidents to send a joint letter to the APA Board of Directors, Executive Director, and President identifying the difficulties divisions have faced with their memberships that are traceable to inefficiencies in APA procedures.

12B) In order for the Executive Director to track membership-related difficulties, the Executive Director should request from APA an electronic list of the names of our members to be sent on no less than a quarterly basis to the STP Executive Director.

12C) The Executive Director should begin tracking the success of current and future retention campaigns.

#13. NEWSLETTER

The LRPC examined a version of the newsletter published by Division 7, which is distributed to its members electronically in PDF format. Adopting a similar format for our newsletter would save money in printing and distributing our newsletter, but it would not necessarily be accepted by some of our members who are uncomfortable with computer technology. The Publications Committee may be in a better position to explore this issue further (e.g., to contact other divisions who have considered or adopted electronic newsletters, to assess the relative advantages and disadvantages of shifting to an electronic newsletter).

13A) The LRPC recommends that Publications Committee discuss and develop recommendations for the future of the STP newsletter.

#14. PROCEDURE FOR LRPC MEETINGS

The LRPC discussed the value of formalizing a procedure to start its annual meeting of planning for the future of STP. To assist in maintaining the continuity of STP and to bring closure to past initiatives, the LRPC should spend some time assessing achievements of past accomplishments (e.g., reviewing archives of minutes that goes beyond a simple restatement of STP’s history, assessing success of prior initiatives).

14A) Prior to the meeting, all members of the LRPC should consult the archive of past LRPC minutes on the STP web site (refer to section #15).

14B) The meeting should begin with the Past-President reviewing initiatives from that person’s term of office.

14C) The President should then review ongoing initiatives during the current term of office.

14D) The Chair of the LRPC would take responsibility for summarizing the assessment of past and current initiatives and for providing a summary of “lessons learned” from these initiatives. This assessment would then be reflected in the minutes of the meeting so that future members of LRPC would benefit from this historical record.

#15. FUTURE PRESIDENTIAL THEMES

The LRPC encourages future Presidents to assist in the continuity of STP’s purpose by familiarizing themselves with the history of STP initiatives and examining the most recent long-range planning documents. There appears to be pressure on Presidents-elect to identify a theme that is distinct from previous Presidential themes. But some Presidential themes may be of sufficient scope and importance that it would be logical for a President-elect to continue pursuing the current President’s theme for the following year.

15A) In order that future Presidents assist in the continuity of STP’s purpose, LRPC recommends the following:
1) The minutes of LRPC meetings should be archived on the STP web site in a location that would be accessible to nominees and candidates for the office of President to familiarize them with the history of STP. Nominees and candidates should be informed of this site and encouraged to consult these materials to assist them in the decision to run for office and in writing the candidate statement.

2) Presidential candidates and the President-elect should not be required to identify a theme and may prefer to continue themes initiated by past Presidents.

3) The President-elect’s presence at the first LRPC meeting should be presented as an opportunity to socialize the President-elect into the culture of STP’s purpose and to provide support to the President-elect in developing a theme if so desired for the term of office as President.

4) Any theme selected by a President-elect should complement ongoing STP themes and should not disrupt the momentum of the organization’s current initiatives.

**SUMMARY OF RECOMMENDATIONS FOR EXECUTIVE COMMITTEE APPROVAL**

1A) An Associate Director of OTRP should be selected as soon as possible; this position should receive funding of $500 to attend the annual Executive Committee meeting.

1B) *Teaching of Psychology* should publish an annual invited featured article that focuses on the scholarship of teaching.

1C) STP should establish three awards for the scholarship of teaching, a Distinguished Career Award, a Dissertation Award, and an Early Career Award. The Distinguished Career Award should be honorary and include submission of the recipient’s teaching portfolio to OTRP. A task force should be formed to review previous task force recommendations and to establish criteria and a procedure for bestowing these awards. The Fund for Excellence should explore options for funding the Dissertation and Early Career awards.

2A) The LRPC recommends that the APA Relations Task Force be extended for two more years, to include at minimum the CODAPAR representative, Council representatives, and any official BEA members from STP. The charge of this task force should be to serve as an advocacy and recommending group concerning STP relations with APA.

2B) The President-elect should be funded to attend one of the semi-annual (Fall or Spring) APA Consolidated Meetings. The current President-Elect was able to attend the Fall 2000 meeting under the current funding for the position; however, the Executive Committee should consider allocating additional funds for the President-Elect if necessary for attending an APA consolidated meeting.

3A) For the next five years, STP should maintain and fund the current task force, renaming it for the period the Task Force for Graduate Students and Future Faculty:

1) The Chair of this task force should be a graduate student and a member of the Executive Committee. There is strong sentiment among members of the LRPC that the Chair of this task force should ultimately be approved as a standing committee of STP and that its chair should be provided voting privileges on the Executive Committee.

2) The task force would include a faculty representative who would serve as a mentor for the committee.

3) Funding should be set at $2000.00 per year for the first two years.

4) The task force should be charged with building upon the recommendations in the current task force report, particularly those involving recruitment, communications, and electronic networking.
3B) STP should formally invite representatives from TOPSS and PT@CC as nonvoting members of the Executive Committee.

4A) The LRPC recommends that the STP poster competition be continued, that the responsibility for implementing the poster competition be shifted from the Associate Program Chair to the Membership Chair, and that the Membership Chair collaborate with CTUP coordinators and regional representatives to implement the competition.

5A) STP should establish a pilot project, inviting members of the Technology Task Force or other interested STP members to serve as technology mentors.

5B) The “Computers in Teaching” section of Teaching of Psychology should be renamed “Technology in Teaching” to encourage dissemination of the type of information recommended by the Technology Task Force.

6A) LRPC recommends a name change for these awards from “Instructional Resource Award” to “OTRP Development Grant” to better reflect the true purpose of the awards as a mechanism for developing materials for distribution via OTRP.

7A) STP should commit for a two-year period to sending one or more representatives to AAHE conferences and to explore and initiate connections. This initiative should be funded at $2000 per year for the next two years to support travel costs for the designated STP representatives.

8A) STP should collaborate with other organizations involved in initiatives for preparing future faculty. STP should invest resources to endorse, facilitate, co-sponsor, develop, and, when feasible, fund such initiatives.

9A) For the 2002 APA Convention, the LRPC believes that the following programming hours should be retained at all costs: Social hour, Presidential address, Business meeting.

9B) The Program Chair and Program Committee should schedule either one or two invited addresses to be funded at $1000 per address. First priority should be given to inviting a speaker who can provide an interdisciplinary presentation. Second priority should be to retain the Harry Kirke Wolfe lecture using an hour of STP programming time if this lecture would otherwise be dropped due to the reduction in total programming hours at the convention.

9C) The LRPC recommends that we change the current tradition of programming two 2-hour poster sessions to programming three 1-hour poster sessions.

9D) The Program Chair should devote one hour to programming that focuses on graduate students and preparing future faculty.

9E) The LRPC recommends dropping the “Live from...” demonstration hour for the 2002 Chicago conference.

9F) The Program Chair should consider creative ways of providing time for the Executive Committee meeting so that no more than three programming hours are used for this meeting.

10A) STP should develop news releases publicizing its current activities (e.g., the scholarship of teaching) and send these releases to appropriate publications. To enhance the likelihood that publications will print articles publicizing STP’s activities, STP representatives should be selected to serve as liaisons with the editorial boards of publications such as the Chronicle of Higher Education, the AAHE Bulletin, and similar publications.

= = = = = = End of report
The Long-Range Planning Committee (LRPC) of the Society for the Teaching of Psychology (STP) held its annual mid-year meeting in Jekyll Island, Georgia on March 8-9, 2002. Members in attendance were Donna Duffy, James Freeman (Chair), Bill Hill, David Johnson, Maureen McCarthy, Linda Noble, and Thomas Pusateri. The committee members thank Bill Hill and Linda Noble for their hospitality and for providing transportation to and from the airport.

The charge of LRPC is to review STP’s programs, to discuss how STP can improve its operations, and to consider additional ways in which STP can better serve teachers of psychology. Prior to each meeting, LRPC solicits input from STP officers, members of the Executive Committee (EC), task force chairs, and STP membership concerning issues to be addressed. We thank members of STP Standing Committees, Task Forces, and Officers who provided reports:

- Elections and Appointments Committee, Neil Lutsky, Chair
- Graduate Student and Early Faculty Relations Task Force, Patti Price, Chair
- Membership Task Force, Rik Seefeldt, Chair
- Preparing the New Psychology Professoriate Task Force, Bill Buskist, Chair
- Task Force on the Scholarship of Teaching, Bill Addison, Chair
- Jane Halonen & Val Whittlesey, Co-Coordinators, APS/STP Teaching Institute
- Janet Carlson, OTRP Director
- Linda Noble, President-Elect: Preliminary data from STP’s recent membership survey
- Maureen McCarthy, Departmental Consulting Service: Annual Report
- Norine Jalbert, Fellows Chair
- Ruth Ault, Treasurer: Budget Report
- Thomas Pusateri, Executive Director: Annual Report

This report summarizes the discussions and recommendations made by LRPC during its meeting. Following the summary of each topic are specific recommendations. Some recommendations are general and directed to specific questions raised by an STP Officer, Standing Committee, or Task Force. These recommendations are provided for information purposes and do not require a vote by the EC. **Formal recommendations for review by the EC are in boldface** in the body of the report and are summarized at the end of the report. Because LRPC is an advisory group only, all formal recommendations require final approval by STP’s Executive Committee (EC). As in the past, the STP President (Bill Hill) will distribute the report to the EC and solicit feedback and discussion concerning LRPC’s recommendations prior to asking for formal approval. Any recommendations that elicit strong controversy will be deferred until the annual meeting of the EC at the 2002 APA Convention.

The LRPC also reviewed the current STP Bylaws and completed a preliminary draft of revised Bylaws for final review by the STP Task Force on Bylaw Revision. In addition to incorporating previously approved changes by the EC, the draft includes suggested wording for additional changes proposed by this year’s LRPC, if approved by the Executive Committee.

### #1. STP MISSION STATEMENT AND VISION STATEMENT

LRPC drafted a mission statement to be incorporated in the revised by-laws and a vision statement for STP.
1A) **LRPC recommends the following Mission Statement for STP be incorporated in the bylaws revision replacing the current purpose statement:** “The Society for the Teaching of Psychology advances understanding of the discipline by promoting excellence in the teaching and learning of psychology. The Society provides resources and services, access to a collaborative community, and opportunities for professional development. The Society also strives to advance the scholarship of teaching and learning, advocate for the needs of teachers of psychology, foster partnerships across academic settings, and increase recognition of the value of the teaching profession.”

For comparison, the current bylaws state: “The purposes of the organization shall be: to foster superior education and to promote excellence in the teaching of psychology, wherever it occurs; to facilitate the execution, communication, and application of research on the teaching of psychology; to disseminate information on curricula, advising, methods, and technology designed to facilitate such teaching; to promote continuing education programs for improving the teaching of psychology; to contribute to public recognition of the professionalism and dedication of teachers of psychology; and to encourage collaborations among teachers in the service of these goals.”

LRPC prepared a draft of a vision statement for STP. Discussion focused on how to represent the “discipline of psychology.” Should we confine our vision statement to psychology as a “scientific discipline” or should we include the “practice of psychology?” LRPC recommends focusing on “educational settings” rather than on the distinction between science and practice because teachers regularly confront both science and practice issues in their classrooms.

1B) **LRPC recommends the following Vision Statement for STP:** “The Society of the Teaching of Psychology is the internationally recognized organization that advances the teaching and learning of psychology across educational settings.”

#2. GRADUATE STUDENTS AND EARLY FACULTY TASK FORCE REPORT

The Graduate Students and Early Faculty Task Force is in its third year, and it will continue for at least another year. LRPC discussed the future of the Task Force in the context of recruiting and retaining members. Although the majority of STP members work at four-year colleges and universities, students constitute approximately 14% (n=431) of STP’s current membership. In contrast, fewer than 6% (n=166) of our members are high school teachers and about 10% (n=308) are in community colleges. High school teachers are already represented by another teaching-oriented organization (TOPSS) within APA. Soon, community college teachers will have their own teaching-oriented organization (PT@CC) within APA that focuses on their interests. STP missed past opportunities to take a national leadership role in developing associations like TOPSS and PT@CC under STP’s umbrella. Although STP currently benefits from our partnerships with TOPSS and PT@CC, these organizations may be in a better position to address specific needs for their constituents.

In comparison, graduate students may join two existing student organizations, one in APA (APAGS) and one in APS (APSSC). However, neither of these organizations focuses on the training of future teachers. Many student members of STP are currently engaged in teaching psychology but have no current organization (similar to TOPSS & PT@CC) advocating for their interests. Compared to high school teachers and community college teachers, graduate students are transient, so there is unlikely to be a teaching organization emerging from this constituency that will focus on the specific needs of these future teachers of psychology.

The future of STP may depend on the success of recruiting new members from graduate students. Other organizations (e.g., NSF, APA’s Education Directorate) have recently devoted
considerable attention to preparing future faculty. LRPC recommends that STP take a leadership role in developing future faculty in psychology by establishing an association within STP for graduate students rather than waiting for another group to take this initiative as happened with both high school and community college teachers in the past. A number of other APA divisions already have such associations to advance connections with graduate students. The development of a student association within STP may also help STP develop better connections with APAGS and APSSC. Including a student voice is also consistent with the STP mission and vision statements recommended by LRPC. Such an association would directly address a well-defined group of teachers “in an educational setting” and a group that may have the greatest need for teaching resources and mentoring.

2A) **LRPC recommends the establishment of a Graduate Student Teaching Association of STP to replace the Graduate Student and New Faculty Relations Task Force.** STP could use the current budget allocated to the Graduate Student and New Faculty Relations Task Force for the establishment of this association, and the Executive Committee could review its future budget as is done with other committees. If the EC supports the establishment of the association, the LRPC suggests the following bylaws change incorporating this association into our organization: “There shall be a Graduate Student Teaching Association of the Society. The Association shall be charged with promoting the transition and retention of future psychology teachers through communication and networking among graduate students. The Association shall be led by a Steering Committee comprised of a Chair, an Associate Chair, a Faculty Advisor, and at least four at-large members appointed by the President with the approval of the Executive Committee. The Chair and Associate Chair shall be graduate students and serve a term of one year. Ordinarily, the Associate Chair shall succeed the Chair. The Faculty Advisor shall serve a three-year renewable term.”

One issue of discussion among the EC has concerned whether the Chair of a STP Graduate Student Association should be a voting member of the EC. Part of that discussion focuses on the fact that we do not give voting status to representatives from TOPSS or other organizations such as CUPP or CTUP. Unlike the Graduate Student Teaching Association, these organizations have a significant voice either within APA (e.g., TOPSS and in the future PT@CC) or as an independent organization. If the EC approves the Graduate Student Teaching Association, it would be as a formal group within STP. Because of its importance to the future of STP, LRPC recommends that the association, if approved, have voting status on the EC. Further, because of the importance of the relationship between STP and organizations such as TOPSS and PT@CC, the LRPC recommends that STP formalize these connections by explicitly inviting these organizations to send liaisons to the annual STP EC meeting who will participate the way liaisons participate on APA Boards.

2B) **LRPC recommends the Chair of the Graduate Student Teaching Association should be a voting member of the EC.**

2C) **LRPC recommends STP should invite existing organizations that are similar in mission and external to STP to appoint one representative per organization to attend the annual STP EC meeting and join in its discussions as a nonvoting participant.**

#3. PREPARING THE NEW PSYCHOLOGY PROFESSORIATE TASK FORCE REPORT

The graduate student, new professoriate, and diversity task forces have continued for several years as “one-year, renewable” task forces. At this time, LRPC does not recommend that the New Psychology Professoriate Task Force become a Standing Committee, as suggested in the task force report. The charge of this Task Force is more “initiative oriented” whereas Standing
Committees perform integral functions of the Society. However, LRPC does see the need to continue the Task Force at least for the next few years.

In addition to continuing STP funding for the task force, considering the numbers of organizations interested in developing future faculty, the task force should aggressively search for and obtain external funding to cover some of its operating expenses. The task force might also consider charging a nominal fee for individuals using its services.

3A) **LRPC recommends that the New Psychology Professoriate Task Force continue for a minimum of three years and that LRPC shall re-evaluate this Task Force in 2005.** LRPC recommends $3000 funding for the next three years with the expectation that the Task Force will successfully locate supplemental external sources of funding.

The Task Force suggested the development of a 5-day teaching institute for graduate students, and LRPC encourages the Task Force to investigate this possibility further. An institute of this magnitude probably would require external funding (e.g., from APA or NSF). LRPC suggests the Task Force consider the reality that conference participation in general has recently declined. In addition, the suggested location for the institute may not be readily accessible to potential participants. The Preparing Future Faculty (PFF) initiative is not unique to psychology, so the Task Force may be able to work with PFF organizations in other disciplines to develop a teaching institute with some days devoted to general PFF issues and one or two days focused on break-out sessions for specific disciplines. This would be similar to NSF’s high school institutes. LRPC is also concerned that STP has not yet established a strong track record of significant participation in pre-conference workshops to necessarily justify a workshop of this magnitude for psychology graduate students alone. Perhaps the Task Force could obtain feedback from participants in those conferences that may help it design the proposed institute.

The Task Force also recommended establishing an award for Excellence in Teacher Training that would honor worthy graduate programs. Conceptually this is a good idea. However, we would need to establish appropriate criteria and review procedures before proceeding with this idea. LRPC recommends that the Task Force contact Paul Nelson in the Education Directorate for help in identifying graduate programs that have programs in graduate teacher training. This type of information might be useful for APA to include in upcoming editions of *Graduate Study in Psychology* rather than establishing an additional award program.

The task force recommended forming a liaison with Professional and Organizational Development (POD). This organization’s membership focuses primarily on faculty development centers at four-year institutions. Several graduate institutions have information concerning their faculty development centers as part of their institutions’ Web sites. LRPC encourages the task force to contact POD and seek additional information from graduate institutions that include faculty development centers.

**#4. INTERNET ISSUES**

The Internet Editor and STP President received requests to consider linking Web sites that conduct Internet-based research studies to the STP or OTRP Home Pages. LRPC discussed some concerns about the perception that we are implicitly endorsing such research by posting links on the STP Web site. Even if such research had IRB approval from a local institution and we included a disclaimer statement, the perception of STP endorsement may exist. Also, what is the direct connection between teaching and access to these research sites? Therefore, LRPC does not support establishing criteria for approval of research links or a mechanism for reviewing requests for links. Periodically, STP may develop its own surveys of members, but the oversight for other people's research is problematic. APA has a separate office that reviews surveys prior to releasing their membership list; STP currently does not have this mechanism.
The original request that prompted this discussion focuses on research requiring faculty as participants. We have no control over which individuals visit STP's Web site, so there are quality control issues for the sample. LRPC suggests that individuals seeking psychology faculty as participants in research post an announcement on PsychTeacher and not be provided a link on our Web site. The Web site is a formal mechanism that represents STP, whereas PsychTeacher is a more informal mechanism. An email post is the responsibility of the individual who posts the message rather than STP.

These requests suggest that STP should develop a policy for posting materials and links on the STP Web site. LRPC recommends that the Publications Committee develop a policy for determining content that may appear on the STP Web site. LRPC further recommends that the Chair of the Publications Committee and the Internet Editor should revitalize the Internet Advisory Committee to be a strongly functioning agency to address these questions (such as links to other Web sites, the content of ToPNEWS-Online, e-books, etc.). The Internet Advisory Committee should report to the Publications Committee on relevant issues.

#5. ARCHIVING STP RECORDS

LRPC discussed the recommendations of the Publications Committee concerning a Web-based archive of STP policies, procedures, and formal EC actions. STP would benefit from an online organizational handbook that would include our current bylaws and would provide operating procedures for standing committees and other standing groups within STP. This handbook can be updated without bylaws changes. The archive could also include a location for job descriptions for officers, directors, and editors. The Secretary should assume the task of requesting and collating these materials. There is currently no permanent record summarizing Executive Committee votes and approved policies and procedures. This record could also be collated by the Secretary and included at this online site.

5A) *LRPC endorses the recommendations of the Publications Committee for the Secretary to collate information and develop a Web site in collaboration with the Internet Editor, particularly for officer use, that is searchable and that contains an archive of the policies, procedures and recommendations already voted upon and passed by the Executive Committee.* The Secretary should have an annual summary available for the August EC meeting and subsequent posting to the STP Home Page. The Secretary should collaborate with the Past Presidents and Standing Committee Chairs to create the initial Web page that will summarize previously approved or established recommendations and policies by early in 2003.

#6. MEMBERSHIP ISSUES

The report submitted by the Task Force on the Membership Committee endorses what LRPC recommended in last year's report. With the establishment of Executive Director, STP no longer needs an independent standing committee on Membership as currently exists in the STP bylaws. Rather, because the Executive Director maintains membership records and coordinates member renewals, STP would benefit from a standing committee that focuses on recruiting and public relations. This standing committee will plan, direct, and evaluate Society recruitment and public relations efforts. These efforts may be done in collaboration with other existing Standing Committees and task forces of the Society.

6A) *LRPC endorses the recommendations of the Membership Committee Task Force to rename the current Membership Committee as the Recruiting and Public Relations Committee.*

Periodically, the Executive Director receives requests to share the mailing or email addresses of our members. APA reviews all such requests prior to releasing our list of APA members, but we
have no current mechanism for determining whether we should release information about our non-APA members. STP should continue to support distribution of our list for announcements by conference coordinators and recognized groups that are in the business of advancing the teaching of psychology. As APA does, we should require an electronic copy of their material, and the ED should consult with the STP President prior to releasing our list.

6B) LRPC recommends that STP should affirm the privacy of our membership list, as recommended in an earlier LRPC report, and set a published policy for distributing our non-APA membership list similar to APA’s policy for distributing the list of the Society’s APA members. The Executive Director should develop the policy for review and approval by the EC. The policy should require individuals making such a request to provide a copy of their material, and the ED should consult with the President prior to releasing our list of non-APA members of the Society.

LRPC addressed some other membership-related issues. LRPC does not recommend that the Executive Director consider purchasing and distributing recruiting materials such as STP pens. The Recruiting and Public Relations Committee should consider the value of such recruiting materials.

Some members who are retiring asked if there is a reduced membership fee for retired teachers. LRPC recommends that the Executive Director inform these individuals that STP does not have a membership category for retirees.

LRPC also discussed the possibility of reduced membership fees for individuals via joint memberships in STP and organizations such as TOPSS and PT@CC, but there is insufficient information available for LRPC to consider joint membership at this time. The Executive Director should collect data on the future possibility of joint memberships with other organizations. We also should resolve the issue of “password protected access” to our Web site prior to addressing the issue of joint memberships (see recommendation 7A below).

Finally, LRPC also discussed the possibility of offering departmental memberships in STP. LRPC is concerned that such departmental memberships might adversely affect institutional subscriptions to Teaching of Psychology. A significant reduction in the number of institutional subscriptions would have implications for our contract with Lawrence Erlbaum. If we drop below the institutional limit set by our publisher, STP would incur an expense of at least $10,000 to provide Teaching of Psychology to our members. (On a related note, members of LRPC are aware that some institutions’ libraries are eliminating subscriptions to journals. Institutions who are making such cuts may not perceive Teaching of Psychology as a “student-oriented” journal, or they may expect faculty to subscribe on their own. LRPC recommends that we track institutional subscriptions to our journals.)

6C) LRPC recommends that the Executive Committee reject offering departmental memberships to the Society.

#7. MEMBERSHIP BENEFITS

LRPC also discussed a broader issue that has arisen in the past related to public relations and the Publications Committee. Currently, the only specific benefit to our members has been a reduced individual subscription rate to our journal. This is even less compelling as a membership incentive because we now offer the same rate to members of APS who do not also become STP members when they subscribe. Most other organizations like APA and APS have restricted parts of their Web sites for members only. Non-members may visit parts of their sites to get an idea of the services provided to members, but only members can obtain access to restricted materials. Establishing a similar restriction to parts of the STP or OTRP Web pages may encourage some individuals to join STP through increasing the membership benefits.
beyond the journal subscription rate. It may also discourage members from resigning from STP if they no longer could have free access to all of our Web-based materials. Are there materials on the STP Web site that should be password protected and available only to members of STP such as our e-book and some OTRP materials? Would a password-protection policy add to the burden of Internet Editor or cause public relations issues if we shift to limiting some Web content to members only? The LRPC suggests that the Publications Committee, in consultation with the chair of the proposed Recruiting and Public Relations Committee, OTRP Director, and STP Executive Director, explore this issue and make a specific recommendation to the EC.

7A) **LRPC recommends that the Publications Committee establish a subcommittee to explore and make a recommendation whether STP should consider restricting major portions of our Web site to members-only via password protection.** The Chair of the Publications Committee, in consultation with the President, will put together a task force including the Internet Editor, the OTRP Director, a representative from the Publications Committee, a representative from the Recruiting and Public Relations Committee, and two at-large members (one with recent service on the Membership Committee) to determine whether and what should be password-protected on the STP Web site.

#8. MEMBERSHIP SURVEY

Linda Noble and Bill Hill provided LRPC preliminary data from the recent STP Membership Survey. Although the analysis of the survey data was incomplete, it was clear that members identified *Teaching of Psychology* and the Office of Teaching Resources in Psychology as the two strongest services to our members. Several comments suggested that *Teaching of Psychology* publish articles on special topics (such as teaching techniques like those published in the TOPSS newsletter or a column specifically for graduate students), but LRPC believes that these types of articles might be better suited for our newsletter. ToPNEWS-Online, the STP Web Page, and PsychTeacher have replaced some of the value of the print newsletter for our members, because both of these electronic services provide announcements to our members on a more frequent basis. Perhaps the newsletter’s content could be redesigned in the future to include topical articles that could enhance the value of the newsletter for our members.

8A) **LRPC recommends that future issues of the STP newsletter focus more on the publication of special articles of potential interest to our members and less on news items that may be distributed more readily through ToPNEWS-Online, the STP Web Page, and PsychTeacher.**

#9. CLUSTER PROGRAMMING AT FUTURE APA CONVENTIONS

The LRPC viewed the APA program, which includes Division Two’s substantive and nonsubstantive programming and the cluster programming in which Division Two is involved. Although Division Two its substantive programming reduced by 2 hours due to cluster programming, this is a lower reduction in program hours than other divisions experienced. To permit more opportunities for our constituents to meet during the convention, Division Two should aggressively use its hospitality suite for scheduling conversation hour programming in the future. This may help STP use the hospitality suite more extensively than in the past.

This year, APA has scheduled cluster programming so that it conflicts with APA programming and not with the substantive programming of divisions. LRPC is working under the assumption that APA will use a similar model next year for scheduling cluster and division programming. It would appear that the most strategic way for Division Two to proceed with future cluster programming is to develop strong programming that would attract attendance during APA’s programming.
LRPC discussed how Division Two might wish to proceed with future cluster assignments. Division Two is currently in Cluster I, which is one of the few clusters that expressed dissatisfaction with the assignment of divisions to clusters. President Hill invited suggestions for future clusters on TOPEC, which generated three suggestions and accompanying discussion: clustering with other teaching organizations (e.g., Psi Chi, TOPSS, PT@CC), clustering with research-oriented divisions (e.g., Cluster A, which included Divisions 1, 3, 6, 7, 8, and 15 in 2002), or joining different thematic clusters each year, if possible (e.g., Cluster E, which focuses on diversity). At the current time, APA does not permit divisions to list non-divisional groups (e.g., Psi Chi, TOPSS, PT@CC), although President Hill included STP’s interest in joining with these groups in a letter to APA that accompanied the survey concerning cluster assignments for 2003. If Division Two attempted to join some clusters, the President would need to proceed with diplomacy because another division might need to be dropped to make room for STP. In addition, it appears that some clusters were happy with their original assignments, so it may be difficult for Division Two to alter the alignments of those clusters. LRPC agreed that Division Two should focus on developing the best programming via clusters and should attempt to avoid the politics of aligning ourselves with clusters that would require us to ask them to drop another division. Interestingly, shortly after the LRPC meeting, STP was notified that it has been moved to Cluster A, replacing Division 8, Personality & Social Psychology.

9A) LRPC recommends that Division Two develop cluster programming at the next few APA conventions that focuses more on strong programming that will attract attendance and less on the politics of aligning with specific divisions. LRPC suggests that Division Two consider two options for future APA conventions: (a) programming focused on the teaching of psychology, inviting other teaching-oriented groups (e.g., Psi Chi, TOPSS, PT@CC) in this endeavor, or (b) developing thematic programming on teaching issues and how they pertain to whatever cluster we are assigned to in the future.

#10. STP POSTER AWARDS

LRPC examined data concerning recent STP Poster Award competitions and reviewed last year’s report from the Poster Task Force again. The number of posters submitted at conferences varies greatly, with some conferences having very low poster submissions (e.g., sometimes less than 4). The poster award does provide a public relations benefit for STP (advertising in conference brochures, announcements at conferences). However, this public relations benefit is more likely to occur at teaching conferences and less likely to occur at regional psychology conferences. Some of the regional psychology conferences have not widely publicized the awards, there are few if any mechanisms at regional conferences for honoring award recipients publicly, and the visibility of STP/CTUP programming at regional conferences varies greatly. LRPC discussed requiring a minimum number of submissions at a conference before we permit a competition for an STP Poster Award, but this may cause negative public relations at conferences that obtain too few submissions after the award has already been publicized in conference materials.

It may be time to discontinue the STP Poster Award and replace it with another mechanism that can both support excellence in the scholarship of teaching and provide public relations for STP at teaching and regional conferences. While LRPC considered replacing the poster competition with some other means of supporting conferences (e.g., a raffle, a cash bar), the committee agreed that sponsoring a keynote or invited speaker would be a more visible way that is consistent with STP’s mission to support conferences and would provide STP continued publicity in conference brochures and during the conference itself (e.g., by identifying the presentation with a designation such as STP Distinguished Teaching Address). STP could use the current $6000 budget allocated annually to the STP Poster Award for these addresses. If we decided to sponsor each address at $500 per conference, STP could support up to twelve
conferences annually. Conference coordinators could apply for this support on a first-come, first-served basis.

If the EC is in favor of this recommendation or an alternative, we could discontinue the STP Poster Award starting with conferences scheduled after the August 2002 EC meeting. However, we may need to contact coordinators whose conferences are scheduled for the last quarter of 2002 to alert them of this possibility and encourage them to use the money for an invited speaker. Otherwise, we could honor the STP Poster Awards through the end of 2002 and begin invited speakers in 2003.

10A) LRPC recommends discontinuing the STP Poster Award but continuing to support conferences and publicizing STP by sponsoring an invited or keynote speaker at selected conferences. The current budget of $6000 for the STP Poster Award would be used to support invited speakers at up to 12 conferences at $500 per conference. The funding would continue to be coordinated by the Associate Program Chair.

#11. STP BUDGET: ADMINISTRATIVE COSTS AND SERVICE TO MEMBERS

Using data provided by Ruth Ault, our current treasurer, LRPC reviewed the budget to identify how much of our budget is spent on administrative costs versus service to members. This is a recent concern because STP's financial viability has increased dramatically over the past several years. Recently, we have increased our administrative costs, for example by hiring an Executive Director and by providing travel money to additional associate chairs and task forces. We considered what might be the appropriate ratio of administrative/service spending, and are we providing sufficient services to our members? The 41% “administrative”/58% “service” split estimated by Ruth in the current budget may be somewhat misleading. Some of our “administrative” costs are also service-oriented (e.g., OTRP Director, Internet Editor, Executive Director, advocacy efforts with APA and APS). Also, one of the incentives for attracting members to administrative office is some form of compensation such as a stipend, purchasing released time, or travel money to meetings where officers can advocate for STP or develop leadership skills. However, membership might ask us to account for our administrative costs, if, for example, we request another dues increase.

11A) LRPC recommends that LRPC review STP's operating budget periodically to determine whether current budget lines are still serving us well. For example, are our administrative costs reasonable for the types of services we provide our members?

#12. TEACHING AWARDS COMMITTEE REPORT

The Teaching Awards Committee is concerned about the low number of nominations for the 2-year college award. What can we do to solicit more nominations for this and the other awards? The emergence of PT@CC may help us with this issue. STP should collaborate with PT@CC to solicit nominations from its future members just as we collaborate with TOPSS for the high school teacher award. Another possibility is to contact directly (via mail or email) our non-APA members who identified themselves as community college teachers, high school teachers, or students to inform them of the awards and encourage them to submit an application or nomination.

#13. FELLOWS COMMITTEE REPORT

The Fellows Committee had a request for an appeal of a decision from a candidate whose application was not forwarded to APA. STP currently has no mechanism for addressing appeals. We have suggested a possible mechanism in the bylaws revision to be forwarded to the
Bylaws Task Force. However, because this is an APA award, we should also consult APA's attorneys to determine how best to proceed.

#14. PRESIDENT-ELECT LINDA NOBLE’S INITIATIVES

President-elect Linda Noble outlined the following initiatives for her presidency.

- STP should continue to build on the partnerships theme, extending into next year, both strengthening the partnerships we’ve already developed and taking advantage of opportunities to build additional partnerships with organizations that share our mission. STP should seek external funding for developing and enhancing such partnerships. We thank Ginny Mathie, Jill Reich, Randy Ernst, and others who have laid the groundwork for partnerships.

- The current APA President (Phil Zimbardo) and next year’s APA President (Robert Sternberg) may provide STP with more support for our initiatives than other recent APA Presidents. Sternberg is interested in strengthening psychology’s presence and impact in public schools, and he is particularly interested in reaching out to students who are not identified as “gifted” by current standardized tests. Sternberg’s initiatives in pre-college education appear to differ from the recent national discussions on assessment and testing. STP should take advantage of opportunities to work with APA and Sternberg to support such initiatives that may support our mission and vision.

- STP should strengthen its collaborations with the APA Education Directorate. For example, STP should maintain its involvement in the Educational Leadership Conference and assist the Education Directorate in its future development of this conference. One current initiative of the Education Directorate is to address how to deliver psychology in pre-college (K through 12) educational settings. The Education Directorate may soon recommend the establishment of a “Distinguished Educator” award similar to the Science Directorate’s “Distinguished Researcher” award. STP is appreciative of the support that Barney Beins provided to us in his role in the Education Directorate, and we should encourage the Education Directorate to replace him with an individual who will continue his work.

- STP should devote some attention to the development of “pedagogies of engagement” such as cooperative learning, service-learning, and problem-based learning. How can our organization and higher education support such pedagogies, and what are the emerging models? There may be some external funding opportunities for these types of initiatives.

#15. STRATEGIC PLANNING AND THE FUTURE OF LRPC

LRPC hopes that the EC will approve the mission statement and vision statement prior to the EC meeting. The EC will probably have to spend some of its meeting time during the APA convention discussing other issues and may not have time to discuss strategic planning related to the mission and vision statements. In the near future, STP should develop a strategic plan consistent with our mission and vision statements, and LRPC should concentrate its efforts on developing a proposed strategic plan to be considered by the EC.

STP established LRPC to promote the long-term health of the organization. But, over the years, STP has grown in size and complexity. Therefore, the amount of LRPC meeting time devoted to strategic planning and brainstorming during its annual meeting has declined over the years. During recent meetings, LRPC has attempted to use STP task force reports to discuss broader issues related to the long-term health of STP rather than using its time for strategic planning and brainstorming. This has actually led LRPC to focus more on task force recommendations,
which could be immediately forwarded to the EC on the TOPEC discussion list rather than first filtered through LRPC. This leaves little time for LRPC to devote to strategic planning.

How can LRPC solicit agenda items and set aside more time for issues related to strategic planning? First, we need to avoid discussing task force recommendations unless they have long-term implications for STP. In addition, several other divisions and APA boards have mid-year meetings to handle complex issues. LRPC may need to schedule two meetings each year, one meeting during March and another meeting during the APA convention, preferably after the Executive Committee meeting. Bill Hill, Dave Johnson, and Linda Noble will write a proposal to the EC for the LRPC to meet at the 2002 APA convention in Chicago. Another possibility is for LRPC to spend some meeting time in subcommittees, as LRPC did during this meeting when it used subcommittees to address STP’s mission and vision statements and changes in STP’s bylaws.

15A) LRPC recommends that STP preserve the original mission and purpose of LRPC to serve as a strategic long-range planning committee for STP. LRPC recommends that it should begin to meet annually at APA after the meeting of the Executive Committee and devote additional time to strategic planning. The LRPC Chair and the STP President should identify appropriate agenda items prior to this meeting so that LRPC can focus on strategic planning. This meeting should include new LRPC members, if already identified, as well as outgoing members.

= = = = = End of report
SUMMARY OF LRPC RECOMMENDATIONS REQUIRING EXECUTIVE COMMITTEE VOTES

1A) LRPC recommends the following Mission Statement for STP be incorporated in the bylaws revision replacing the current purpose statement: “The Society for the Teaching of Psychology advances understanding of the discipline by promoting excellence in the teaching and learning of psychology. The Society provides resources and services, access to a collaborative community, and opportunities for professional development. The Society also strives to advance the scholarship of teaching and learning, advocate for the needs of teachers of psychology, foster partnerships across academic settings, and increase recognition of the value of the teaching profession.”

1B) LRPC recommends the following Vision Statement for STP: “The Society of the Teaching of Psychology is the internationally recognized organization that advances the teaching and learning of psychology across educational settings.”

2A) LRPC recommends the establishment of a Graduate Student Teaching Association of STP to replace the Graduate Student and New Faculty Relations Task Force.

2B) LRPC recommends the Chair of the Graduate Student Teaching Association should be a voting member of the EC.

2C) LRPC recommends SPP should invite existing organizations that are similar in mission and external to STP to appoint one representative per organization to attend the annual STP EC meeting and join in its discussions as a nonvoting participant.

3A) LRPC recommends that the New Psychology Professoriate Task Force continue for a minimum of three years and that LRPC shall re-evaluate this Task Force in 2005. LRPC recommends $3000 funding for the next three years with the expectation that the Task Force will successfully locate supplemental external sources of funding.

5A) LRPC endorses the recommendations of the Publications Committee for the Secretary to collate information and develop a Web site in collaboration with the Internet Editor, particularly for officer use, that is searchable and that contains an archive of the policies, procedures and recommendations already voted upon and passed by the Executive Committee.

6A) LRPC endorses the recommendations of the Membership Committee Task Force to discontinue the current Membership Committee and to replace it with a Recruiting and Public Relations Committee that would function as a Standing Committee of the Society.

6B) LRPC recommends that STP should affirm the privacy of our membership list, as recommended in an earlier LRPC report, and set a published policy for distributing our non-APA membership list similar to APA’s policy for distributing the list of the Society’s APA members.

6C) LRPC recommends that the Executive Committee reject offering departmental memberships to the Society.

7A) LRPC recommends that the Publications Committee establish a subcommittee to explore and make a recommendation whether STP should consider restricting major portions of our Web site to members-only via password protection.

8A) LRPC recommends that future issues of the STP newsletter focus more on the publication of special articles of potential interest to our members and less on news items that may be distributed more readily through ToPNEWS-Online, the STP Web Page, and PsychTeacher.

9A) LRPC recommends that Division Two develop cluster programming at the next few APA conventions that focuses more on strong programming that will attract attendance and less on the politics of aligning with specific divisions.

10A) LRPC recommends discontinuing the STP Poster Award but continuing to support conferences and publicizing STP by sponsoring an invited or keynote speaker at selected conferences.

15A) LRPC recommends that STP preserve the original mission and purpose of LRPC to serve as a strategic long-range planning committee for STP. LRPC recommends that it should begin to meet annually at APA after the meeting of the Executive Committee and devote additional time to strategic planning.
The Long-Range Planning Committee (LRPC) of the Society for the Teaching of Psychology (STP) held its annual mid-year meeting in Jekyll Island, Georgia on March 7-8, 2003. Members in attendance were Barney Beins, William Buskist (Chair), Donna Duffy, Bill Hill, Linda Noble, Patti Price, and Thomas Pusateri (Secretary). The committee members thank Bill Hill and Linda Noble for their hospitality.

The charge of LRPC is to review STP’s programs, to discuss how STP can improve its operations, and to consider additional ways in which STP can better serve teachers of psychology. Prior to each meeting, LRPC solicits input from STP officers, members of the Executive Committee (EC), task force chairs, and STP membership concerning issues to be addressed. We thank members of STP Standing Committees, Task Forces, and Officers who provided reports:

- Executive Summary of the 2002 STP Membership Survey
- List of 2003 Liaisons to other organizations
- Proposal for NITOP-STP Scholarships: Preparing the New Psychology Professoriate Task Force, Bill Buskist, Chair
- Report on the AAHE/LTSN Meeting, Neil Lutsky & John Davis
- Summary of discussion with Division 45 President (Steven James), President, Linda Noble
- 2003 STP APA Convention Program, APA Program Director, Regan Gurung
- 2003 G. Stanley Hall/Harry Kirke Wolfe Lectures
- 2003 Cluster A Program, STP Cluster Coordinator, Ginny Mathie
- Memo from APA Board of Convention Affairs (Brian Wilcox) re: 2004 Division Clusters
- 2003 STP APS Convention Program, APS Program Director, Valerie Whittlesey
- Summary of 2003 STP/SPSP Pre-Conference Teaching Workshop, Neil Lutsky
- TOPEC Membership List, Dave Johnson
- Report from the Recruitment, Retention, and Public Relations Committee, Drew Appleby, Chair
- Report from the Graduate Student Teaching Association, Jason Sikorski, Chair
- 2003 Division Two Teaching Awards Call for Nominations, Dana Dunn, Chair
- Report from the Diversity Task Force, Loreto Prieto, Chair
- Report from the Member Benefits Task Force, Dave Johnson, Chair
- 2002 Long Range Planning Report, Jim Freeman, Chair
- 2001 Long Range Planning Report, Jim Freeman, Chair

This report summarizes the discussions and recommendations made by LRPC during its meeting. Following the discussion summary of each topic are specific recommendations. Some recommendations are general and directed to specific questions raised by an STP Officer, Standing Committee, or Task Force. These recommendations are provided for information purposes and do not require a vote by the EC. **Formal recommendations for review by the EC are in boldface** in the body of the report and are summarized at the end of the report.

Because LRPC is an advisory group only, all formal recommendations require final approval by STP’s Executive Committee (EC). As in the past, the STP President (Linda Noble) will distribute the report to the EC and solicit feedback and discussion concerning LRPC’s recommendations prior to asking for formal approval. Any recommendations that elicit strong controversy will be deferred until the annual meeting of the EC at the 2003 APA Convention.
#1. BYLAWS REVISION

Bill Hill reported that the revision of the bylaws is now complete and ready to be sent to the Executive Committee for a formal vote and then sent on to APA for review. The bylaws may be ready for distribution through the Fall 2003 newsletter and may be formally approved by the start of Barney Bein’s presidential term in 2004.

#2. POLICIES AND PROCEDURES MANUAL

Last year, we did not have the opportunity to collect polices and procedures and we have made this a priority this year. We will need to contact chairs of all standing committees, officers, editors, and directors for information. Bill Buskist, Bill Hill, and Tom Pusateri will coordinate the collection and editing of the manual.

#3. MEMBERSHIP SURVEY

STP distributed a membership survey in January 2002. The results of this survey will be reported at the Southeastern Psychological Association meeting and at an international conference entitled Planning and Assessment South of the Border in Mexico. LRPC reviewed the survey report. The survey is based on a 14% return rate, but the sample appears to be representative of our membership. The report indicated that Teaching of Psychology and the newsletter are rated as the most valuable services we provide to members. Other findings indicated that these members were not familiar with several resources that could be useful to them (this was especially true for early career faculty). The results of the survey will be useful to the new Recruitment, Retention, & Public Relations committee. It is also clear that few of our members have attended the APA convention (or very few other conferences) in the past four years. There was general discussion of the value of conducting membership surveys and the use of the results to improve STP efforts to provide resources and services to teachers of psychology.

#3A. LRPC recommends that, on a five-year cycle, the President appoint a task force to develop and distribute a membership survey to help us evaluate the quality and usefulness of our membership resources and services. LRPC further recommends that the task force consult with the editors, directors, and chairs of standing committees to develop specific content of the survey related to their areas. LRPC recommends a procedure be established for obtaining feedback from editors, directors, and chairs of standing committees concerning how data from the membership survey has or will be used to improve the quality of membership resources and services.

#4. IDENTIFYING FORMAL STP LIAISONS

Linda Noble provided the current list of STP Liaisons that have been appointed in the past (presumably by past STP Presidents) to help us connect with several organizations with which we have frequent contact or that have missions directly related to ours. This list was used to identify the organizations that we want to invite to attend our Executive Committee meetings at the annual APA convention as nonvoting participants. The concept of inviting these liaisons to the EC meeting was approved by the EC last year but specific organizations were not identified at that time. LRPC was charged with developing a proposed list of formal liaisons for EC consideration. The purpose for these liaisons is to hear about the ongoing activities of STP so that it will help inform their organizations and help strengthen partnerships.

#4A. LRPC recommends inviting the following groups to send formal liaisons to attend and observe the STP Executive Committee meetings: APA Education Directorate, CTUP, CUPP, Psi Beta, Psi Chi, PT@CC, and TOPSS.

#5. PARTNERSHIP OPPORTUNITIES

Earlier in the year, the EC discussed on TOPEC a proposal from the Preparing the New Psychology Professoriate Task Force to provide reduced conference rates for early career faculty to attend the annual NITOP meeting. STP began discussions with the National Institute for the Teaching of Psychology (NITOP) to offer these Early Career Scholarships as an outreach
to new psychology faculty members. The scholarships were intended to provide some money for new faculty members (in their first three years) to attend NITOP. The proposal was met with a great deal of discussion on the listserv and we decided to bring the discussion items to LRPC for clarification and possible revision of the proposal. After much discussion, LRPC approved of the idea of such scholarships, but would prefer to expand the scholarship for travel to any conference, pre-conference or workshop related to the teaching of psychology. All participating conferences would be asked to advertise the scholarship in their publicity. In order to address a concern discussed later in this report on member-only benefits, applications for these scholarships could be restricted to STP members only.

#5A. LRPC recommends establishing Early Career Scholarships that would be available only to STP members within the first three years of full-time teaching. LRPC recommends that the scholarships be funded external to STP’s annual operating budget (e.g., revenues from STP conferences or fund raising initiatives) at the initial rate of $3000 per year. In the initial year, scholarships would be funded at $100 per recipient. The scholarships would provide partial funding for recipients to attend one of several teaching related conferences and pre-conference teaching workshops. Applicants would submit forms to the Recruiting, Retention, and Public Relations Committee with deadlines for applications set at September 15 and January 15. Half of the scholarships would be awarded in each period. All unallocated scholarship monies in one period shall carry over to the next period. Scholarship recipients will be selected with preferences to first-time recipients and sensitivity to institutional and geographic distribution of scholarships. To obtain the funding, recipients would submit original receipts to the Treasurer after attending the conference. LRPC encourages the Fund for Excellence to pursue this recommendation in their fund raising initiatives.

LRPC reviewed the report on the AAHE/LTSN Meeting of Disciplines and Professions. STP and the United Kingdom’s Learning and Teaching Support Network (LTSN) have expressed interest in collaborating with each other. LRPC discussed possibilities for collaborating with LTSN such as a shared Web site, teaching exchanges and grant opportunities.

#5B. LRPC recommends the approval of a joint task force comprised of members of STP and LTSN to explore and develop collaborations between the organizations. The Associate Internet Editor would be appointed to this task force.

#5C. LRPC recommends the Associate Internet Editor, when appointed, collaborate with LTSN to develop mutual Internet resources and links between the Web sites of STP and LTSN.

LRPC then discussed partnership opportunities with Donna Duffy who was representing Psychology Teachers at Community Colleges (PT@CC) for the purposes of this discussion. There are 1170 community colleges in the US, and approximately half of all psychology baccalaureates begin their studies at community colleges. PT@CC members receive the APA Monitor, reduced rates on APA journals and books, and access to APA Web materials.

LRPC discussed the feasibility of offering joint membership to STP and PT@CC and offering joint membership at a reduced rate. Because there are possibilities of joint memberships with other organizations (e.g., TOPSS) and other APA divisions, LRPC decided to broaden this discussion later in the meeting.
PT@CC is collaborating with Allyn and Bacon to distribute an award for an electronic poster created by a community college student. This poster would be focused on teaching experiences (e.g., service learning projects, demonstrations of topics in psychology). PT@CC would like a venue to showcase this award and requested that STP include this award as one of the posters displayed at an STP poster session at the APA convention.

**#5D. LRPC recommends that the Associate Director for APA Programming set aside one poster slot for the recipient of PT@CC’s Allyn and Bacon Electronic Poster Award at the annual APA convention.**

PT@CC is also considering an annual award, supported by a publishing company, for a nontraditional student who overcame adversity. PT@CC is considering opening this up to students at any institution, not just community colleges. LRPC expressed concern that this type of award is not directly connected to our mission of advancing the teaching of psychology. PT@CC might consider approaching Psi Beta and Psi Chi whose missions appear to be more consistent with the missions of those institutions. No formal recommendation was made on this item.

Linda Noble and the President of Division 45 (*Society for the Psychological Study of Ethnic Minority Issues*) discussed possibilities for collaboration. LRPC supported collaboration with Division 45 and brainstormed about opportunities such as (1) OTRP encouraging applications of Instructional Resource Awards on the teaching of diversity, (2) Divisions 2 and 45 considering ways of encouraging and recognizing individuals for leadership in advancing the study and teaching of ethnic minority issues, (3) Divisions 2 and 45 cosponsoring an invited address on ethnic minority issues at an upcoming APA convention. It was determined that these suggestions would be turned over to the STP Diversity Taskforce for additional discussion. The Diversity Taskforce could continue the dialogue with Division 45 about possible partnerships. No formal recommendation was made on this item.

**#6. PROGRAMMING**

LRPC discussed the new structure for programming recently approved by the Executive Committee and reviewed the 2003 APA convention program including the G. Stanley Hall/Harry Kirke Wolfe Lectures and cluster programming. The LRPC acknowledges the work of those individuals responsible for the STP programming at the APA convention.

Our membership survey indicates that our members rate our current APA program as less valuable than other resources. Members rated invited addresses, poster sessions, and demonstration sessions more highly than other programming. Perhaps STP should follow the lead of other divisions to schedule more of its programming as invited addresses, workshops, or symposia. This might make the program more appealing to our members. STP might collaborate with organizations such as PT@CC, TOPSS, or other divisions to co-sponsor some sessions. STP might also develop a thematic set of sessions during one or more days of the conference that might have a broader appeal to our members. However, we need to avoid the possibility of inviting the same limited pool of presenters each year.

**#6A. LRPC recommends that the APA Program Associate Director, in consultation with the Director of Programming (when appointed) and the President of STP for that convention, develop five hours of invited programming beginning with the 2004 convention, with the possibility of co-sponsorship with other APA divisions or organizations and/or with a thematic structure.**

LRPC reviewed the request to appoint the 2003 Cluster representative from APA. LRPC was pleased with the quality of cluster programming developed in collaboration with Divisions 1, 2,
#6B. **LRPC recommends that the President request that STP cluster with the same divisions for the 2004 convention as the 2003 convention.**

LRPC acknowledges the work of those individuals responsible for the STP programming at the APS convention.

LRPC discussed Neil Lutsky’s report on the SPSP teaching pre-conference. Neil’s model appeals to LRPC because it appears to be reaching a group of teachers, particularly graduate students, who are more likely to attend conferences that focus on their research interests rather than stand-alone teaching conferences.

It was noted that if STP is interested in expanding our presence at disciplinary meetings and research conferences through these types of pre-conference teaching workshops, we must assure that the costs of the workshops are self-sustaining.

#6C. **LRPC recommends that the STP Program Director explore possibilities to offer teaching pre-conferences similar to the SPSP pre-conference but with the proviso that the pre-conferences be self-supporting.**

Bill Buskist discussed the pre-conference workshops developed by the Preparing the New Psychology Professoriate (PNPP) Task Force. Because many institutions are beginning to require teaching philosophies as part of their hiring, tenure, and promotion practices, PNPP has focused the most recent workshops on developing a statement of teaching philosophy. One concern Bill expressed was that the workshops were not drawing the targeted population of graduate students and early career faculty but were more attended by mid-level and senior faculty. Bill suggested that Neil Lutsky’s pre-conference workshop at SPSP might be a more appropriate method for reaching the targeted population.

What should be the future direction of PNPP workshop initiatives, which will now fall under the purview of the STP Program Director? Should programming focus on setting up pre-conferences at professional organizations similar to the one at SPSP? Should programming realign its mission towards the professional development of the entire professoriate (with a possible name change to Preparing A New Psychology Professoriate)? Considering the attendance at the recent workshops, this appears to be happening already. Should there be local workshops that might involve one or a few institutions to examine such topics as curricular revision and team building?

#6D. **LRPC recommends that programming initiatives on preparing the new psychology professoriate be expanded to focus on professional development needs of psychology teachers at all levels. We recommend continuing the current successful workshops on developing a philosophy of teaching. We also recommend exploring opportunities to develop additional workshops that focus on professional development (perhaps departmental consulting?). Where feasible, these programs should provide additional benefits or reduced rates for STP members.**

LRPC discussed the “Taking Off:  Best Practices in Teaching Introductory Psychology” conference, a collaborative initiative between STP and NITOP. Three keynote speakers and two concurrent sessions have been identified. LRPC acknowledges the work of those individuals responsible for developing this conference.
LRPC expressed some concerns about the 2004 APA convention in Hawaii. For example, will we have a quorum of members at the Executive Committee meetings? LRPC discussed some alternatives to address the concern about low attendance at the Hawaii convention (e.g., moving the EC meeting to another venue, increasing the stipend for this convention). The decision will need to be made no later than the end of the 2003 Executive Committee meeting. No formal recommendation was made on this item.

Considering that the 2004 Executive Committee meeting will be held in Hawaii, LRPC expressed concern that there may be a disincentive for some EC members to attend the conference due to the added cost of airfare and hotel accommodations. Once more information is available, LRPC will identify cost estimates for travel and hotel. There may be the need to increase the travel stipend for the 2004 convention only so that the business of the organization can take place.

#7. ELECTRONIC RESOURCES

STP’s electronic resources are currently located on servers maintained by at least three different institutions where STP officers are currently employed. Once one of these officers leaves the host institution, STP may lose at least part of its Internet presence. In addition, to avoid future difficulties, it would be desirable to have all Web materials archived on a regular basis and in the possession of at least two officers.

#7A. LRPC recommends that all of STP’s Internet presence be centralized to a single site separate from an academic institution. LRPC recommends that the Publications Committee, in consultation with the Executive Director, immediately explore this issue and present options by May 1, 2004 to the Executive Committee that will include cost-benefit analyses and a list of advantages and disadvantages of each alternative.

The OTRP Director expressed concerns about electronic resources. How can we develop quality resources? Are there copyright issues related to the copying and distributing of materials? If OTRP recommends a site, how do we maintain quality control and review of that site? A list of teaching related Web sites can be useful to our members who may not be aware of such sites.

#7B. LRPC recommends the OTRP Director consider appointing an Assistant Director to develop and review an annotated list and compendium of Web links, similar to Project Syllabus.

LRPC discussed the membership of TOPEC (our electronic discussion list). From an organizational perspective, we need some clear mechanism for determining the ongoing membership of this discussion list that will maintain continuity and leadership for the institution. List membership should focus on positions and not individuals.

#7C. LRPC recommends that STP include in the TOPEC membership list all of officers and positions identified in the table at the end of this report. The Executive Committee should approve future changes to the composition of this list. LRPC also recommends that the President have discretion to invite individuals who are not on this list but who possess relevant expertise or perspective for EC deliberations to be added to the list for a designated period of time.

#8. TASK FORCE REPORTS: GENERAL COMMENTS

LRPC then turned its attention to reports from committees and task forces. Part of the discussion focused on the desire for LRPC to focus its attention on long-range planning and not
devote its limited meeting time to providing specific recommendations or feedback to committees. Instead, those committees should prioritize their recommendations and report those recommendations directly to the President.

#9. RECRUITMENT, RETENTION, AND PUBLIC RELATIONS

LRPC read and discussed the report from the Recruitment, Retention, and Public Relations Committee. This committee recommended adding membership retention to its initial charge. The committee also recently assumed the responsibility of coordinating the STP Poster Award competition.

#9A. LRPC recommends that the name of the Recruiting and Public Relations Committee be changed to the Recruiting, Retention, and Public Relations Committee (RRPRC) to more comprehensively reflect the charge of this committee.

#9B. In order to facilitate communication between the RRPRC and the Graduate Student Teaching Association (GSTA), LRPC recommends that the Chair of the GSTA be appointed as an ex officio member of the RRPRC.

#9C. LRPC is impressed by the progress achieved in the short time this committee has functioned. The committee has brainstormed a large number of strategies related to its mission. LRPC recommends that the RRPRC examine their recommendations, prioritize the list, suggest strategies for implementing its priorities, and present their priorities and strategies to the President by June 1, 2003.

#9D. LRPC recommends that RRPRC examine ways of recruiting and retaining members that provide tangible and long lasting benefits to our members. LRPC is less enthusiastic about recruiting campaigns that focus on reduced or free memberships, because these benefits are short-term. Instead, LRPC would encourage RRPRC to explore value-added recruiting initiatives such as providing free or reduced prices for STP books or other merchandise.

#10. GRADUATE STUDENT TEACHING ASSOCIATION

LRPC read and discussed the report from the Graduate Student Teaching Association. Bill Buskist provided an overview of the activities of this association since its recent inception. LRPC is impressed with the progress achieved in the short time this association has functioned. The association has brainstormed a large number of strategies related to its mission.

#10A. In order to enhance the visibility of the GTSA at the APA convention, LRPC recommends that the GTSA be provided one hour of STP programming each year beginning with the 2004 APA convention.

#10B. LRPC thanks the leaders of the GTSA for their hard work and thoughtful recommendations. In order to provide some direction to this fledgling association, LRPC recommends the following immediate priorities for the Chair of the GTSA:

(1) As a first priority, develop a Web site that is linked to the STP Web site and that connects to STP Web resources such as OTRP. Also consider including links to the Web sites of other organizations appropriate for graduate student teachers (e.g., The Office of Graduate Education and Training at APA, AAHE). At
this stage in the history of the association, LRPC encourages GTSA to devote its
time and resources to making its members more aware of teaching materials
and resources that already exist rather than creating new resources specific to
graduate student teachers.

(2) Contact APAGS and APSSC to make and/or strengthen connections with
these associations. During these discussions, the Chair should request
information on how these organizations recruit, retain, and serve their members.

(3) Contact the following periodicals and request information on writing guest
columns or including news items about GTSA: the *APS Observer* (request some
space from APSSC’s section of this periodical), *APS Monitor* (contact Bridget
Murray at APA) *Psychology Teaching Network* (contact Maureen McCarthy at
APA), the Fall 2003 *STP Newsletter* (contact Linda Woolf, STP Secretary), and
*The Adjunct Advocate* (contact Donna Duffy, member of LRPC).

(4) Contact Paul Nelson (pnelson@apa.org) at the APA Education Directorate for
assistance and advice on advancing the association, including advice for gaining
a presence on relevant APA Web sites and connecting with organizations that
have Preparing Future Faculty initiatives in psychology.

(5) Consider submitting conference proposals of interest to graduate student
teachers to upcoming teaching conferences (e.g., STP’s Fall 2003 “Taking Off”
conference on introductory psychology).

#11. STP TEACHING AWARDS

LRPC discussed the STP Teaching Awards and the criteria for these awards. Currently, we
have the same criteria for all four teaching awards. What appears to be missing from these
criteria is a strong statement concerning the scholarship of teaching. The first three criteria
focus on excellence in teaching. Criterion #4 appears to be the one criterion that indirectly
addresses the scholarship of teaching.

If STP is interested in promoting teaching scholarship, we may want to redefine the criteria for
at least some of the teaching awards. One model to examine is the criteria identified in
*Scholarship Assessed* and Diane Halpern’s *American Psychologist* article on teaching
scholarship in psychology. The criteria for teaching scholarship may be different for graduate
student teachers, high school instructors, community college instructors, and instructors at
colleges/universities.

LRPC also noted that there is currently no standardized procedure for submitting application
materials for these awards, and there appears to be no rubric for evaluating those materials.
Although the committee has a history of selecting qualified recipients, the criteria for these
awards haven’t changed in several years and might benefit from a review and refinement.
There has been a growth in the research literature concerning teaching portfolios that may
inform the committee on ways to improve the criteria.

LRPC also discussed the concern that there are no early career awards for faculty other than
the graduate student award. We see a value in continuing recognizing graduate student
teachers, but we should also consider an early career award that would be open to full-time
faculty at any institution (high schools, community colleges, colleges, and universities).

#11A. In order to encourage and honor teaching scholarship early in the careers
of psychology faculty, LRPC recommends that eligibility for the McKeachie
Early Career Teaching Award be restricted to full-time teachers of
psychology within the first five years of teaching. This award would be open to faculty members teaching psychology at any type of institution. In order to continue encouraging and honoring teaching scholarship among graduate student teachers of psychology, LRPC recommends establishing an award for graduate students that is separate and distinct from the McKeachie Early Career Teaching Award.

#11B. LRPC recommends that the EC charge the Teaching Awards committee with reexamining and possibly redesigning the criteria for each teaching award to match the criteria more to the purpose and nature of the awards, to incorporate recommendations from the recent literature on the development and evaluation of teaching portfolios, and to incorporate more explicitly the scholarship of teaching and learning. In addition, the LRPC recommends that the committee establish a standardized list of submitted materials and a rubric for evaluating those materials.

#12. DIVERSITY TASK FORCE

LRPC was impressed by the quality, breadth, and depth of the activities of the diversity task force and looks forward to future reports from this committee.

#13. MEMBERS BENEFITS TASK FORCE

LRPC read and discussed the report from the Membership Benefits Task Force and thanks the task force for the considerable work they accomplished.

#13A. LRPC supports the judgment of the Members Benefits Task Force that access to existing STP resources and services should not be restricted. We also encourage the task force to develop members-only benefits (e.g., the LEA discount, new member gifts) and forward a list of specific recommendations to the Recruiting, Retention, and Public Relations Committee. Although we endorse continuing the practice of not restricting our resources and services to members only, we recommend that the task force recommend guidelines for the development of future STP resources that could be likely candidates for members-only access. We also encourage the task force to consider the possibility that some resources recommended for members-only benefits might still be available for a fee to non-members.

#14. A VISION FOR THE FUTURE OF STP

Linda Noble discussed the recent growth of groups related to the teaching of psychology and their interconnections, particularly those with connections to APA’s Education Directorate. The Education Directorate has two offices (Graduate Education and Training, and Pre-college and Undergraduate Education) that represent teachers of psychology. There are also several organizations/associations (STP, TOPSS, Pt@CC, CUPP, CUR, Psi Beta, Psi Chi, etc.) representing issues related to teaching of psychology. The Board of Education Affairs oversees the Education Directorate and has developed ad hoc committees and other groups (e.g., the Undergraduate Advisory Group) related to STP’s mission. There appears to be a large amount of mission overlap in these organizations and likely duplicity of effort. As has been seen so strongly in the past, there is also great potential for collaboration among these organizations.

The Education Directorate provides differing levels of support to these organizations and associations, most notably to graduate training and TOPSS. Sometime in the future we might approach the Education Directorate about the possibility of providing some services for STP
that it currently provides for TOPSS (e.g., some of the managerial activities currently performed by STP’s Executive Director).

The title for our division is “The Society for the Teaching of Psychology,” which suggests a broad interest in teaching at all levels. Although we have focused on the teaching of psychology at the undergraduate level, a possible long-range vision for STP might better serve as the umbrella organization for all APA organizations related to the teaching of psychology. However, this is unlikely to occur in the near future.

Another model, which is more focused and more likely to occur, is to keep STP’s focus on undergraduate education and request more support and leadership from the Education Directorate to ensure the multiple groups related to the teaching of psychology at the undergraduate level continue to collaborate and partner to better advance our work. LRPC discussed the desirability of sending the President and President-Elect to meet with the Director of the Education Directorate and relevant ED staff, using their discretionary travel funds for a meeting to discuss this issue.

Linda Noble then discussed the future of the initiatives that resulted from the successful Psychology Partnerships Project. The initial partnerships brought together teachers from all levels for collaborative initiatives. In 2002 the Education Directorate’s Educational Leadership Summit brought together educational leaders in psychology. The next logical step may be for the ED to bring together STP and similar groups to talk about ways to make our collaboration more systematic and sustained. If needed, STP might provide funding for a summit of the leadership of these organizations to provide the opportunity to brainstorm future collaborations and connections.

14A. In order to continue the spirit of the psychology partnerships project, LRPC recommends that STP collaborate with the APA Education Directorate to more closely bring together the APA committees and organizations that focus on pre-college and undergraduate education. LRPC recommends that, by May 1, 2003, the President and President-Elect use their existing funding to meet with the Director of the Education Directorate to explore continued partnerships and collaborations among these committees and organizations. LRPC further recommends exploring the possibility of a leadership summit, potentially partially funded by STP, which would bring together the leadership of these committees and organizations.

#15. PRESIDENT-ELECT VISION

Barney Beins presented his vision for his presidential year.

- We need to spend some of our time and resources assessing our current activities to determine how well we are functioning and how we may improve.
- We need to make clearer distinctions between scholarly teaching and the scholarship of teaching and promote both of these activities.
- We should promote the development of cross-disciplinary teaching modules that may involve collaborations of psychology teachers within the subdisciplines of psychology and with teachers in other disciplines.
- We should pursue the possibility of STP becoming a recognized publisher of teaching resources that would expand but not duplicate the resources we provide through the Office of Teaching Resources in Psychology and through Teaching of Psychology. We already have been successful developing e-books, and should expand the development of these and related materials.

#16. FUTURE SOURCES OF REVENUE
STP should consider sources of revenue other than the sales of our journal (e.g., fund raising, grants, sales of books).

#17. LRPC MEETINGS

LRPC discussed the desirability of using the August meeting to formalize the president-elect’s initiatives and to develop the task forces necessary to pursue these initiatives.

The terms of LRPC members should start January 1 and end December 31 to coincide with presidential terms.

We need to reflect on Item 14 of the 2001 LRPC report (reprinted below) and examine how to bring LRPC up to speed with previous initiatives so that we don’t revisit issues that have already been discussed and approved.

The LRPC discussed the value of formalizing a procedure to start its annual meeting of planning for the future of STP. To assist in maintaining the continuity of STP and to bring closure to past initiatives, the LRPC should spend some time assessing achievements of past accomplishments (e.g., reviewing archives of minutes that goes beyond a simple restatement of STP’s history, assessing success of prior initiatives).

Prior to the meeting, all members of the LRPC should consult the archive of past LRPC minutes on the STP web site (refer to section #15). The meeting should begin with the Past-President reviewing initiatives from that person’s term of office. The President should then review ongoing initiatives during the current term of office. The Chair of the LRPC would take responsibility for summarizing the assessment of past and current initiatives and for providing a summary of "lessons learned" from these initiatives. This assessment would then be reflected in the minutes of the meeting so that future members of LRPC would benefit from this historical record.

= = = end of report
Proposed TOPEC Membership List

Voting EC Members:
- President
- Past-President
- President-Elect
- Secretary
- Treasurer
- APA Council Representatives
- TOP Editor
- Internet Editor
- OTRP Director
- Director of Society Programming
- Chair, RRPRC
- Chair, Fellows
- Chair, Elections & Appointments
- Chair, Teaching Awards
- Chair, Publications
- Chair, LRPC
- Chair, GSTA

Extended EC (Nonvoting):
- Executive Director
- Cluster Coordinator
- Associate Director, APA
- Associate Director, APS
- Associate Chair, Teaching Awards
- Associate Chair, Fellows Committee
- Chair, G. Stanley Hall Committee
- Associate Director, OTRP
- Assistant Director, Project Syllabus
- Assistant Director, Internet Resources in OTRP (if approved)
- Chair, Fund of Excellence
- Legal Counsel
- GSTA Faculty Advisor
- Associate Chair, GSTA
- All members of LRPC
- All current Task Force Chairs
- Formal STP Liaisons
- Presidential invitations for a designated time period
The Long-Range Planning Committee (LRPC) of the Society for the Teaching of Psychology (STP) held its first mid-year meeting during the APA Convention in the STP Hospitality Suite in Toronto, Ontario, Canada on August 10, 2003. Members in attendance were Bill Addison, Barney Beins, William Buskist (Chair), Donna Duffy, Bill Hill, Linda Noble, and Thomas Pusateri (Secretary).

The charge of LRPC is to review STP’s programs, to discuss how STP can improve its operations, and to consider additional ways in which STP can better serve teachers of psychology. This year was the first year LRPC held a meeting during the APA Convention. LRPC used this opportunity to discuss items that were raised during the Executive Committee’s deliberations and to assist in the planning for the President-elect’s presidential year.

This report summarizes the discussions and recommendations made by LRPC during its meeting. Each section provides a summary of LRPC’s discussion, and some discussion items are followed by recommendations. Some recommendations are general and directed to a specific STP Officer, Standing Committee, or Task Force. These recommendations are provided for information purposes and do not require a vote by the EC. Formal recommendations for review by the EC are in boldface in the body of the report and are summarized at the end of the report. Because LRPC is an advisory group only, all formal recommendations require final approval by STP’s Executive Committee (EC). As in the past, the STP President (Linda Noble) will distribute the report to the EC and solicit feedback and discussion concerning LRPC’s recommendations prior to asking for formal approval.

#1. REPLACEMENT OF STP TREASURER AND IMPLICATIONS FOR OFFICE OF EXECUTIVE DIRECTOR

In the past several years, STP’s complexity has grown considerably to the point where the organization’s budget is approximately a half million dollars. STP's Elections and Appointments Committee may face some difficulty identifying a slate of candidates for the upcoming and future elections of Treasurer, considering that each candidate should possess sufficient skills and motivation to assume the expanding financial responsibilities of this organization. It may be time for STP to consider changing the office of Treasurer from an elected to an appointed office.

LRPC further discussed several other circumstances in STP’s recent history that may have implications for the future management of the organization. (1) The Executive Director’s (Tom Pusateri’s) current contract will end January 2005, which coincides with the start of the next Treasurer’s term. Tom recently moved from a teaching position at one institution to an administrative position at a different institution. Because his new position requires him to devote full time to administrative duties at his new institution, Tom no longer can use the stipend he receives as Executive Director to provide him release time and must instead perform most of his duties as STP Executive Director on his own time at his home office. (2) In its report to the Executive Committee, the Recruiting, Retention, and Public Relations Committee expressed concerns that it has been asked to assume responsibilities for administering the STP Poster Awards and the newly-created Early Career Scholarships, both of which will take considerable time away from its ability to plan recruiting, retention, and public relation activities. (3) The Executive Committee expressed interest in including more teaching-related
content in the STP Newsletter, which would require the Secretary to assume more responsibilities for identifying authors and editing the content of the newsletter, which would be a significant addition to the time it takes to compile, reproduce, and distribute the Newsletter. (4) Both Bill and Linda noted the growing responsibilities of the office of President. Because of their administrative positions during their presidential terms, they both had full-time staff support to help them in their role. However, not all presidents will have this luxury and the President’s role could be overwhelming for someone without any staff support. (5) Although considerable work has already been conducted on revising the bylaws, the bylaws have not yet come up for a formal vote by STP’s membership. This provides us some time to consider bylaws changes that could address all of these concerns and may support the further growth of our organization.

LRPC views all of these circumstances as an opportunity to redesign and possibly expand the job description of STP Executive Director to include the responsibilities of the Treasurer, thereby disbanding the office of Treasurer. This would help to consolidate some of the financial operations of the organization. At the current time, the Executive Director collects dues for new members/renewals and deposits these dues to STP’s account at APA; APA then sends reports to STP’s Treasurer on these dues. At times, the Executive Director and Treasurer consult about dues payments and other issues related to dues collection (e.g., reimbursing members for duplicate payments). Under LRPC’s proposed reconfiguration, these responsibilities would be consolidated in one STP office.

In addition to assuming the duties of Treasurer, the office of Executive Director might also assume other responsibilities. For example, the Executive Director could manage the STP Poster Awards and the Early Career Scholarships, thereby freeing the Recruiting, Retention, and Public Relations Committee of these tasks. In addition, the Executive Director could assume the responsibility for printing the newsletter, thereby freeing the Secretary to devote more time to editing the content of the newsletter and furthermore centralizing STP’s non-journal printing activities. Perhaps some of the annual content of *Teaching of Psychology* (e.g., the annual list of new members, which is currently generated by the Executive Director) could be added to the newsletter, thereby freeing more space in the journal.

LRPC discussed some concerns about this proposal. In effect, we would be removing an elected officer position, which in turn would reduce the opportunities for individuals to serve STP. However, the growing complexity and time commitment required of the Treasurer’s office may be less appealing to faculty members in our discipline, which may alleviate this concern. We would also have to consider oversight and accountability for the expanded office; we need to learn how other organizations address this issue. There may be legal or tax implications for hiring someone with a salary and benefits package who may not be affiliated with an academic institution, as are most of our current officers and directors who receive stipends. We need to consider the overall cost of the expanded office and how current spending would be reallocated to offset these costs (e.g., consolidating current operating and travel expenses of the offices of Treasurer and Executive Director). We also need to consider potential changes in the financial health of our organization, considering that membership has been stagnant and institutional subscriptions to *Teaching of Psychology* have been declining. But restructuring this office may help STP better track the financial health of the organization. If the Executive Committee is interested in pursuing an expanded role for the Executive Director starting January 2005, the LRPC could investigate options and models for the EC to consider.

### #1A: LRPC recommends that the EC charge the LRPC to explore the strengths and weaknesses of an expanded Executive Director’s position for STP and to present specific recommendations to the EC for consideration.
#2. ACCOUNTING FOR EXPENSES AND PROCEEDS FROM STP-SPONSORED CONFERENCES

LRPC spent some time discussing the white paper produced by Director of Society Programming Bill Hill concerning alternative models for accounting for expenses and proceeds from STP-sponsored conferences. Bill Hill and Treasurer Ruth Ault will pursue this further and will consult with APA for advice.

#3. STP CONFERENCE PROGRAMMING AND COLLABORATIONS

LRPC discussed the possibility of expanding its teaching pre-workshops and its presence at regional APA conferences (e.g., EPA, MPA, SEPA, WPA, NEPA). The APA Education and Science Directorates will be working more closely with regional conferences, which may result in a structural change in the way the regional conferences are run. This may provide an opportunity for STP to collaborate with the regional conferences through APA and with other similar organizations (e.g., TOPSS, PT@CC, CTUP, CUPP, NITOP) to offer programming. For example, STP currently offers pre-conference workshops at SEPA but has no conference hours other than the STP Poster Award, whereas TOPSS & PT@CC offer programs at SEPA. Instead of STP asking SEPA for its own program hours during the conference, STP may wish to approach TOPSS & PT@CC about collaborating to offer programming at SEPA. This type of collaboration could also be developed at other regional APA conferences, and we may reciprocate by inviting TOPSS and PT@CC to collaborate with STP in offering programming at APS. CTUP (Council of Teachers of Undergraduate Psychology) has a strong presence at some regional APA conferences (e.g., MPA, WPA) but not at others, and STP has collaborated with CTUP to offer some programming at these conferences. Could we expand our level of collaboration to offer pre-conference workshops and program hours at the regionals?

We may also consider developing programming at discipline-specific conferences similar to the pre-conference workshop we offered at the SPSP (Society for Personality and Social Psychology) conference. For example, SRCD (Society for Research in Child Development) has contacted NITOP about putting together a workshop. Can we collaborate with NITOP and SRCD so that we're not competing but are co-sponsoring programming? In addition, during the APA Convention, a representative (Cynthia Baum) of the National Council of Schools and Programs in Professional Psychology (NCSPP) expressed interest in collaborating with STP to offer workshops on graduate training. Director of Society Programming Bill Hill will explore the possibility of expanding STP's model of programming at APS's conference to other conferences, adapting the model to specific conferences and considering appropriate teaching organizations with which we could collaborate.

The upcoming Education Leadership Conference (ELC) may be an opportunity to solidify collaborations among these organizations. However, we also need to consider NITOP, which is not an organization and won’t be a part of the ELC. We want to collaborate, not compete, with these groups. As a start, LRPC suggested that we cosponsor a guest speaker at NITOP each year.

#3A. LRPC recommends sponsoring a featured speaker at NITOP starting in January 2005. STP would coordinate with NITOP to share expenses for this speaker.

#4. OTHER ISSUES

President Linda Noble will contact Bill McKeachie concerning whether he would prefer his name associated with the graduate student teaching award or the early career teaching award. There is a current STP task force that is charged with recommending a name for the community college teaching award; STP should consider convening a similar task force to name
the remaining teaching award. Linda will discuss with Wayne funding for the new award (e.g., the Fund for Excellence) and the possibility of developing a teaching award for part-time and adjunct faculty.

President-elect Barney Beins identified a replacement for Donna Duffy whose term on the LRPC will end in December 2003. Loreto Prieto will succeed Donna Duffy as a member of the committee.

#5. DATE FOR NEXT MEETING

LRPC will next meet March 14-16, 2004 at Jekyll Island, Georgia.
The Long-Range Planning Committee (LRPC) of the Society for the Teaching of Psychology (STP) held its Winter meeting in Jekyll Island, Georgia on March 12-13, 2003. Members in attendance were William Addison, Barney Beins, William Buskist (Chair), Linda Noble, Patti Price, Loreto Prieto, and Thomas Pusateri (Secretary). The committee members thank Bill Hill for arranging housing for this meeting.

The charge of LRPC is to review STP’s programs, to discuss how STP can improve its operations, and to consider additional ways in which STP can better serve teachers of psychology. Prior to each meeting, LRPC solicits input from STP officers, members of the Executive Committee (EC), task force chairs, and STP membership concerning issues to be addressed. We thank members of STP Standing Committees, Task Forces, and Officers who provided reports:

- Best Practices in Teaching Introductory Psychology conference and STP Programming Interim Report, STP Director of Programming, Bill Hill
- Council of Representatives, Marky Lloyd and Ginny Andreoli Mathie
- Diversity Task Force, Chair, Loreto Prieto
- Elections and Appointments Committee, Chair, Dave Johnson
- Fund for Excellence, Chair, Wayne Weiten
- G. Stanley Hall Lectures Committee, Chair, Dana Dunn
- Graduate Student Teaching Association, Chair, Jared Keeley
- Internet Editor, Vincent Hevern
- Office of Teaching Resources in Psychology, Director, Janet Carlson
- Recruitment, Retention, and Public Relations Committee, Chair, Drew Appleby
- Secretary, Linda Woolf
- Task Force on E-Publishing, Chair, Mary Kite
- *Teaching of Psychology* Editor and STP Publications Committee, Randolph Smith
- 2002 Annual Report from Division Two to APA, Past President Bill Hill
- 2003 Annual Report from Division Two to APA, Past President Linda Noble
- Draft of changes to the STP Bylaws
- Letter from APA Committee on Division/APA Relations
- Memo from Fred Rothbaum, Tufts University, and letter from President Barney Beins
- Minutes from the Winter and Summer 2003 meetings of the Long Range Planning Committee, Executive Director Tom Pusateri
- In future years, LRPC should include the minutes from the past few meetings of the Executive Committee in our packet of information.

This report summarizes the discussions and recommendations made by LRPC during its meeting. Each section provides a summary of LRPC’s discussion, and some discussion items are followed by recommendations. Some discussions and recommendations are directed to a specific STP Officer, Standing Committee, or Task Force. The STP President will share these discussions and recommendations with the appropriate individuals or groups prior to distributing the minutes to the entire Executive Committee for their input and clarification. **Formal recommendations for review and vote by the EC are in boldface** in the body of the report and are summarized at the end of the report. Because LRPC is an advisory group only, all formal recommendations require final approval by STP’s Executive Committee (EC). The STP President (Barney Beins) will distribute the report to the EC and solicit feedback and discussion concerning LRPC’s recommendations prior to asking for formal approval.
REVIEW OF PAST LRPC ACTIVITIES

Past President Linda Noble began the meeting by reviewing initiatives during her 2003 tenure as President. The most significant initiatives involved a considerable expansion of STP conference programming and continued collaborations with other organizations focused on the teaching of psychology. We established the position of STP Program Director, sponsored “Best Practices” conferences, continued to offer programming at the APS conference, and held our first pre-conference workshop at the SPSP conference. We also maintained an active program of Preparing Future Faculty workshops throughout the year. At APA, we redesigned our program to offer 3 hours of invited programming, and we earmarked an hour of programming for the Graduate Student Teaching Association.

In an effort to solidify our previous collaborations with other organizations with missions similar to STP, we developed a formal list of liaisons from these organizations who are invited to participate in the annual meetings of the STP Executive Committee at APA. Representatives from many of these organizations attended the September 2003 APA Education Leadership meeting and expressed interest in future collaborations that can better coordinate our efforts. As a consequence of that meeting we established a listserv for representatives from these organizations and committed to scheduling an annual meeting at each APA convention. This year’s meeting will be hosted by STP, but the planning and organization of subsequent meetings will be rotated across organizations.

A third accomplishment was to reorganize some of our operating procedures, including conducting a membership survey every 5 years, and the establishment of early career scholarships to assist faculty monetarily in their first 3 years to attend teaching conferences.

Noble also discussed initiatives from her tenure that have not yet been completed and those that require action during Barney Beins’s presidential year. One of these is for Barney to establish a taskforce to refine the criteria and submission process of our teaching excellence awards. We have not yet discussed the 2003 task force report on members-only benefits. Linda Noble will distribute that report for EC consideration as soon as possible. We also have not yet clarified the future of the Executive Director position.

President Barney Beins then discussed current STP initiatives. STP is working on expanding and institutionalizing initiatives related to the scholarship of teaching. One way of accomplishing this is to make STP a recognized publisher of print and electronic materials on the scholarship of teaching. One e-book that is currently being developed will provide resources for graduate student teachers to prepare themselves for the professoriate. One presidential task force is examining the pedagogical uses of technology, which may also lead to an e-book evaluating the uses of technology in the classroom. Other initiatives include continuing the expansion of collaborations with other organizations; APA and its Education Directorate are assisting with this initiative. President Beins is exploring collaborations with other divisions that may provide teaching resources related to the specific interests of each division; the Diversity Task Force is also exploring interdivisional collaborations.

The members of LRPC discussed the need to explore ways of maintaining continuity of STP initiatives across Presidents who serve terms of 1 year, particularly for those initiatives that require more than 1 year to accomplish. The review of the Past President’s and President’s initiatives at the start of LRPC meetings is one way to assist in maintaining continuity. It may also be useful to ask candidates for STP President to review LRPC reports prior to writing their candidate statements; this may help candidates develop a vision that would address continuity as well as their own initiatives.

LRPC Chair Bill Buskist reviewed past LRPC recommendations. Discussion focused on LRPC’s past recommendations concerning the scholarship of teaching. LRPC would encourage STP to
revisit the issue of promoting scholarship of teaching as a legitimate area of programmatic research equivalent to research in other areas of psychology.

#1. FUTURE OF THE EXECUTIVE DIRECTOR POSITION

Past President Linda Noble summarized discussion of the future of the Executive Director position from the August 2003 LRPC meeting and subsequent LRPC discussion. To make it easier for the Executive Committee to consider the issues, the relevant minutes from the August 2003 LRPC meeting are included verbatim in italics.

In the past several years, STP’s complexity has grown considerably to the point where the organization’s budget is approximately a half million dollars. STP’s Elections and Appointments Committee may face some difficulty identifying a slate of candidates for the upcoming and future elections of Treasurer, considering that each candidate should possess sufficient skills and motivation to assume the expanding financial responsibilities of this organization. It may be time for STP to consider changing the office of Treasurer from an elected to an appointed office.

LRPC further discussed several other circumstances in STP’s recent history that may have implications for the future management of the organization. (1) The Executive Director’s (Tom Pusaterti’s) current contract will end January 2005, which coincides with the start of the next Treasurer’s term. Tom recently moved from a teaching position at one institution to an administrative position at a different institution. Because his new position requires him to devote full time to administrative duties at his new institution, Tom no longer can use the stipend he receives as Executive Director to provide him release time and must instead perform most of his duties as STP Executive Director on his own time at his home office. (2) In its report to the Executive Committee, the Recruiting, Retention, and Public Relations Committee expressed concerns that it has been asked to assume responsibilities for administering the STP Poster Awards and the newly-created Early Career Scholarships, both of which will take considerable time away from its ability to plan recruiting, retention, and public relation activities. (3) The Executive Committee expressed interest in including more teaching-related content in the STP Newsletter, which would require the Secretary to assume more responsibilities for identifying authors and editing the content of the newsletter, which would be a significant addition to the time it takes to compile, reproduce, and distribute the Newsletter. (4) Both Bill and Linda noted the growing responsibilities of the office of President. Because of their administrative positions during their presidential terms, they both had full-time staff support to help them in their role. However, not all presidents will have this luxury and the President’s role could be overwhelming for someone without any staff support. (5) Although considerable work has already been conducted on revising the bylaws, the bylaws have not yet come up for a formal vote by STP’s membership. This provides us some time to consider bylaws changes that could address all of these concerns and may support the further growth of our organization.

LRPC views all of these circumstances as an opportunity to redesign and possibly expand the job description of STP Executive Director to include the responsibilities of the Treasurer, thereby disbanding the office of Treasurer. This would help to consolidate some of the financial operations of the organization. At the current time, the Executive Director collects dues for new members/renewals and deposits these dues to STP’s account at APA; APA then sends reports to STP’s Treasurer on these dues. At times, the Executive Director and Treasurer consult about dues payments and other issues related to dues collection (e.g., reimbursing members for duplicate payments). Under LRPC’s proposed reconfiguration, these responsibilities would be consolidated in one STP office.

In addition to assuming the duties of Treasurer, the office of Executive Director might also assume other responsibilities. For example, the Executive Director could manage the STP Poster Awards and the Early Career Scholarships, thereby freeing the Recruiting, Retention, and Public
Relations Committee of these tasks. In addition, the Executive Director could assume the responsibility for printing the newsletter, thereby freeing the Secretary to devote more time to editing the content of the newsletter and furthermore centralizing STP's non-journal printing activities. Perhaps some of the annual content of Teaching of Psychology (e.g., the annual list of new members, which is currently generated by the Executive Director) could be added to the newsletter, thereby freeing more space in the journal.

LRPC discussed some concerns about this proposal. In effect, we would be removing an elected officer position, which in turn would reduce the opportunities for individuals to serve STP. However, the growing complexity and time commitment required of the Treasurer's office may be less appealing to faculty members in our discipline, which may alleviate this concern. We would also have to consider oversight and accountability for the expanded office; we need to learn how other organizations address this issue. There may be legal or tax implications for hiring someone with a salary and benefits package who may not be affiliated with an academic institution, as are most of our current officers and directors who receive stipends. We need to consider the overall cost of the expanded office and how current spending would be reallocated to offset these costs (e.g., consolidating current operating and travel expenses of the offices of Treasurer and Executive Director). We also need to consider potential changes in the financial health of our organization, considering that membership has been stagnant and institutional subscriptions to Teaching of Psychology have been declining. But restructuring this office may help STP better track the financial health of the organization. If the Executive Committee is interested in pursuing an expanded role for the Executive Director starting January 2005, the LRPC could investigate options and models for the EC to consider.

The Executive Committee charged the LRPC to explore models for a reconfigured position of Executive Director (ED). Linda Noble contacted Executive Directors who work for other divisions of APA. Each division who has an ED manages this role differently. Tom Pusateri shared his job description with the LRPC and indicated that he spends approximately 10-15 hours per week in the routine activities of his position.

LRPC discussed desirable attributes of a reconfigured ED position. However, because this would involve a significant shift in STP operations, LRPC prefers to solicit input prior to making a formal recommendation. President Beins will seek information from the President-elect, past Presidents, the current STP Treasurer and Secretary, and STP’s Legal Counsel by May 15, 2004. This will give LRPC sufficient time to develop a proposal prior to the Executive Committee’s annual meeting.

Here are LRPC’s tentative suggestions for the reconfigured position: Because the duties of the position include serving as a spokesperson and advocate for STP, and the duties involve regular contact with individuals who may need to be directed to appropriate officers or committees in STP, the ED should hold a doctoral degree and should be familiar with STP as an organization. However, many of the routine tasks currently performed by the ED (e.g., maintaining the membership database) do not require a doctoral degree. If the ED’s duties expand to include the responsibilities of Treasurer and some of the responsibilities of Secretary, the ED should hire a staff person, initially at half time.

The STP staff person should have accounting experience so that the duties of Treasurer could be transferred to the office of the ED. Transferring the duties of Treasurer (an elected position) to the ED (an appointed position) would provide the Executive Committee more direct oversight of our monies. The routine activities of the Secretary’s position (e.g., formatting, publication, and distribution of the newsletter) would also be subsumed within the office, which would free the Secretary to focus on the more creative tasks of planning the contents of the newsletter to serve better the needs of our members.
The ED would report directly to the President and would provide quarterly reports to the President and Executive Committee. The ED would serve a 5-year renewable term; during the year prior to the end of an ED’s tenure, an Associate ED will be selected and trained by the ED. The ED would continue to remain a non-voting member of the Executive Committee, the Long-Range Planning Committee, and the Recruiting, Retention, and Public Relations Committee.

The first year’s stipend for the newly configured position of ED would be increased from its current $6000 to $8000, and the staff person would be hired at half time at a salary of $15,000. STP would pay the employer’s portion of federal employment taxes, which is 7.5% of salary. The ED would also be provided start-up expenses for equipment and supplies.

The newly reconfigured office would begin on January 1, 2006. STP would extend the current ED’s tenure for 1 year to end December 31, 2005. The Executive Committee would identify and appoint an ED by the end of 2004 so that the individual could be trained by the current ED and Treasurer prior to 2006.

LRPC is not certain if it would prefer to recruit a retired or near-retired individual for this position or consider an individual who is mid-career and might use the stipend to purchase release time from an academic institution.

#1A: The STP President should solicit input to be received by May 15, 2004 from the President-elect, the past 5 STP Past-Presidents, and the current STP Treasurer, Secretary, and Legal Consultant for LRPC’s preliminary ideas to expand the responsibilities of the office of Executive Director and to establish a position of STP staff member. The President shall share this input with the LRPC, who shall then develop a formal recommendation in time for the August 2004 meeting of the Executive Committee.

#2. BUDGETING CYCLE AND BILLING ISSUES

The Treasurer suggested a change in the time frame for approving our annual budget that would permit input from STP’s membership in time to send the final budget to APA by the December 31 deadline. In order to accomplish this change, the President-elect should work with the Treasurer to develop a budget by October that would reflect initiatives to be pursued during the President-elect’s term as President.

#2A: LRPC recommends that the Treasurer, in consultation with the President-elect, shall post a proposed annual budget with an executive summary to the STP Web site by October 1 prior to the budget year. The membership shall be notified of this site for their input. The President-elect shall summarize this input and shall share it with the Executive Committee in time for a formal vote on the budget prior to its submission to APA by December 31.

The Recruiting, Retention, and Public Relations Committee (RRPRC) has been investigating the possibility of using an Internet billing service (e.g., PayPal) to process new memberships and renewals directly from our Web site. Patti Price, member of the RRPRC, indicated that PayPal charges 2.9% + 30 cents per transaction. Based on the current membership structure, this service would cost approximately 94 cents for those who pay $22 for membership and 68 cents for those who pay $13 for membership. Establishing a contract with an Internet billing service will likely enhance the recruiting process because it would reduce the effort required by visitors to the STP Web site to join STP. They could join immediately online rather than having to download a form and mail it to STP.
#2B: LRPC recommends that the Recruiting, Retention, and Public Relations Committee prepare a proposal by May 15, 2004 for Internet billing of STP membership dues.

#3. APS members receiving ToP

Approximately 700 members of APS receive subscriptions to *Teaching of Psychology* via their STP dues statement. These individuals are not considered members of STP; they do not receive our newsletter, they do not participate in the governance of STP, and they do not vote in our elections. The Executive Director reported that some APS members have been confused about this arrangement. Some members subscribe twice to the journal, once through APS and once through their STP membership. When these members contact the Executive Director, they are informed of the choice to continue a subscription through membership in STP or through APS (effectively resigning from STP). LRPC is uncertain of the costs that would accrue to STP if membership in STP were extended to those APS members who subscribe to *Teaching of Psychology* through their STP dues statements. APS maintains the list of subscribers. Unlike the dues paid by STP members, the subscription fee is split relatively evenly between APS, STP, and Lawrence Erlbaum Associates (publisher of STP’s journal).

#3A. LRPC recommends that the Publications Committee, the Associate Program Director for APS, and the Executive Director (representing, *ex officio*, the Recruiting, Retention, and Public Relations Committee) explore the feasibility of offering STP memberships to APS members who subscribe to *Teaching of Psychology* via their APS dues statements.

#4. INDEPENDENT STP CONFERENCE

President-Elect, Bill Addison, solicited LRPC’s input about developing a stand-alone national STP conference. Prior to developing a formal proposal for the Executive Committee, Addison will also consult with the STP Director of Programming to discuss the feasibility of STP hosting its own national conference similar to conferences sponsored by other APA divisions and psychology organizations. During the LRPC’s discussion, the following issues were raised.

- Many of STP’s members do not attend the annual APA and APS conferences; many attend conferences within their discipline in psychology. Would our members and other psychology teachers be interested in attending a national conference sponsored by STP?
- Would STP’s conference be considered distinct enough from what NITOP offers to draw attendance?
- STP has already enjoyed success with its co-sponsored national conferences on “Best Practices” in assessment and introductory psychology. LRPC is also aware that regional conferences on the teaching of psychology have had mixed success depending on the region of the country where they are held; Division 17 (Counseling Psychology) had similar experiences when it developed 5 regional conferences, only 1 of which is currently viable.

If STP held its own conference, it would likely hold its Executive Committee meeting at that conference. What might STP then offer at the APA conference? Perhaps STP could focus its APA programming more on interdivisional programming on teaching within specific disciplines in psychology.

A national conference on the teaching of psychology could bring together constituents from other teaching-oriented organizations. STP may request support from APA’s Education Directorate to strengthen collaborations with TOPSS, PT@CC, and other organizations.

What is the market for another national teaching conference? Members of LRPC expressed concern that the market of conferences is saturated. What benefits would this conference provide beyond those available through the regional psychology conferences, NITOP, Best
Practices, etc. In addition, most of our members’ institutions have reduced, not increased their travel budgets, so we would draw from a declining pool of travel monies. The regional APA conferences are attracting fewer professionals (who are attending conferences related to their disciplines) and more graduate students (who use it to develop their professional skills).

If STP developed its own national conference, would this conference replace the Best Practices series?

There are two areas of the country where a national conference might draw attendance: the South and the Midwest. There are already several conferences that attract our constituents to conferences in these areas.

According to our last membership survey, STP members who do attend APA go because of what APA has to offer, and they usually don’t attend STP programming at APA.

An advantage of offering a national conference is that it could help build a stronger identity for STP and cohesion among teaching groups: “I’m a teacher of psychology, and I attend the national teaching conference” just as members Division 14 attends SIOP’s conference.

President-elect Bill Addison will discuss with STP Director of Programming Bill Hill the possibility of developing a new theme for a national conference, in lieu of Best Practices – a collaborative national conference co-sponsored by organizations that send formal liaisons to STP’s Executive Committee.

#5. STP PROGRAMMING

The STP Director of Programming and the STP Treasurer are exploring four alternate models of accounting practices relevant to conference sponsorship, with input from APA. These models were presented to the Executive Committee during the August 2003 meeting. President Beins will contact Bill Hill and Ruth Ault to request follow-up information on this issue.

#6. STP/APA RELATIONS

**STP’s Web presence:** The STP Internet Editor, Vinny Hevern, has contacted APA to determine whether APA could host our Internet presence (e.g., the Web site and the PsychTeacher and ToPNEWS-Online subscription lists). The report from Vinny suggested this was a viable option for STP to consider. President Beins will contact the Internet Editor to discuss if we are ready to make a formal recommendation to the EC to relocate STP’s Web presence to the APA server. We should also attempt to develop a more permanent email address for the Executive Director and the Editor of ToP. Last year’s LRPC report recommended that all of STP’s Web site should be in 1 location (e.g., at the current time, the sites for Teaching of Psychology and the G. Stanley Hall sites are maintained at Ithaca College, and the Best Practices site is maintained at Kennesaw State University). If APA hosts all of our Web presence, institutions would lose their identification with STP governance and STP’s affiliation with APA would become more visible.

**The APA Education Directorate’s Office of Precollege and Undergraduate Programs** provides considerable financial and staff support for TOPSS and PT@CC, both of which are formal APA committees, and this Office has been supportive of STP initiatives, especially our conference programming. The Education Directorate established an Undergraduate Advisory Board, but the board does not function as a formal committee of APA and is not equivalent to TOPSS or PT@CC. Most recently, APA’s Board of Educational Affairs provided a $5000 grant to support STP’s Teaching Enhancement Workshops, which are an expansion of the Preparing the New Psychology Professoriate. LRPC thanks the Education Directorate for its support to STP over the years.
Maureen McCarthy, Director, Precollege and Undergraduate Programs Office, is interested in having LRPC identify ways that APA’s Education Directorate could continue to help support STP in its initiatives. President Beins will consult with McCarthy about the following possibilities:

- APA could provide resources and outreach to teaching faculty (e.g., through programming at regional conferences in the form of pre-conference workshops or conference presentations).
- APA could fund a leadership planning meeting (“summit”) whose focus is strengthening undergraduate education (a follow-up meeting from Education Leadership Conference discussion group of organizations related to enhancing the teaching of psychology).
- APA could support initiatives at the grass-roots (e.g., local or state) level that bring together leaders from 4-year colleges, 2-year colleges, and high schools to discuss common issues (e.g., articulation; curriculum) that could be co-sponsored by a regional university or college who could supply the meeting facilities.
- APA could support or underwrite some of STP’s scholarship of teaching initiatives.
- Are there any tangible resources APA could provide via OTRP, for example, expanding support for Instructional Resource Awards?
- APA might provide support for interdivisional collaborations and/or other initiatives of STP Presidents.

*PsychExtra*. APA provides a service, PsychExtra, whose purpose is to archive difficult-to-archive records of psychology-related materials. LRPC believes it would be a good idea for us to archive the STP newsletter in PsychExtra. There may be other materials that STP develops that may also be archived in PsychExtra.

#6A: LRPC recommends that the STP Publications Committee develop a list of STP resources that would be archived in PsychExtra.

**#7. DEVELOPMENT OF STP AS AN E-PUBLISHER/PRINT PUBLISHER**

LRPC discussed issues related to STP’s growing efforts to publish teaching resources in print and electronically. Do we want to take our e-publications and develop a print version of these materials? Should we make our e-publications available to members only? One difficulty with restricting access is that the e-publications may be a recruiting tool (e.g., the upcoming book for graduate teaching assistants). Should we develop publications that could help us generate revenue that would support STP initiatives, and, if so, how would we determine which publications would most likely serve as revenue generators? There is a Presidential task force that is currently pursuing four issues: (1) editorial control & peer review, (2) formatting & accessibility, (3) intellectual property rights, (4) cost. LRPC would like this task force to consider two additional issues: (5) revenue generation, and (6) implications of moving STP’s Internet presence to the APA server (e.g., organizational identity, accessibility, traffic, space/storage, revenue split).

#7A: LRPC recommends that the Task Force on E-publishing consider whether and to what extent STP should view e-publishing as a revenue generator. LRPC also recommends that the Task Force consider the implications that might occur if STP moved its Web resources to APA’s server.

**#8. COLLABORATION ON FIPSE GRANT**

The Department of Child Development at Tufts University approached STP about collaborating with them on a FIPSE (Fund for Improving Post-Secondary Education) grant on a project to develop a Web tutorial that would help students develop research skills. STP’s involvement would be minimal for the early years of this 3-year grant (e.g., providing some advisory support
to the principal investigators). During the third year of this grant, the principal investigators would like STP’s assistance in disseminating their work (e.g., perhaps via a “Best Practice”-type conference; perhaps via OTRP).

**#8A:** LRPC recommends that the Executive Committee endorse collaboration with Tufts University’s Department of Child Development if the department receives a FIPSE grant for development of a Web tutorial.

**#9. STP TEACHING AWARDS**

In 2003, the Executive Committee recommended forming a task force for reexamining standards and rubrics for each of STP’s teaching awards and to consider a process for naming those awards that currently don’t have a name. LRPC discussed the ideal composition of this task force. The task force should include some of the recent past chairs and the current chair of the Teaching Awards Committee. Should there be separate working groups to develop criteria for each of the awards? Representatives from TOPSS, PT@CC, and the Graduate Student Teaching Association (GSTA) should be included on the task force to represent their constituents for the secondary school, 2-year college, and graduate student awards respectively. In addition, the task force should include individuals who have demonstrated experience in the evaluation of teaching and in the scholarship of teaching. During the EC’s electronic discussions, there was interest in including representation from constituents who have not won the teaching award.

Based on this discussion, it was decided that President Beins should contact Dana Dunn, Elizabeth Yost-Hammer, Barry Perlman, and 1 representative each from TOPSS, PT@CC, and GSTA as members of a 6-person task force.

LRPC then discussed a process for naming the two awards (early career, 2-year college) that remain unnamed. LRPC reviewed the discussion on the Executive Committee’s electronic discussion list and reports from the STP Teaching Committee and last year’s task force. LRPC would like to name the awards to recognize both individual and organizational commitment to teaching excellence. The committee will make a formal recommendation to the Executive Committee at a future date.

**#9A:** LRPC recommends changing the name of the McKeachie Early Career Teaching Award to the McKeachie Graduate Student Teaching Excellence Award to reflect accurately the changed focus of this award.

**#10. MYERS’ GRANT TO FUND TEACHING RESOURCES**

David Myers has provided us $5000 for the past few years, which STP has used to fund teaching workshops and the “Best Practices” workshop. Most recently, Myers has approached APS about providing a grant with a $1 million corpus to support teaching initiatives and resources. Myers and APS would like to consult with STP about strategies for maximizing the benefits to teachers from the annual interest generated by this endowment.

**#10A:** LRPC recommends that President Beins approach APS Executive Director Alan Kraut about meeting with key individuals representing STP to discuss strategies for developing teaching resources and other initiatives funded through David Myers’s grant to APS.

**#11. MANUAL ON POLICIES AND PROCEDURES**

In order to maintain continuity of STP operations across incumbents in STP offices and committees, President Beins will request job descriptions and a timeline of their activities from
elected officers, appointed editors and directors and their associates, standing committee chairs, managers of electronic lists, and the chairs of the Graduate Student Teaching Association and the Fund for Excellence. These materials should be sent to Loreto Prieto by June 1, 2004 for collation and preparation for the APA meeting. This information should be archived on the STP Web site.

#12. STP LIAISON TO APA’S BOARD OF EDUCATIONAL AFFAIRS

LRPC discussed who would best serve as STP’s liaison to APA’s Board of Educational Affairs (BEA), which meets in the Washington, DC area in the Spring and Autumn. It is LRPC’s belief that STP’s President-elect should attend the Autumn meeting in order to develop networks that would help support initiatives during that person’s presidential term. The BEA meeting provides opportunities to interact with liaisons from other groups interested in the teaching of psychology. In addition, the location of the meeting provides an opportunity for the President-elect to meet with APA staff (e.g., Education Directorate, Division Services, Membership Director) as well as staff at the American Psychological Society. The President-elect should plan to arrive 1 day prior to the meeting and should set up meetings with APA and/or APS staff. There have been occasions when BEA has cancelled meetings; however, STP should still send the President-elect to Washington, DC during Autumn, even if BEA cancels its meeting. The President would attend the Spring BEA meeting. In case the President or President-elect cannot attend this meeting, the alternate liaison should be the Director of the Long Range Planning Committee, who would consult with the President or President-elect concerning presidential initiatives.

#12A: LRPC recommends that STP fund the President-elect to attend the Autumn APA Consolidated Meetings as our formal liaison to the Board of Educational Affairs (BEA). The LRPC further recommends that STP fund travel 1 day prior to the Consolidated Meetings so that the President-elect may meet with staff at APA and/or APS. If the Autumn Consolidated Meetings are cancelled, STP should still fund the President-elect to travel to Washington, DC for the purpose of meeting APA and/or APS staff. LRPC recommends that the President should attend the Spring APA Consolidated Meetings. In case the President or President-elect cannot attend, the Chair of the Long-Range Planning Committee should attend as the liaison for the BEA meeting.

#13. INTERDIVISIONAL COLLABORATIONS ON TEACHING DIVERSITY

Loreto Prieto, Chair of STP’s Diversity Task Force, indicated that 16 divisions of APA have expressed an interest in exploring interdivisional collaborations on teaching diversity. Prieto will organize a meeting to discuss such projects in the STP hospitality suite during the August 2004 APA convention. The LRPC thanks the Diversity Task Force for the quality of their work. The task force has existed since 1998 and has made significant contributions to STP’s teaching resources. Over the past few years, the task force has conducted its work on a limited budget.

LRPC discussed the value of making the Diversity Task Force a standing committee. The task force has worked well for the past 5 years, and this would help support future interdivisional collaborations. The task force’s mission could be expanded to include not only the teaching of diversity but discussions of the retention of minority students and other issues. The past 5 STP Presidents have seen the wisdom of continuing the work of this task force across their tenure.

#13A: LRPC recommends converting the Diversity Task Force to a standing committee of STP and that the budget for this committee be set at $500 for its first year of operation.
#14. MAINTAINING THE FUTURE VITALITY OF STP

LRPC examined the list of individuals serving as officers and chairs of STP committees and task forces. Most of the core offices are staffed by the individuals who have a long history of service to STP, who began their careers as teachers of psychology, and many of whom are now holding administrative positions with limited teaching responsibilities. STP also appears to be attracting new talent into positions on task forces and committees. It is a good idea for us to reflect on mentoring and professional development activities for the future governance of our organization (e.g., bringing new individuals into task forces and committees to groom them for increasingly core positions). LRPC believes it is important that STP provide outreach to the new professoriate and that the needs of teachers of psychology are well-represented in our deliberations. We need to maintain our commitment to involving graduate students and teachers in our operations. We also need to look at the diversity of the individuals who hold positions of leadership. STP has made this a priority, as indicated by its commitment to the Diversity Task Force and its development of interdivisional collaborations. STP is doing well but needs to keep these issues constantly in mind.

#15. PUBLICATION OF AN STP MEMBERSHIP DIRECTORY

LRPC discussed the value and feasibility of publishing an STP Membership Directory in a print and/or electronic (online) format. The advantages of publishing a membership directory are that it would promote networking among our members and it could help current officers locate and contact current members who may contribute to STP’s governance. For example, this may help STP’s officers identify and contact high school and community college teachers who are members of STP.

LRPC also discussed some of the difficulties of developing and maintaining a membership directory. Unless at least part of the STP Web site is password-protected, anyone visiting our site would have access to an electronic version our membership directory. If we choose to add password-protection to part of our Web site, this could help us develop members-only benefits; however, we may need to develop a system for distributing and maintaining membership passwords as members join and resign from STP. If we choose to keep the STP Web site open, we would probably need to ask our members to permit us to post their membership information to this list; the membership directory would then be a subset of the entire STP membership.

Ultimately, LRPC would prefer the STP Membership Directory to be a “members only” benefit. However, until we have developed password protection of sections of our Web site, LRPC suggests that we ask members to approve the addition of their names to the STP Membership Directory. The Executive Director could add an approval form to the STP application form and to renewal notices for non-APA members. APA members of Division Two, who renew directly through their APA dues statements, could be contacted for their approval through the annual direct mailing to APA members that encourages them to apportion votes to Division Two and to vote in the APA elections.

Another concern is that our current membership list is maintained at two sites. The STP Executive Director maintains records of non-APA members of STP, whereas the records of members of APA Division Two are maintained at the APA Membership Office. We may need to approach APA’s Membership Office and the Office of Precollege and Undergraduate Programs for assistance in gaining access and maintenance of our membership list.

#15A: LRPC recommends that STP establish an electronic membership directory, available for download at the STP Web site, for purposes of networking and collaboration among STP members. An announcement of the membership
directory shall appear in the Fall 2004 newsletter, and members who wish their contact information to appear in the membership directory shall provide approval via the STP application form, renewal notice, and APA apportionment ballot mailing.

#16. REPORTS FROM STP COMMITTEES

**STP Programming:** LRPC discussed the report from the STP Programming Director. LRPC thanks the STP Director and Associate Directors of Programming for their work and for the collaborations they have strengthened with APA, APS, and NITOP.

**Fund for Excellence:** The report from the Fund for Excellence indicated concerns that there are few applications for some of the teaching awards and that the STP Teaching Awards Committee did not grant some awards in some years. LRPC encourages the Fund for Excellence to address their concerns directly to the Chair of the STP Teaching Awards Committee. However, LRPC does not share these concerns at this time. Since 1981, the average numbers of applications were 6.04 (4-year college/university), 4.61 (early career), 3.34 (secondary school), and 1.87 (2-year college). Applications for the secondary school and 2-year college awards might be increased through targeted announcements to these constituents (e.g., contacting officers in TOPSS and PT@CC; requesting announcements be placed in Psychology Teacher Network). In 2003, the number of applications for each award was above the mean number of applications, so there does not appear to be a concern for the short run. Since 1981, there were only 3 years that the STP Teaching Awards Committee did not award the 2-year college award and 3 years that it did not award the 4-year college/university award. STP entrusts the committee to make decisions to grant or not grant an award in a given year based on the quality of applications. The ongoing work to develop criteria and rubrics for each award may help clarify the committee’s decision-making process.

The report for the Fund for Excellence also expressed concern that increasing the number of awards may have implications for the viability of funding and applications in future years. LRPC appreciates this concern and suggests that STP monitor this issue in the future.

**#16A**: LRPC recommends regular announcements inviting applications for STP Teaching Awards in the Psychology Teacher Network and other venues that may help us attract applications for each award.

**Elections and Appointments Committee**: The LRPC thanks the committee for its work in developing a strong slate of candidates for APA boards and committees.

**Graduate Student Teaching Association (GSTA)**: LRPC congratulates the past and current chairs of GSTA for their considerable work in establishing a Web site, listserv, and programming for its constituents. It is important to maintain the viability of GSTA; the past two chairs have come from the same institution as the faculty advisor, which facilitated the founding and development of GSTA. It may be useful to maintain the presence of the GSTA at the institution which hosts the faculty advisor and to rotate the faculty advisor every 3 years. We could develop a procedure, similar to what Division 17 does with its graduate student group, to invite applications for host institutions.

How can we support the GSTA’s interest in developing a job listing and a mentoring service? STP does include job postings in PsychTeacher; these job postings could be collected by the Chair of the GSTA and copied to a Web site.

**#16B**: LRPC recommends that the Graduate Student Teaching Association collect job listings from PsychTeacher and other electronic Web sites that could then be posted to their own listserv and to a Web site. LRPC recommends
a news item in ToPNEWS-Online to forward position announcements to the Chair of the GSTA.

The mentoring service raises concerns that a student’s advisor might not concur with advice from a mentor at another institution and the graduate student could find themselves in a difficult position. In lieu of one-on-one mentoring, perhaps a few STP members could join the GSTA listserv and contribute to ongoing discussions. In addition, GSTA could offer workshops before or during conferences on issues relevant to graduate students (e.g., applying for an academic position, the life of a new faculty member, etc.). Over the years, this could be self-sustaining, where former GSTA members could develop workshops for future GSTA members. Perhaps the APA Office of Pre-College and Undergraduate Programs could help develop workshops for graduate students at the regional conferences.

GSTA should contact the STP Executive Director on a regular basis for updated information on its members.

LRPC became aware that an anonymous source may provide money to GSTA for their activities. GSTA might approach the Fund for Excellence about establishing a fund that could support the activities of GSTA, where donors could earmark monies for this purpose.

**Report from Editor of Teaching of Psychology:** Institutional subscriptions have dropped to 564 in 2003, down from 592 in 2002. If we drop below the institutional limit of 550 set by Lawrence Erlbaum Associates, STP would incur an expense of at least $10,000 to provide *Teaching of Psychology* to our members. The Publications Committee will need to consider this issue further.

**#16C:** LRPC recommends that the Chair of the Publications Committee continue their consultations with Lawrence Erlbaum Associates concerning the drop in institutional subscriptions and the reality that many institutions are favoring electronic subscriptions to journals.

**Report from Council of Representatives:** Given the recent public attention to same-sex marriages and sexual orientation, LRPC discussed the possibility of developing teaching resources, in collaboration with the Division 44 (Society for the Psychological Study of Lesbian, Gay, and Bisexual Issues) and APA’s Committee on Lesbian, Gay and Bisexual Concerns related to the issue of same-sex families and relationships.

**#16D:** LRPC recommends that the Diversity Task Force contact Division 44 (Society for the Psychological Study of Lesbian, Gay, and Bisexual Issues) and APA’s Committee on Lesbian, Gay, and Bisexual Concerns to explore collaborations to develop teaching resources related to sexual orientation.

**G. Stanley Hall Committee:** We have not maintained conference proceedings on the G. Stanley Hall presentations. STP should consider a way of archiving these presentations.

**#16E:** LRPC recommends that the Chair of the G. Stanley Hall Committee consult with STP’s Internet Editor to develop procedures for archiving presentations on the STP Web site.

**Reports from Office of Teaching Resources in Psychology and the Recruiting, Retention, and Public Relations Committee:** LRPC reviewed the reports and thanks these individuals for their work.
Letter from APA’s Committee on Divisions/APA Relations (CODAPAR): STP will appear in an upcoming APA Monitor feature “A Closer Look at Division x”. President Beins requested ideas for the contents of this article. LRPC discussed the following items: expansion of STP programming, interdivisional collaborations on teaching resources, our long-range planning initiatives, renewed emphasis on the scholarship of teaching.

The APA Monitor welcomes submitted articles. The RRPC Chair should contact Bridget Murray for ideas on articles, Division Spotlight, etc.

Report from the Secretary: LRPC discussed changing to an electronic-only version of the STP newsletter. This would save us printing and mailing costs. Many organizations similar to STP have changed to an electronic-only format for distributing their newsletters.

#16F: LRPC recommends that the current print version of the newsletter be replaced by an electronic version of the newsletter starting with the Spring 2005 issue. The Secretary should include an item in the Fall 2004 issue announcing the shift to the electronic-only format and requesting members to provide an email address to obtain future issues of the newsletter.

#17. OPERATIONAL PROCEDURES OF LRPC

Appointments to Chair and Associate Chair of LRPC begin in January and end in December. The President should consult with the President-elect in selecting all appointments to LRPC. LRPC needs to consider the composition of its appointed members so that an appropriate representation occurs (e.g., diversity, inclusiveness, individuals who may contribute to specific long-range initiatives).

We need to remember our mission to focus on strategic planning, as indicated in item #15 of the 2002 LRPC report. The LRPC Chair and the President need to prioritize agenda items with first priority to those items that have long-range implications. LRPC should work on developing a set of goals for the next 5-10 years that would be approved by the Executive Committee and would help direct the agenda of the LRPC.

#18. SUBSCRIBERS TO TOP-EC

LRPC discussed the current list of subscribers on the TOP-EC discussion list. TOP-EC is used to conduct the business of the Executive Committee. The list should be restricted as much as possible to those who have direct need to participate. In order to maintain some historical perspective, LRPC discussed retaining Past Presidents for 5 years and the last two APA Council Representatives. LRPC modified the list with input from the last meeting of the Executive Committee.

#18A: LRPC recommends that subscribers to the TOP-EC discussion list be restricted to the following list of individuals:

Voting EC Members (and individuals who have been appointed to replace them):
- President
- Past-President
- President-Elect
- Secretary
- Treasurer
- Current APA Council Representatives and their most recent predecessors
- Editor, Teaching of Psychology
- Internet Editor
President-elect Bill Addison discussed his vision for his presidential year.

His primary goal is to make STP more attractive and accessible to psychology teachers at all levels and types of institutions. He would also like to strengthen grass-roots collaborations among teachers of psychology across institutional settings, perhaps with funding through APA’s Education Directorate. We should solicit and provide more information pertaining to these groups (e.g., a standing column in the newsletter related to issues in the high schools and community colleges), and we should expand programming geared to these groups.

Another goal is to expand STP’s initiatives in the scholarship of teaching, including print and electronic publications on this topic. We may need to develop a clear definition of the scholarship of teaching that would help to focus submissions. We need to find ways of making
the scholarship of teaching more visible and more respected research endeavor for the professoriate.

A third goal is to continue our initiatives towards diversity of our membership and our leadership and towards collaborations that support the teaching of diversity issues.

President-elect Addison then welcomed ideas concerning these initiatives. Members of LRPC supported Addison’s initiatives focused on teachers at secondary schools and 2-year colleges via grass-roots efforts; our members are looking for the practical, day-to-day, resources that can help teachers do their jobs more efficiently and effectively. LRPC supported Addison’s initiatives on diversity, considering the changing demographics of our students and its implications for effective teaching. Members of LRPC suggested the possibility of developing a future Best Practices conference on the scholarship of teaching.

**RECOMMENDATIONS FOR VOTE BY THE EXECUTIVE COMMITTEE**

#8A: LRPC recommends that the Executive Committee endorse collaboration with Tufts University’s Department of Child Development if the department receives a FIPSE grant for development of a Web tutorial.

#9A: LRPC recommends changing the name of the McKeachie Early Career Teaching Award to the McKeachie Graduate Student Teaching Excellence Award to reflect accurately the changed focus of this award.

#12A: LRPC recommends that STP fund the President-elect to attend the Autumn APA Consolidated Meetings as our formal liaison to the Board of Educational Affairs (BEA). The LRPC further recommends that STP fund travel 1 day prior to the Consolidated Meetings so that the President-elect may meet with staff at APA and/or APS. If the Autumn Consolidated Meetings are cancelled, STP should still fund the President-elect to travel to Washington, DC for the purpose of meeting APA and/or APS staff. LRPC recommends that the President should attend the Spring APA Consolidated Meetings. In case the President or President-elect cannot attend, the Chair of the Long-Range Planning Committee should attend as the liaison for the BEA meeting.

#13A: LRPC recommends converting the Diversity Task Force to a standing committee of STP and that the budget for this committee be set at $500 for its first year of operation.

#15A: LRPC recommends that STP establish an electronic membership directory, available for download at the STP Web site, for purposes of networking and collaboration among STP members. An announcement of the membership directory shall appear in the Fall 2004 newsletter, and members who wish their contact information to appear in the membership directory shall provide approval via the STP application form, renewal notice, and APA apportionment ballot mailing.

#16F: LRPC recommends that the current print version of the newsletter be replaced by an electronic version of the newsletter starting with the Spring 2005 issue. The Secretary should include an item in the Fall 2004 issue announcing the shift to the electronic-only format and requesting members to provide an email address to obtain future issues of the newsletter.
#18A: LRPC recommends that subscribers to the TOP-EC discussion list be restricted to the following list of individuals:

Voting EC Members (and individuals who have been appointed to replace them):
- President
- Past-President
- President-Elect
- Secretary
- Treasurer
- Current APA Council Representatives and their most recent predecessors
- Editor, *Teaching of Psychology*
- Internet Editor
- Director, Office of Teaching Resources in Psychology
- Director of Society Programming
- Chair, Elections & Appointments Committee
- Chair, Fellows Committee
- Chair, Long Range Planning Committee
- Chair, Publications Committee
- Chair, Recruiting, Retention, and Public Relations Committee
- Chair, Teaching Awards Committee
- Chair, Graduate Student Teaching Association

Extended EC (Nonvoting):
- Past-Presidents for the past 5 years
- Executive Director
- Editor, TOPNEWS
- Associate Internet Editor
- Associate Director, Office of Teaching Resources in Psychology (OTRP)
- Assistant Director, Internet Resources in OTRP
- Associate Director of Programming, APA
- Associate Director of Programming, APS
- Associate Director, Teaching Enhancement Workshops (if position is approved)
- Chair, G. Stanley Hall Committee
- APA Cluster Coordinator (if position continues to exist)
- Associate Chair, Fellows Committee
- All members of the Long-Range Planning Committee
- Associate Chair, Teaching Awards Committee
- Assistant Director, Project Syllabus
- Faculty Advisor, Graduate Student Teaching Association
- Associate Chair, Graduate Student Teaching Association
- Chair, Fund of Excellence
- Legal Counsel
- All current Task Force Chairs
- Formal STP Liaisons: currently, APA Education Directorate, Council for Teachers of Undergraduate Psychology (CTUP), Council for Undergraduate Psychology Programs (CUPP), Psi Beta, Psi Chi, Psychology Teachers at Community Colleges (PT@CC), and Teachers of Psychology at Secondary Schools
- Presidential invitations for a designated time period
The Long-Range Planning Committee (LRPC) of the Society for the Teaching of Psychology (STP) held its mid-year meeting during the APA Convention in the STP Hospitality Suite in Waikiki, Hawaii on July 30, 2004. Members in attendance were Bill Addison, Barney Beins, William Buskist (Chair), Mary Kite, Linda Noble, Patti Price, Loreto Prieto, and Thomas Pusateri (Secretary). Mary Kite, who recently was elected President-elect for 2005, also attended.

The charge of LRPC is to review STP’s programs, to discuss how STP can improve its operations, and to consider additional ways in which STP can better serve teachers of psychology. LRPC used this opportunity to discuss items that were raised during the Executive Committee’s deliberations and to assist in the planning for the President-elect’s presidential year.

This report summarizes the discussions and recommendations made by LRPC during its meeting. Each section provides a summary of LRPC’s discussion, and some discussion items may be followed by recommendations. Some recommendations are general and directed to a specific STP Officer, Standing Committee, or Task Force. These recommendations are provided for information purposes and do not require a vote by the EC. **Formal recommendations for review by the EC are in boldface** in the body of the report and are summarized at the end of the report. Because LRPC is an advisory group only, all formal recommendations require final approval by STP’s Executive Committee (EC). As in the past, the STP President (Barney Beins) will distribute the report to the EC and solicit feedback and discussion concerning LRPC’s recommendations prior to asking for formal approval.

### #1. Long-term investments

Some concerns were raised about managing our long-term investments. LRPC will include an agenda item for its Spring 2005 meeting and will seek input from the past, current, and future Treasurers prior to this meeting.

**Recommendation #1A:** LRPC should include an item on the agenda for its Spring 2005 meeting to discuss managing STP’s long-term investments.

### #2. The future of the Executive Director position

LRPC reviewed comments from EC members obtained during electronic discussion of Recommendation #1A in LRPC’s Winter 2004 report. This recommendation sought input from EC members about expanding the position of Executive Director to assume the role of Treasurer and some of the duties of Secretary, and the hiring of a part-time staff member to manage STP finances. Some members of the EC expressed concerns about hiring a part-time staff member who may have less personal investment in STP’s affairs. One member suggested the alternative of changing the office of Treasurer from an elected position to an appointed position and extending the term of office. This alternative would allow the EC to examine credentials of applicants prior to an appointment. The role of Executive Director was initially created as an historical, apolitical office that could provide continuity for STP’s operations across presidential terms; it may be problematic to expand this position with the power over STP’s finances. Are there ways of changing the ED position to provide further support to the STP President without shifting the responsibilities of Treasurer to the position? Perhaps the President could rely on the ED for some of the mundane activities of the position.
Recommendation #2A: LRPC should include an item on the agenda for its Spring 2005 meeting to develop a formal proposal to the Executive Committee concerning the future of the position of Executive Director.

#3. Electronic payment of membership dues

Patti Price, Chair of the Recruiting, Retention, and Public Relations committee, discussed using a service such as PayPal to collect membership dues electronically from the STP Web site. Providing this service might make it more convenient for new members to join and for current members to renew with STP. PayPal charges 2.9% + 30 cents per transaction. Based on the current membership structure, this service would cost approximately 94 cents for those who pay $22 for membership and 68 cents for those who pay $13 for membership. Patti will consult with Century Business Services (the accounting firm who manages STP's finances), the Internet Editor and the Executive Director to offer this service to our members.

#4. Travel stipend for participation in EC meetings

During the EC meeting, members discussed raising the travel stipend to reflect better the true costs of attendance at the EC meeting. This stipend is currently $500 per person and has not been raised for at least 10 years, whereas costs of travel, conference registration, and lodging have increased each year. LRPC discussed developing an estimate of expenses for the Washington DC conference to determine a method of setting a reasonable stipend for travel to the EC meeting in 2005. This stipend would be based on estimated costs for hotel, per diem, conference registration, airfare, and ground transportation.

Although we may need to be concerned about the way our members may react if we increase the travel stipends, we need also to consider the need to conduct face-to-face meetings. We may want to examine our budget to determine what percent is spent on administrative support versus service to members.

Should we revisit the list of individuals who receive stipends? As the organization grows, the cost of attendance may increase. What is the minimum number of individuals who should be present at the EC meeting? We need to encourage new talent to join the governance of the organization, so we should provide travel support for Associate Chairs and incoming officers.

Recommendation #4: LRPC will estimate expenses for travel to the 2005 APA convention in Washington, DC, and will use these estimates to develop a proposal during Spring 2005 meeting for raising the STP travel stipend.

#5. Collaborations with APS and other organizations

During this year's APS/STP Teaching Institute, STP paid $3300 for travel for speakers. APS charges a fee for the APS/STP Institute, but none of this fee was used to reimburse STP for the costs it accrued for travel. APS also benefits financially from its members who subscribe to STP's journal through its annual dues statement. STP should approach APS about providing more equitable benefits that would support both organizations. Our perception is that we're providing more benefits to APS than vice versa. One suggestion was to approach APS about covering the costs for speakers to travel to the APS/STP Teaching Institute.

This year, David Myers provided APS $1 million for furthering teaching. Myers had spoken to both STP's President and Executive Director about collaborating with APS on strategies for using this money in ways that support teaching. We may need to approach APS more assertively to offer our expertise so that we may collaborate, not compete, in providing support
for the teaching of psychology. We may also want to consider expanding our efforts to raise money for the Fund for Excellence.

Recommendation #5A: The STP President should contact APS about future collaborations and should discuss more equitable support for both organizations as they pursue initiatives related to the teaching of psychology.

We have had reasonable success working with SPSP on developing a teaching workshop at their annual conference. We should consider exploring similar workshops at conferences sponsored by similar organizations, (e.g., SPSSI, SIOP)

Recommendation #5B: The STP Director of Programming should explore the possibility of collaborating with organizations such as SPSSI and SIOP to offer teaching-related programming at their annual conferences.

#6. STP’s Web presence

LRPC is interested in making progress towards developing a single Web presence for STP’s resources. One possibility is to host materials on APA’s Web site. LeMoyne College has also agreed to maintain our materials on their server after Vinny Hevern steps down as Internet Editor.

Recommendation #6A: LRPC recommends that Vinny Hevern (Internet Editor), Bill Hill (STP Programming Chair and listowner for PsychTeacher), Dave Johnson (listowner for the TOPEC and TOPNEWS-Online lists), and John Williams (Associate Internet Editor) to develop a proposal for discussion at the Spring 2005 LRPC meeting.

Based on STP’s bylaws, the Publications committee needs to appoint a successor to the Internet Editor whose term expires December 31, 2004. We need to contact that committee to make them aware of this.

Recommendation #6B: The Publications Committee should appoint a replacement for the outgoing Internet Editor prior to the end of the current IE’s term.

#7. Members-only benefits

Bill Addison, President-elect, discussed his interest in “giving STP away… to a point”. Last year’s task force recommended we not begin to make unavailable materials that are currently available to nonmembers. Instead, we should find ways of providing additional benefits to current members. Currently, we are beginning to provide discounts to members for attendance at STP-sponsored conferences/workshops (e.g., there were reduced rates for members to attend the Best Practices conference in 2003). Bill Addison is interested in the development of a membership directory available to STP members only. APA Division Services provides guidelines for division membership directories that we will follow as we develop this directory. Members will be informed about this directory on application forms, renewal notices, the Fall 2005 newsletter, and special APA mailings (e.g., the APA apportionment ballot letter). Members will be given the option to have their information appear or not appear in the directory.

Recommendation #7A: The Executive Director should develop an STP membership directory for distribution to STP members during 2005.

LRPC then discussed some other possible members-only benefits, which might include an annual e-book of proceedings from the STP program at the APA convention, the APS/STP
Teaching Institute, and materials from the Teaching Enhancement Workshops. Publishing these materials may also support our initiatives in the scholarship of teaching.

Recommendation #7B: The President-elect should appoint a task force for considering members-only benefits.

#7. Thanks to Richard Griggs and David Johnson

The President will formally contact two contributors of materials available at our Office of Teaching Resources in Psychology, Richard Griggs (developer of a compendium of introductory psychology textbooks) and David Johnson (developer of a database of articles in Teaching of Psychology) to thank them for updating these resources on a regular basis.

#8. DATE FOR NEXT MEETING

LRPC will need to add a member to the LRPC. Loreto Prieto, LRPC Chair beginning in 2005, and Bill Addison, 2005 STP President, will establish a meeting time as soon as possible. LRPC thanks Bill Buskist for leadership as outgoing LRPC Chair.
The Long-Range Planning Committee (LRPC) of the Society for the Teaching of Psychology (STP) held its Winter meeting in Indianapolis, Indiana on February 25-26, 2005. Members in attendance were Bill Addison, Barney Beins, Mary Kite, Patti Price, Loreto Prieto (Chair), Pat Puccio, and Tom Pusateri (Ex-Officio; Secretary). The committee members thank Mary Kite and Loreto Prieto for arranging accommodations for this meeting.

The charge of LRPC is to review STP’s programs, to discuss how STP can improve its operations, and to consider additional ways in which STP can better serve teachers of psychology.

This report summarizes the discussions as well as formal and informal recommendations made by LRPC during its meeting. Each section provides a summary of LRPC discussion, and some discussion items are followed by recommendations. Some discussions and recommendations are directed to a specific STP Officer, Standing Committee, or Task Force. The STP President will share these discussions and recommendations with the appropriate individuals or groups for input and clarification prior to distributing the minutes to the entire Executive Committee. Formal recommendations for review and vote by the EC are in boldface in the body of the report and are summarized at the end of the report. Because LRPC is an advisory group only, all formal recommendations require final approval by STP’s Executive Committee (EC). The STP President (Bill Addison) will distribute the report to the EC and solicit feedback and discussion concerning LRPC’s recommendations prior to asking for formal approval.

REVIEW OF PAST LRPC ACTIVITIES

LRPC Chair Loreto Prieto welcomed new members Papacies and President-Elect Mary Kite and then provided historical background concerning the charge of the committee. The Chair indicated that, during the past several years, much LRPC time focused on reports from officers, standing committees, and task forces, which left little time for LRPC to address its primary charge of long-range planning for STP. The intent of this year’s meeting was to review recent LRPC and STP EC meeting minutes in order to dispose of as many outstanding business or initiatives not yet addressed. This would then pave the way for the LRPC to move forward into its original mission as a think-tank for long term Society issues. The Chair asked the President Addison and Past President Beins to review the status of LRPC recommendations from the past two years and the current year.

Addison discussed the recommendations from Past President Linda Noble’s (2003) term that have not yet been completed or that have implications for future initiatives. One of Noble’s task forces developed and distributed a membership survey in 2002, with the intent to conduct a membership survey every five years; the next survey is scheduled to be distributed in 2007. Kite will convene a task force in 2006 to develop this survey.

Another LRPC recommendation during past Noble’s term called for reviewing and refining the criteria for STP’s Teaching Awards and the naming of the two awards that had not yet been named. Although there was some progress on naming the awards, reviewing and refining the awards criteria has yet to be completed.

Beins discussed the status of recommendations initiated during his presidential term, including the need to address personnel issues, particularly concerning the responsibilities and
staffing of the Executive Director position and finding a successor for the current Internet Editor.

STP should prepare to initiate searches for the OTRP Director whose term will expire December 31, 2006, and the Director of Society Programming whose term will expire December 31, 2008.

Other initiatives from Beins’ term not yet been completed are the development of a policy and procedures manual and the consolidation of STP’s Web presence.

Beins also expressed concern that there is currently no formal mechanism for tracking the history and status of task force activities. Addison indicated he is in the process of reviewing and updating membership on all of our standing committees, task forces, etc. Information on the STP Web site is outdated, and there is currently no individual or group formally responsible for updating this information. One possibility discussed was that STP could consider appointing either a Director of Task Forces or a Committee on Committees. Another option is that the Elections and Appointments Committee, comprised of recent Past Presidents, could serve in this capacity; then, past Presidents could track the status of recommendations from their terms of office. This committee could also track the status of committee appointments.

Finally, Beins indicated that STP should clearly articulate its level of commitment to e-publishing. The STP Publications Committee should develop policies on e-publishing that could support current and future e-publishing initiatives. An example of such an initiative is STP’s recent e-publication of Preparing the New Psychology Professoriate: Helping Graduate Students Become Competent Teachers (2004). Another example is the likely possibility of an e-book being produced as a result of an STP task force on the use of technology in teaching. STP’s move towards e-publications also provides opportunities to expand the number of STP members who are actively involved in the organization (e.g., by serving as reviewers for submissions).

Addison discussed the initiatives of his term in office as represented by the task forces he has convened. One task force will examine STP’s collaborations with APS. This task force is considering whether and how STP might provide STP membership to APS members who subscribe to Teaching of Psychology through their APS dues. The task force is also examining issues related to STP’s financial commitment to the APS/STP Teaching Pre-conference.

A second task force will focus on increasing the visibility and recognition of the scholarship of teaching. In the past, LRPC had considered the creation of awards recognizing the scholarship of teaching, but this was abandoned to avoid competition with STP’s current teaching awards. The proposed task force would examine other ways to recognize and promote scholarship. One possibility being explored is providing STP members access to papers, transcripts, or other resources from invited talks at STP’s sessions at the annual American Psychological Association convention, but there are issues (e.g., copyright) that need to be explored.

The third task force will be charged with recommending collaborative efforts between STP and Psychology Teachers at Community Colleges (PT@CC). Possibilities include a regular column on community colleges in STP’s print newsletter, a regular column on STP in the Psychology Teacher Network (a periodical distributed to members of PT@CC and TOPSS, Teaching of Psychology in Secondary Schools), and developing a section of the STP Web site with information geared towards community college teachers. LRPC member Puccio is Chair of PT@CC this year, and she discussed some current PT@CC initiatives that may lend themselves well to collaborations with STP. PT@CC recently was awarded a grant from APA’s Board of Education Affairs to develop student learning outcomes or competencies that would serve as a developmental bridge between the outcomes articulated in the National Standards for the Teaching of High School Psychology and the Undergraduate Psychology Major Learning Goals and Outcomes. PT@CC is also considering ways to expand research experiences in community
colleges that would prepare students for pursuing baccalaureate and graduate study in psychology; this may involve regional collaborations among community colleges and colleges/universities. Puccio indicated that it is often difficult to contact individuals who teach psychology in community colleges, because community colleges often do not have separate departments of psychology; rather, psychology may be grouped with very different specialty areas within a single, general department.

Addison is working with OTRP Associate Director Chris Hakala to develop a small grant program (up to $300 per grant) to support partnerships and collaborations among teaching institutions that share a region Grants could provide funding for travel and food so that teachers at high schools, community colleges, colleges, and universities could convene to collaborate and develop partnerships. This program will continue the tradition of APA’s Psychology Partnerships Project (P3). Puccio commented that PT@CC is interested in convening another initiative similar to P3.

Addison asked Pusateri to report on the status of the STP Membership Directory. The directory will be developed in March 2005 and will be distributed to STP members only as an email attachment in Adobe Acrobat format.

#1. PERSONNEL: FUTURE OF THE EXECUTIVE DIRECTOR POSITION

In 2004, LRPC recommended merging the positions of Executive Director and Treasurer, but there was disagreement among Executive Committee members concerning the need for this change in responsibilities. Although the term of the current Executive Director was scheduled to end on December 1, 2004, the Executive Committee extended this term until the issue of the future role of the Executive Director could be resolved.

LRPC discussed the possibility of expanding the position of Executive Director to include the former position of Archivist, perhaps appointing an Associate Executive Director to perform these duties.

#1A: LRPC recommends, by May 1, 2005, the Executive Director provide the STP President a vision for the future responsibilities of the ED position that would support STP’s future health and growth.

#1B: LRPC recommends the President immediately initiate a discussion, restricted to voting members of the Executive Committee, concerning options for the re-staffing the position of Executive Director.

#2. PERSONNEL: INTERNET EDITOR POSITION

The current term of Internet Editor is scheduled to end August 31, 2005. The Publications Committee, in consultation with President Addison, developed an advertisement for applications and nominations for the Internet Editor, with the goal of publicizing this advertisement beginning March 2005 and appointing an Internet Editor no later than August 2005. The LRPC thanks Vinny Hevern for his outstanding service as STP’s first Internet Editor.

#3. PERSONNEL: ELECTING VERSUS APPOINTING THE STP TREASURER

LRPC received input from Ruth Ault, who ended her second term as Treasurer on December 31, 2004, concerning the pros and cons of changing the office of Treasurer from an elected to an appointed position. LRPC members note that the role of Treasurer has grown to become central to the long term health and functioning of STP. It is important for STP Treasurers to hold proper qualifications and expertise in financial matters, and for STP to employ proper safeguards to monitor this position. During its Winter meeting, LRPC was uncertain whether
and how STP’s accounts are audited and how financial investment decisions are made; Addison will seek clarification from APA Division Services and Ruth Ault.

LRPC continues to explore the pros and cons of changing the position of Treasurer from an elected to an appointed position. LRPC will seek information concerning the position of Treasurer in other APA divisions similar to STP in size and financial resources. LRPC is aware that, if STP changes the position of Treasurer from an elected to an appointed position, this change would reduce the number of elected positions to three: President-elect, Secretary, and APA Council of Representatives.

#3A: LRPC recommends that Addison contact APA Division Services for information about the structure of other division offices, the role of Treasurer, and the services APA provides to divisions for auditing and accounting. Addison will also consult with past Treasurer, Ruth Ault, for further input.

#4. PERSONNEL: REPLACEMENT OF PATTI PRICE ON LRPC

Patti Price is in her last year of service on LRPC. LRPC thanked Patti Price for her service and provided suggestions to Kite concerning desirable qualities for her replacement.

#4A: LRPC recommends that Kite consider the following factors when appointing the next at-large member to LRPC.
- can represent the interests of small private colleges;
- has knowledge of APA and its infrastructure;
- has experience with organizations with which STP might collaborate;
- who might provide a fresh perspective to our discussions; and
- may serve as LRPC Chair at the end of Prieto’s term.

#5. 2007 MEMBERSHIP SURVEY

LRPC began planning for the 2007 STP Membership Survey. Kite would like to maintain key items from the past survey to permit longitudinal comparisons in response patterns. New items for the upcoming survey might include questions about STP efforts at e-publishing and the likelihood that STP members would use the products of these efforts. The survey might also ask members to identify the conferences they regularly attend, which may assist STP in identifying organizations interested in co-sponsoring teaching sessions or pre-conferences at their meetings (refer also to Item #10 below).

#5A: LRPC recommends that Kite establish a task force to develop the 2007 STP Membership Survey.

#6. FINANCES: MANAGING STP’S LONG-TERM FINANCES

In the recent past, STP has enjoyed considerable growth in our financial assets, which now exceed $600,000. LRPC thanks past Treasurers Ruth Ault and David Johnson; STP’s current financial situation is due in large part to their fiscal responsibility and wise investments.

In addition, STP recently took some capital risks (e.g., funding inaugural years of the Best Practices conferences and teaching pre-conferences) that paid off. Our current financial health provides us the luxury of time to plan for STP's future investment decisions. Because STP's holdings are substantial, it is important for us to invest in ways that are diversified, safe yet permit growth. Should STP hire a financial expert to provide us with investment advice?
We must also keep in mind that STP is a nonprofit organization. STP should consider ways of spending its finances strategically to support its mission and its members. LRPC discussed the possibility of developing an endowment, similar to the Fund for Excellence, whose annual interest could be used to fund teaching-related initiatives. In what directions might STP support the teaching of psychology using its revenues? Is there anything we are currently doing that could be expanded? Is there anything we are currently not doing that we would like to do?

#7. STP MEMBERSHIP DUES

LRPC discussed some opportunities and threats for our near future that might warrant a dues increase for 2006. One substantial financial concern lies in the Society’s contract with Erlbaum, that stipulates institutional subscriptions of Teaching of Psychology must be maintained at 550; in order for individual membership subscriptions to be subsidized. Over the last several years, institutional subscriptions have continued to drop and, according to Randy Smith, may this year actually have fallen below the 500 mark. A dues increase in 2006 could offset anticipated loss of funds due to drops in institutional subscriptions.

There are also opportunities to promote STP and its mission through a dues increase. The Recruiting, Retention, and Public Relations Committee (RRPRC) is considering ways to expand membership benefits. For example, we will soon be accepting dues payments online through PayPal, which will increase the convenience for individuals to join or renew with STP but will reduce the amount of membership dues we collect. PayPal charges a fee for each online transaction (approximately $1.00) that could be offset by a dues increase.

Additionally, STP could renegotiate its contract with Erlbaum to provide online access to back issues of STP. At the current time, Erlbaum provides password-protected online access to 23 issues (starting with 1999 Volume 26 Issue 3). Erlbaum charges $40 for a one-year individual subscription to the print and online issues. It is likely that Erlbaum would charge STP a fee for providing our members online access to back issues as part of their membership benefits.

STP could also use a dues increase to provide initial seed money to expand the number of pre-conference workshops at conferences sponsored by other organizations (e.g., Society for Industrial/Organizational Psychology).

RRPRC would like to conduct a direct mail campaign to targeted groups who are underrepresented in STP (e.g., APA members without Division affiliations). Such campaigns are initially costly but often lead to considerable membership growth, as evidenced by a direct mail campaign STP conducted in the 1990s.

#7A: LRPC recommends the Executive Committee increase STP membership dues in 2006 to $25 (from $22) for nonstudents and to $15 (from $13) for students.

#7B: LRPC recommends that the Publications Committee consider the feasibility of a contract renegotiation with Erlbaum and/or preparing a new contract that would address such issues as expectations for institutional subscriptions and online access to back issues of Teaching of Psychology for STP members.

Based on a recent request, the LRPC discussed the possibility of free memberships for persons experiencing hardship. Because of the rarity of such requests, the LRPC leaves this decision to any President’s discretion and discourages STP from promoting the possibility of dues waiving.

#8. STP COLLABORATIONS WITH APS
LRPC discussed STP collaborations with the American Psychological Society (APS): Should APS members receive membership in STP when they subscribe to *Teaching of Psychology* through APS? STP has provided considerable financial support to the APS/STP Teaching Institute, such as the travel and lodging expenses for all guest speakers. LRPC is uncertain whether the costs and revenues for the Teaching Institute are equitably distributed between STP and APS.

**#8A:** LRPC recommends that Addison and Kite visit with APS Executive Director Alan Kraut in Spring 2005 to discuss issues such as STP membership for APS members subscribing to *Teaching of Psychology* and equitable cost- and revenue-sharing for the APS/STP Teaching Institute.

Puccio serves on an APS committee charged with administering a $1 million grant to APS from David Myers. This committee is developing several projects on which STP may be interested in collaborating, which include:

- the creation of searchable electronic databases of journal articles related to teaching and multimedia or electronic teaching demonstrations;
- the development of an APS-sponsored listserv and a consulting service for those interested in coordinating regional teaching conferences;
- the establishment of an international conference on the teaching of psychology;
- the development of a clearinghouse of materials to prepare graduate students for the teaching professoriate;
- the identification of a consortium of graduate psychology departments who promote the development of teaching skills in graduate students;
- the creation and distribution of a package of resources for new teachers that could possibly be distributed to psychology teachers via book publishers;
- the convening of an expert group that would promote collaborations similar to those promoted by the Psychology Partnerships Project; and,
- the hiring of professional staff who would promote public awareness of psychology.

**#8B:** LRPC recommends that Addison and Kite discuss with Puccio possibilities for STP involvement in the development of projects funded through David Myers’s grant to APS.

**#9. CHANGING THE DIVERSITY TASK FORCE TO A STANDING COMMITTEE**

The Diversity Task Force has demonstrated considerable success in developing scholarly presentations, publications and resources on diversity. Whereas task forces are designed to be short-lived, with a starting date, ending date, and a charge, the life and work of the Diversity Task Force has differed considerably from this model. Since its inception, all Presidents (including Kite) have believed it important to continue the work of the task force. However, few Presidents have charged the task force with specific initiatives; most have let the task force develop its own agenda, similar to the operation of a standing committee.

LRPC discussed the value of creating a standing committee on Diversity. LRPC believes that the issues of diversity need a voice and a vote on the Executive Committee table. Moving this task force to the status of a standing committee would help institutionalize its mission. STP continues to benefit from developing resources for teaching diversity and for mentoring students and faculty on issues of diversity, such as how to integrate diversity into the curriculum, how to hire and retain a diverse faculty, how to attract and retain a diverse group of students to psychology as a major and profession, and how to help diverse students succeed. In addition, establishing this task force as a standing committee would help support future collaborations with APA divisions interested in diversity issues. Another possibility for institutionalizing STP commitment to diversity is to establish a “Best Practices” conference on diversity issues.
LRPC is aware that establishing a new standing committee would require a change in the by-laws. At the current time, the LRPC is interested in seeing if the EC is willing, in principle, to create a standing committee on Diversity. If such a motion passes, the LRPC would recommend that the EC then move forward with creating the necessary drafting of bylaw language change and instituting the process to have such bylaw change approved by the STP membership.

**#9A:** LRPC recommends the Executive Committee create an STP standing committee for Diversity.

**#9B:** LRPC recommends that the STP Program Director consider a “Best Practices” conference around issues of diversity relevant to the teaching of psychology.

The present discussion regarding bylaws change processes brought about the idea that STP could consider a future by-laws change that would permit the Executive Committee to change long-term task forces to standing committees without the necessity of a by-laws change. However, the LRPC recognizes that the process of by-laws changes take time, and this process serves as a check-and-balance against the proliferation of standing committees.

**#10. CONFERENCE ATTENDANCE BY STP MEMBERS**

Based on the 2002 STP Membership Survey, LRPC is aware that few STP members attend the STP program at the annual APA convention. LRPC is interested in collecting data concerning the divisional affiliation of individuals who do attend these sessions, which may help us with membership recruiting and retention activities. LRPC is also interested in providing members of the STP Graduate Student Teaching Association (GSTA) with opportunities to serve STP.

**#10A:** LRPC recommends that the APA Associate Program Chair collect data at the STP sessions during the 2005 APA convention in Washington DC concerning each attendees’ primary division affiliation(s).

**#10B:** LRPC recommends that the Chair of the GSTA identify GSTA members who could assist the APA Associate Program Chair at the 2005 and future APA conventions. Volunteers could be reimbursed with a travel subsidy from the APA Program budget for assisting with staffing the hospitality suite and distributing surveys at STP sessions.

Puccio coordinates the Midwest Institute for Students and Teachers of Psychology (MISTOP), which will meet in early March 2005. She agreed to distribute a survey asking her attendees which conferences they regularly attend. She will share this data with LRPC. The data from the APA and MISTOP surveys may assist the Director of Society Programming in identifying organizations who may be interested in collaborating on developing teaching sessions or workshops at their conferences.

**#10C:** The Director of Society Programming should develop a plan for expanding our presence at disciplinary conferences (e.g., SPSP, SRCD).

LRPC discussed other ways we might be able to reach our membership, such as a stand-alone STP conference, expanding our presence in regional psychology conferences, pre-conference teaching institutes, and a teaching teleconference.

Would the Myers fund be able to support our outreach to regional/local teaching conferences? Some members are in states that are relatively isolated; are there ways of reaching out to these members, such as through teleconferences?
LRPC is supportive of STP growth in programming (e.g., the Best Practices conference, the APS/STP Institute, the SPSP teaching pre-conference, and Teaching Enhancement Workshops). Now that our programming has expanded considerably, it may be time for STP to articulate formal policies and procedures for STP’s involvement as a co-sponsor.

#10D: LRPC recommends that Director of Society Programming draft formal policies and procedures for the cost-sharing, revenue-sharing, and accounting of STP-sponsored workshops, pre-conferences, conferences, and institutes.

#11. STP WEB PRESENCE

The LRPC notes that the current STP site has served the Society well but is growing in complexity. With the upcoming transition to a new Internet Editor, this appears to be an ideal time to redesign our STP site. APA has consultants who may help us redesign our Web site.

LRPC believes it would be in the best interests of STP to have its entire Web presence centralized on one server. As STP is a division of APA, STP can request that our Web presence be located on the APA server with a URL that uniquely identifies the Society.

LRPC is aware that temporary difficulties may occur as a result of this centralization. The subscribers’ lists for two electronic discussion lists, PsychTeacher (psychteacher@list.kennesaw.edu) and the STP Extended Executive Committee (topec@list.kennesaw.edu) are currently hosted at Kennesaw State University. Subscribers to these discussion lists would need to be transferred to the new APA server, and subscribers would need to be informed of the change in email address where they post to the list. In addition, the archives for both discussion lists are currently maintained on one of Kennesaw’s servers and would need to be moved. If STP relies on APA to host these discussion lists, would APA need to appear in the email/URL address, or could STP appear in its place?

#11A: LRPC recommends that the Executive Committee centralize all of STP’s Web presence on one server at APA, to begin in concert with the appointment of the new Internet Editor. LRPC further recommends that the new Internet Editor be provided start-up funds of $500 to consult with APA’s Web staff to redesign the Web site.

#12. POLICIES AND PROCEDURES MANUAL

Beins has collected some policies and procedures from various STP officers and standing committee Chairs. He will collate this material and distribute it through the TOP-EC listserv for input.

#13. MEMBERSHIP DIRECTORY

Pusateri is in the process of developing a membership directory to include the names, addresses, and email addresses of STP members. The 2005 directory will be ready for distribution in March 2005. LRPC discussed the value of including institutional affiliations as well as mailing addresses in the directory. At the current time, institutional information is not included in the STP membership database for non-APA members unless it is part of individuals’ mailing addresses.

#13A: LRPC recommends that the Executive Director redesign the 2006 STP application and renewal forms to collect information concerning the institutional affiliations of STP members and to include this information in future editions of the STP membership directory.
#14. STANDING COMMITTEES

Addison is in the process of contacting Standing Committee Chairs to update the membership information of all committees. LRPC discussed the current status of the work of standing committees.

The Elections and Appointments Committee is working on finalizing the slate of candidates for President, Secretary, and APA Council Representatives. LRPC discussed formalizing the procedures for maintaining contact with committee chairs concerning appointments for each committee. Although the by-laws permit the President to appoint task forces and comprise the membership of the task force, there are no formal operating procedures for identifying how committee members are appointed.

#14A: LRPC recommends that the Executive Committee approve the following operating procedures for appointments to standing committees: The President, in consultation with the President-Elect, shall appoint standing committee chairs. Each Chair, in consultation with the President, shall appoint members of the standing committee.

This year, the Fellows Committee received six applications, and the committee forwarded four applicants to APA for further consideration.

The Long-Range Planning Committee will continue to seek out venues for its meeting that are cost-effective.

The Publications Committee developed the call for applications for the next Internet Editor. The third “Best Practices” conference proceedings book is nearing publication. Beins, Buskist, and several graduate students are developing a book with past STP Presidents and Teaching Award winners as contributors. The activities of the Publications Committee may be affected by future recommendations from task forces on the scholarship of teaching and e-publishing.

The Recruiting, Retention, and Public Relations Committee developed policies for the Early Career Award Scholarship; the deadline for the first award competition will be September 15, 2005. The committee is exploring the development of an e-book that would include the posters from all future STP Poster Award recipients. To publicize STP awards, the committee intends to contact the academic institutions of recipients of STP Teaching Awards, Instructional Resource Awards, etc. Committee members are contacting regional representatives to explore strategies for increasing STP visibility at regional conferences. For example perhaps by sponsoring an STP social hour in cooperation with a book publisher. LRPC discussed RRPRC Chair Price’s request to increase the committee’s annual budget to permit the production of merchandise such as buttons, lanyards, etc. to attract and publicize the Society at professional events. The committee is also recommending a direct mail campaign to recruit new members and estimating a cost of $3000.

#14B: LRPC recommends that the Executive Committee approve a one-year budget increase of $3000 in 2006 for the Recruiting, Retention, and Public Relations Committee to conduct a targeted direct mailing campaign to recruit new members.

#14C: LRPC recommends an increase of the Recruiting, Retention, and Public Relations Committee annual budget to $2000 (from $1000) to support promotional initiatives.
The Teaching Awards Committee is working on names for the two unnamed awards. For the past two years, LRPC has discussed the need for developing criteria for these awards.

In reviewing the minutes from the past two years, the LRPC agreed that its past discussions of recommendations and procedures for developing criteria were overly complex. LRPC decided to simplify its recommendations to the Teaching Awards Committee.

#14D: LRPC recommends that Addison consult with the Chair of the Teaching Awards Committee to standardize the submission process for the teaching awards, to examine and appropriately revise the criteria tailored specifically for each of the awards, and to develop a rubric for evaluating submitted portfolios.

#15. GRADUATE STUDENT TEACHING ASSOCIATION

Dave Wimer, the Chair of the Graduate Student Teaching Association (GSTA) is developing a set of by-laws for its structure and offices. The GSTA Web site (http://www3.uakron.edu/gsta/) is operating and regularly updated. Wimer is developing a network of GSTA members who will attend regional conferences, represent GSTA, and recruit new members. Price will contact Wimer to identify the regional members-at-large of GSTA. Wimer is developing a laminated version of the STP poster to have regional reps display at conferences.

Wimer should also contact the Executive Director periodically to obtain updated information about GSTA members and discuss any information that might appear in the welcome packets for new members of STP who are also members of GSTA. Wimer should consider ways of reaching out to institutions with few or no graduate students in psychology who are members of STP. Related, Wimer is communicating with officers in APAGS to explore possibilities for collaborations.

Wimer is in the process of producing a plaque that will honor the names of past GSTA Chairs and their institutions. This plaque will be housed at each current GSTA Chair’s host institution. The past Chairs will be given gavels as tokens of our appreciation of their service. GSTA will develop an annual $250 award, funded annually, indefinitely, by Loreto Prieto, to offset travel for a GSTA member who is delivering a research presentation at APA or a regional psychology conference.

#16. TUFTS UNIVERSITY: FIPSE GRANT COLLABORATION

Beins updated the LRPC that Tufts did not receive funding from FIPSE, so a collaboration with STP on this project will not occur.

#17. MEMBER BENEFITS

LRPC discussed Addison’s plans to bolster members benefits. STP is developing a membership directory, and it offer discounts at several teaching conferences. STP’s early career awards are restricted to members only. Should STP begin to restrict all teaching awards to members only? Currently, there are few applications for these awards, and restricting applications to members only may further restrict the applicant pool.

LRPC discussed the possibility of STP restricting access to its e-books to the status of “read-online-only” for anyone visiting the Web site. However, STP members could be provided free access to a print version and nonmembers could purchase print versions of the e-books.
#17A: LRPC recommends that Price and the RRPRC initiate a discussion of “members-only benefits” and issue a preliminary report to Addison in time for the August 2005 EC meeting.

#18. LRPC TRADITIONS

Prieto and Addison discussed the informal LRPC tradition of purchasing gifts for members who are retiring from the committee. Such gifts honor the contributions members have made to the committee and STP, but the tradition often comes as a surprise to new members and has created awkward moments at the Spring meeting. LRPC would like to make this tradition more formal.

#18A: LRPC resolves that the LRPC Chair will be responsible for purchasing gifts to present to outgoing members at the LRPC meeting at APA. When the LRPC Chair is serving the final year of a term, the current President will purchase a gift for the outgoing Chair. These modest gifts shall be purchased with funds from the LRPC budget.

#19. PRESIDENT-ELECT MARY KITE’S VISION FOR STP

Kite is interested in promoting diversity in STP, to expand the diversity of STP membership and governance, and to infuse diversity more thoroughly into teaching content and pedagogy. She is exploring the possibility of an advisory board comprised of experts on addressing issues of diversity and members from APA division, such as Divisions 17 (Counseling Psychology), 35 (Psychology of Women), and 45 (Society for the Psychological Study of Ethnic Minority Issues), which have been successful in establishing diversity initiatives.

Kite also expressed a vision that STP would become an organization respected for producing influential policy/advocacy statements that contribute to national and local discussions of teaching in psychology and other disciplines. As an example, she is interested in articulating best practices for evaluating teaching. There is a substantial body of research on the validity of student ratings of teaching, much of it in psychology journals and publications. There is also a growing literature on the development of teaching portfolios and the value of both formative and summative evaluation. STP could develop a statement or white paper on best practices in teaching evaluation that could serve as a model for discussion.

Kite will also carry through initiatives which are the current focus of Addison’s tenure, such as promoting the scholarship of teaching and the development of partnerships with other organizations. Kite is a part of an InterDivisional Grant project (in collaboration with APA Division 15 Educational Psychology) that will explore best practices on how departments “count” the scholarship of teaching in merit and promotion/tenure decisions.

Finally, Kite recommends that STP should not assume too many new initiatives and should follow through with its ongoing initiatives.

#20. BRAINSTORMING

LRPC then turned to brainstorming possible initiatives for STP’s future, many of which are extensions of current initiatives.

Preparing the new psychology professoriate. Are there ways we can advise undergraduate students interested in pursuing academic careers, for example, by developing a list of institutions that prepare graduate students well for the professoriate? How would we distribute this information to students? How do we promote teacher training in those institutions where the emphasis is on research or applied practice and where teaching is less
valued or discouraged by advisors? Recently, STP has produced an e-book on preparing the new psychology professoriate in which authors from various types of institutions provide information for job applications.

**Collaborations between STP and PT@CC.** Past President Linda Noble’s vision for STP was as the umbrella organization for the teaching of psychology. In the past, some community college teachers indicated they did not feel welcome in STP, which is one reason that PT@CC was developed. STP should actively pursue expanded opportunities to collaborate with PT@CC. Many states have developed or are developing articulation agreements between community colleges and colleges/universities, and several institutional partnerships have emerged as a result. Articulation agreements have often focused on expected student competencies at various levels of student development rather than courses. More than half of the students in the United States complete introductory psychology at a community college. Many students “swirl” (or repeatedly revisit in collecting course work) through several institutions throughout their academic career. STP is well-poised to be a leader in discussions on these topics.

**Honoring STP’s past Presidents.** Division 17 has an annual Past Presidents’ Breakfast at the APA Convention. LRPC discussed the importance of maintaining our history. STP could institute a continental President’s Breakfast (including the current President and President-elect) as a way to honor the contributions of past presidents to the organization and provide an opportunity to socialize. This event will be by invitation only and the LRPC recommends creating simple but formal invitations to mail to all living Past Presidents.

#19A: LRPC recommends Addison consult with the APA Associate Program Chair to arrange the first annual Presidents’ Breakfast in the STP Hospitality Suite for 8 AM Thursday during the 2005 APA Convention. The cost of this breakfast (anticipated at $100) will come from the budget for the Division Two Program.

**LRPC RECOMMENDATIONS FOR VOTE BY THE STP EXECUTIVE COMMITTEE**

#7A: LRPC recommends the Executive Committee increase STP membership dues in 2006 to $25 (from $22) for nonstudents and to $15 (from $13) for students.

#9A: LRPC recommends the Executive Committee create an STP standing committee for Diversity.

#11A: LRPC recommends that the Executive Committee centralize all of STP’s Web presence on one server at APA, to begin in concert with the appointment of the new Internet Editor. LRPC further recommends that the new Internet Editor be provided start-up funds of $500 to consult with APA’s Web staff to redesign the Web site.

#14A: LRPC recommends that the Executive Committee approve the following operating procedures for appointments to standing committees: The President, in consultation with the President-elect, shall appoint standing committee chairs. Each Chair, in consultation with the President, shall appoint members of the standing committee.

#14B: LRPC recommends that the Executive Committee approve a one-year budget increase of $3000 in 2006 for the Recruiting, Retention, and Public Relations Committee to conduct a targeted direct mailing campaign to recruit new members.

#14C: LRPC recommends an increase of the Recruiting, Retention, and Public Relations Committee annual budget to $2000 (from $1000) to support promotional initiatives.
The Long-Range Planning Committee (LRPC) of the Society for the Teaching of Psychology (STP) held its mid-year meeting during the APA Convention in the STP Hospitality Suite in Washington, DC on August 20, 2005. Members in attendance were Bill Addison, Barney Beins, Mary Kite, Patti Price, Loreto Prieto (Chair), Patricia Puccio, and Thomas Pusateri (Secretary). William Buskist, who recently was elected President-elect for 2006, also attended.

The charge of LRPC is to review STP’s programs, to discuss how STP can improve its operations, and to consider additional ways in which STP can better serve teachers of psychology. LRPC used this opportunity to discuss items that were raised during the Executive Committee’s deliberations and to assist in the planning for President-elect Mary Kite’s presidential year.

This report summarizes the discussions and recommendations made by LRPC during its meeting. Each section provides a summary of LRPC’s discussion, and some discussion items may be followed by recommendations. Some recommendations are general and directed to a specific STP Officer, Standing Committee, or Task Force. These recommendations are provided for information purposes and do not require a vote by the EC. Formal recommendations for review by the EC are in boldface in the body of the report and are summarized at the end of the report. Because LRPC is an advisory group only, all formal recommendations require final approval by STP’s Executive Committee (EC). As in the past, the STP President (William Addison) will distribute the report to the EC and solicit feedback and discussion concerning LRPC’s recommendations prior to asking for formal approval.

#1. RECRUITING AND RETAINING MEMBERS WHO ARE YOUNGER AND MORE DIVERSE

Past-President Barney Beins indicated that STP is a vastly different and larger organization than it was a decade ago. Beins applauded Jim Korn’s stewardship of the Fund for Excellence; under Korn’s leadership, the Fund grew much larger than anyone had anticipated. Beins encouraged LRPC to pursue lofty visions for the future of STP.

Beins is concerned that the membership of STP is getting older and that STP is not bringing in new and younger members as well as it should. In addition, only approximately 20% of STP’s APA members are racially diverse. STP needs
to recruit a more diverse membership. The upcoming membership survey may provide us useful information, but it won’t help us know why teachers of psychology don’t join STP. We also need to have more diverse and younger members in leadership positions.

#1A. The Long-Range Planning Committee (LRPC) recommends that the Recruiting, Retention, and Public Relations Committee (RRPRC) and the Graduate Student Teachers Association (GSTA) identify and recruit younger members and a more diverse membership.

Addison noticed that many of the presenters at the STP poster session were younger faculty members who may not currently be members of STP.

#1B. LRPC recommends that STP representatives approach individuals at STP poster sessions at the APA and regional conferences inquiring about their membership status and providing applications if they are not STP members.

#2. STP/PT@CC COLLABORATIONS

Some LRPC members expressed concern that community college teachers perceive STP as not welcoming to them. STP recently established a presidential task force to explore collaborations with Psychology Teachers at Community Colleges (PT@CC), which may help address this perception.

#2A. In order to promote further collaborations with Psychology Teachers at Community Colleges (PT@CC), LRPC encourages STP’s presidents to consider including at least one community college member on current and future task forces.

#2B. LRPC recommends that RRPRC consider developing direct recruiting campaigns to community college members.

Another idea is to co-sponsor hospitality hours or lunch meetings with PT@CC at the regional psychology conferences and at other teaching conferences. STP could also approach APA’s affiliate groups for secondary school teachers (TOPSS) and graduate students (APAGS) to co-sponsor these meetings.

#2C. LRPC recommends that the Associate Chair for the APA Program approach PT@CC, TOPSS, and APAGS about co-sponsoring hospitality hours or other meetings at the APA convention.

#3. PROMOTING PARTNERSHIPS: REGIONAL TEACHING WORKSHOPS

STP should encourage members at colleges and universities to sponsor one-day teaching workshops for teachers of psychology in their regions. These
workshops might be useful for those institutions who enroll large numbers of
transfer students and who are interested in discussing articulation agreements
or other common issues with local community colleges.

President Addison indicated that STP’s Executive Committee approved a grant
program for workshops that promote partnerships among psychology programs
within the same geographic area; STP will provide recipients $300 per event.
The contact person for this program, Chris Hakala, is developing a call for
proposals to be announced in the Fall STP print newsletter and other venues.

Members of LRPC noted that APA’s Board of Educational Affairs sponsors a
similar program of grants; STP’s members should be notified of both grant
programs. Some publishers might also provide support to such workshops by
sponsoring keynote speakers.

#4. PRESIDENTIAL TASK FORCES

Addison indicated three Presidential task forces that will be forwarding
recommendations to him.

One task force will focus on the scholarship of teaching (Pamela Ansburg,
Chair; members include Regan Gurung, David Johnson, Jeff Helms, Tasha
Howe, and Natalie Kerr).

The second task force will examine STP/APS collaborations (Dana Dunn,
Chair; members include Kelly Anthony, Mark Basham, Norine Jalbert, Brad
Mossbarger, and Susan O’Donnell).

The third task force will discuss STP/PT@CC collaborations (Suzie Baker,
Chair; members include Dave Murphy, Julie Penley, Skip Pollock, Kelly
Spillman, and Mike Tagler).

Incoming President-elect Buskist inquired about the process for initiating task
forces. How and when does a President-elect constitute a task force, and how
do the task forces get the approval of the Executive Committee? When should
the incoming President-elect appoint task forces so that the task force has
sufficient time to provide recommendations prior to the meetings of the LRPC
and Executive Committee? LRPC discussed constituting task forces to
perform their work in the months (e.g., September through December) prior to
the President-elect assuming the Presidency. This may require collaboration
between the President-elect and current President to constitute task forces,
which may lead to potential conflicts of interest among Presidents. STP should
provide acknowledgment to the President who constitutes the task force. Is a
task force a President’s task force or an Executive Committee task force? For
the most part, task forces are developed by the President, but there are times
when the LRPC or Executive Committee might recommend a task force to the
President. A task force, though constituted by a President, may have a life longer than the President’s term; for example, the Diversity Task Force existed through the terms of seven Presidents.

#5. E-PUBLISHING

STP is becoming a force in e-publishing. There is an active presidential task force on e-publishing that will make recommendations. Bill Buskist will replace Mary Kite as chair of the task force and will approach Steve Davis, Chair of the Publications Committee, to serve as an *ex officio* member of the task force.

#5A. LRPC will include time during its March 2006 meeting to discuss the future of STP e-publishing.

#6. COMPOSITION OF THE LONG-RANGE PLANNING COMMITTEE

At the time of the LRPC meeting, Kite has approached an STP member about replacing Patti Price on the LRPC. A week after the meeting, Kite announced that Tara Kuther would serve as Price’s replacement.

LRPC discussed whether to add a graduate student as a nonvoting member of the LRPC. Graduate students may be too inexperienced with STP to offer sufficient input for long-range planning. There were concerns that a graduate student might not be able to afford time away from studies to attend the LRPC meeting. Periodically, LRPC discusses sensitive topics such as personnel issues; should a student be involved in these discussions? If LRPC seeks student input, the committee could approach the Chair of the Graduate Student Teaching Association for advice and input.

#7. DIVERSITY COMMITTEE

President-elect Kite sought input from the LRPC concerning the process by which the Diversity Task Force should be shifted to a Standing Committee, an appropriate charge for the committee, and suggestions for comprising the membership of the committee.

#7A. LRPC recommends that President-elect Kite approach early-career faculty members to serve on the Diversity Committee.

#8. BY-LAWS CHANGES AND OPERATING GUIDELINES

STP’s processes haven’t yet caught up with the growth of the organization. The bigger and more complex an organization, the more important it is to have clear and practical processes. If STP is going to be responsive to membership
as its organization is rapidly growing and changing, STP needs to consider streamlined processes that will accommodate its growth.

STP operates on a friendly assumption that our members will agree with our processes. For example, STP's Executive Committee voted to approve the Diversity Committee, but this committee does not appear in the current version of the by-laws. Is it appropriate for STP to constitute the committee prior to a vote to change the by-laws?

President-elect Kite sought clarification concerning the process of initiating and approving by-laws changes. STP does not have a by-laws committee; LRPC has functioned as the committee that takes recommendations and drafts by-laws changes. As our complexity grows, STP would benefit from an efficient system for proposing, drafting, and approving by-laws changes. In addition, STP could work more efficiently if it developed operating guidelines that would not require by-laws changes. By-laws are silent on some of these procedural issues. Operating procedures could be changed when necessary without a by-laws change. The guidelines could be incorporated into the Policies and Procedures document that is currently being developed.

#8A. LRPC should set aside time at its March 2006 meeting to discuss the process for initiating and proposing bylaws changes and for developing operating guidelines.

LRPC discussed the process by which individuals raise issues for consideration by the Executive Committee. Should all recommendations be initiated by the President, or might other committee members raise issues? In the current climate, it may be possible for an officer or committee chair to raise a motion that might affect the function of another officer or committee. There is a difference between established practice and prudence.

#9. REGIONAL REPRESENTATIVES

LRPC discussed the advantages of promoting grass-roots efforts by developing a stronger network of regional representatives to assist in coordinating such efforts.
The Long-Range Planning Committee (LRPC) of the Society for the Teaching of Psychology (STP; Division Two of the American Psychological Association) held its Winter meeting in Indianapolis, Indiana on March 10-11, 2006. Members in attendance were Drs. Bill Addison, Bill Buskist, Mary Kite, Tara Kuther (Associate Chair), Loreto Prieto (Chair), Pat Puccio, and Tom Pusateri (Ex-Officio; Secretary). The committee members thank Loreto Prieto for arranging accommodations for this meeting.

The charge of the LRPC is to review STP’s programs, to discuss how STP can improve its operations, and to consider additional ways in which STP can better serve teachers of psychology.

This report summarizes the discussions as well as formal and informal recommendations made by LRPC during its meeting. Each section provides a summary of LRPC discussion, and some discussion items are followed by recommendations. Some discussions and recommendations are directed to a specific STP Officer, Standing Committee, or Task Force. The STP President will share these discussions and recommendations with the appropriate individuals or groups for input and clarification prior to distributing the minutes to the entire Executive Committee.

**Formal recommendations for review and vote by the EC are in boldface** in the body of the report and are summarized at the end of the report. Because LRPC is an advisory group only, all formal recommendations require final approval by STP’s Executive Committee (EC). The STP President (Mary Kite) will distribute the report to the EC and solicit feedback and discussion concerning LRPC’s recommendations prior to asking for formal approval.

**REVIEW OF PAST LRPC ACTIVITIES**

Past-President Addison distributed the Annual Report of Division Two activities submitted to the American Psychological Association (APA) and reviewed the status of initiatives from his presidential year.

- STP increased membership dues, established an Early Career Scholarship, established a Small Grant Program to support development of regional institutional partnerships, and approved a proposal to centralize STP’s Web presence.

- Addison established task forces to increase visibility of the scholarship of teaching, to examine collaborations with the American Psychological Society (APS), to examine collaborations with Psychology Teachers at Community Colleges (PT@CC), and to review the responsibilities of the Executive Director.

• To support collaborative initiatives with other organizations, STP is developing inter-organizational linkages with Division 15 (Educational Psychology) in the form of an Inter-Divisional Grant on teaching-related scholarship, and STP contributed $1000 for a pre-conference workshop for high school psychology teachers.

• Addison awarded Presidential Citations to Samuel M. Cameron and Elizabeth Swenson.

LRPC is deeply appreciative of the initiatives begun and the outcomes achieved during Addison’s presidential term.

President Kite reviewed initiatives begun under her term:

• STP’s Executive Committee approved changing the status of the Diversity Task Force to a Standing Committee, and Linh Littleford was appointed Chair of the Diversity Committee. President Kite charged this committee with developing approaches that will transform its work from a task force to a committee (e.g., developing short-term and long-term goals, planning annual activities and special initiatives, and submitting a budget). The committee will present a proposal to the Executive Committee at its August 2006 meeting.

• Kite established a Membership Survey Task Force, chaired by Rita Curl and staffed with STP members who have not previously been active in STP governance. The survey is scheduled to be distributed in January 2007.

• Kite established a Web Conference Task Force, chaired by Maureen McCarthy, that is considering how to offer a two-hour morning Web conference that would interest teachers of psychology at all levels of education. Ideally, the Web conference would be followed by a local mini-conference at each participating site. The intent is to provide outreach to individuals who are unlikely to attend APA or other teaching conferences and to generate collaborations among those in attendance. Ball State, Kite’s home institution, has a facility that may help coordinate the Web conference. Kite discussed the possibility of developing a pilot Web conference and expressed the need to develop a marketing strategy that would attract a broad audience.

• Kite indicated that APA President Koocher asked Division Two to lead his Task Force on Diversity Education Resources. With APA’s assistance, the Task Force will develop a Web site within the next two years that will link to other sites that provide resources for diversity education. If approved by the STP EC, Division Two will then house and maintain the Web site into the future.

LRPC expressed support and enthusiasm for President Kite’s initiatives.
#1. STP’S FUTURE SUPPORT FOR DIVERSITY EDUCATION RESOURCES WEB SITE

LRPC discussed how STP could support and maintain the Web site produced by President Koocher’s Task Force. STP’s Office of Teaching Resources in Psychology (OTRP) appears to be the logical location to house this site. However, OTRP currently operates under a peer review system, and there are currently no resources in OTRP that would support periodic peer review of links to other Web sites. LRPC is aware that the OTRP Director had considered the possibility of developing two areas of OTRP-Online. One area of OTRP-Online would contain resources that are peer-reviewed and that would remain unchanged over time. The other area would contain resources that link to other Web sites; these resources and their Web links would initially be peer reviewed, but OTRP would identify the date of the review and would add a disclaimer concerning the possibility of dead links or links to materials that are no longer updated or appropriate.

#1A: LRPC recommends that the Executive Committee agree that Division Two will maintain the Web site developed by APA’s Presidential Task Force on Diversity Education Resources.

#1B: LRPC recommends that the President’s Cabinet consult with the OTRP Director and Internet Editor to develop a proposal for the future maintenance and periodic review of the Web site developed by the APA Presidential Task Force on Diversity Education Resources.

#2. STAFFING TASK FORCES, COMMITTEES, AND OTHER OFFICES

LRPC discussed desirable qualities that Presidents and STP’s Editors, Directors, and Standing Committee Chairs should consider when appointing individuals to task forces, committees, and other governance positions. LRPC is aware that STP leaders have tended to appoint individuals who have served STP in other capacities. These individuals often possess expertise that can support the charge of the committee or task force.

There appear to be no clear mechanisms for identifying and recruiting new members to STP governance. Periodically, some STP leaders have served as informal mentors who have actively recruited individuals to serve for the first time in STP’s governance. It would be desirable to keep this point in mind for future appointments.

LRPC is aware that STP is perceived as not welcoming to some of its constituents who teach at secondary schools and community colleges. For example, there are currently no chairs of committees or task forces who represent these constituents. Although STP supports teaching initiatives from secondary schools through graduate education, STP has focused on teachers at the undergraduate level.

#2A: LRPC recommends that STP leaders consider the following when appointing individuals to task forces, committees, and other governance positions. As a first priority, STP leaders should appoint individuals with expertise that can support
the charge of the task force, committee, or office. When feasible, STP leaders should include, among their appointments, individuals who have not yet been active in STP governance and who adequately represent STP’s diverse constituency.

#3. TASK FORCE REPORTS

LRPC received status reports from the following task forces:
- Task Force on the Scholarship of Teaching (Chair: Pamela Ansburg)
- Task Force on STP/APS Collaborations (Chair: Dana Dunn)
- Task Force on STP/PT@CC Collaborations (Chair: Suzanne Baker)
- Task Force on the STP Executive Director (Chair: Bill Hill)
- Task Force on E-Publishing (Chair: Bill Buskist)

LRPC thanks the Chairs and members of these task forces for their continuing work. LRPC briefly discussed the task force on the future of the position of Executive Director. This task force expects to complete its report and make recommendations by May.

#4. E-PUBLISHING

President-elect Buskist presented the report from the Task Force on e-Publishing. Buskist summarized STP’s history of publishing e-books and indicated plans for two additional books, one of which will be a second volume of *The Teaching of Psychology in Autobiography* and the other of which will focus on the development of statements of teaching philosophy.

Originally, the task force considered the possibility of whether STP could profit from publishing e-books, but this was rejected as an option. Future e-books are most likely to be free services, although they might be relegated to a members-only portion of the STP site.

At the current time, the Executive Committee has not put into place any formal mechanisms for proposing and supporting the development and production of e-books. The task force recommended establishing the position of e-Books Editor who would oversee the production of all e-books from proposal to publication and who would receive compensation for this work. In addition, the task force recommended establishing a consulting editorial board that would review e-book proposals for their fit with STP’s mission and would safeguard against the possibility that future e-books would compete with other STP resources (e.g., OTRP materials). The task force’s report suggests procedures for reviewing proposals and assisting in the editorial process.

The task force suggested starting with six consulting editors, but LRPC prefers that the e-Books Editor appoint consulting editors as needed, based on the number of proposals that must be reviewed and developed at any given time. LRPC also suggested that compensation for the Editor of e-Books should be implemented gradually. Initially, this position should receive no compensation until a work load is established, and then the e-Books Editor could negotiate an appropriate level of compensation for the position based on the extent of the duties. Compensation might also be linked to the number of ongoing projects.
President-elect Buskist suggested an optimal time-frame for proceeding with the establishment of the position of e-Books Editor. The Executive Committee would discuss the proposal during its August 2006 meeting. If the position is approved, the Publications Committee, in consultation with the President, will appoint the E-Books Editor, by January 1, 2007. The e-Books Editor could submit a proposal for compensation at August 2007 meeting of the Executive Committee.

#4A: LRPC recommends that the Executive Committee approve the establishment of the position of e-Books Editor. Qualifications for this position should include expertise in the scholarship of teaching and learning and either familiarity with building Web sites using HTML code or willingness to learn. The Editor would initially receive no compensation until a workload is established, after which the Editor could propose a compensation package for consideration by the Executive Committee. The Editor would be given the authority to add consulting editors as needed, based on the workload.

LRPC also discussed whether the e-Books Editor should be added to the list of Appointed Officers (e.g., equivalent to the Editor of Teaching of Psychology, the Internet Editor, and the Director of OTRP), or whether it would be better to locate the position as an Associate Director of OTRP. No resolution was reached.

LRPC thanks the Task Force on e-Publishing for the thoughtfulness and comprehensiveness of its recommendations.

#5. CONSOLIDATING STP’S WEB PRESENCE

There has been recent discussion on STP’s Extended Executive Committee Electronic Discussion List (TOP-EC) concerning the Executive Committee’s August 2005 vote to centralize STP’s Web presence onto the APA server. Much of this discussion has raised issues that had already been discussed prior to the Executive Committee’s vote. LRPC believes that we need to honor the Executive Committee’s original decision to consolidate its Web resources on the APA server. Although the Internet Editor expressed concern that APA may not support some of the features he would like to add to the STP site, LRPC believes that, for the future health of the organization, it is most important to have STP’s Web presence updated, consolidated, and maintained. Ideally, the newly consolidated Web site should be flexible, portable, and easy to archive. Although other features may be desirable for the Web site, some of these features may not be essential.

#5A: LRPC recommends that the Internet Editor, in consultation with the President and the Associate Internet Editor, develop a specific proposal to APA for the structure of STP’s Web presence, and that the President use this proposal to negotiate with APA for the features that will be supported when the Web site is consolidated and maintained on APA’s Web server.

Three of STP’s electronic discussion lists (PsychTeacher, TOP-EC, and ECVoting) are currently maintained on the Kennesaw State University server and need to be moved to the APA server. LRPC thanks Bill Hill for establishing these lists and for maintaining them for the past several
years. As STP’s Bylaws indicate, the Internet Editor is responsible for overseeing the Society’s electronic discussion lists and may appoint managers to oversee specific Internet resources.

#5B: LRPC recommends the Internet Editor, in consultation with the STP President, facilitate the transition of STP’s electronic discussion lists from the Kennesaw State University server to the APA server and to maintain these discussion lists. The Internet Editor may either assume this responsibility or delegate the responsibility to another individual.

Recent discussion on TOP-EC expressed concern with the Executive Committee’s August 2005 vote to reduce the size of subscribers to the TOP-EC list. As indicated in the discussion of STP’s Web presence, LRPC believes that we should honor the Executive Committee’s decision concerning the list of subscribers to TOP-EC.

#6. ESTABLISHING A MID-WINTER MEETING FOR THE EXECUTIVE COMMITTEE

As STP grows in size and complexity of operations, it may be advantageous for the Executive Committee to consider setting up alternative meeting times. Both the Executive Committee and LRPC should monitor whether the current annual meeting provides sufficient time for STP to conduct its business. For example, there are some looming personnel decisions (e.g., the selection of the next ToP Editor) that are likely to consume a large amount of face-to-face meeting time. In order to free sufficient time during the 2006 Executive Committee meeting at the APA Convention, President Kite has proposed holding a special luncheon meeting during the convention for the voting members of the Executive Committee to discuss the ToP Editor position. This idea may not be an optimal solution for future deliberations, considering likely scheduling conflicts that may occur for voting members attending the convention.

Much of the Executive Committee’s deliberations have been conducted on the STP Extended Executive Committee Electronic Discussion List (TOP-EC). TOP-EC has proven to be a useful vehicle through which to conduct business during the year. However, there may be some issues that would benefit from face-to-face or oral discussions. The asynchronous nature of discussion on electronic lists such as TOP-EC makes it difficult to monitor participation, consensus and nonverbal cues available during a face-to-face meeting. In addition, during an electronic discussion, decisions may be swayed by a few members who submit the earliest responses to a request for input.

STP might benefit from establishing a mid-winter meeting, that could possibly be linked to a teaching conference. Another option is to explore the feasibility of developing a Web conference meeting. There may be difficulties scheduling a meeting, particularly for the President whose schedule is already busy. Scheduling a face-to-face meeting may require additional travel funds for Executive Committee members, but this issue might be addressed by providing an annual budget per member that could be used to offset travel costs for all meetings during the year. Does the entire Executive Committee need to meet to get the work accomplished? Could there be a face-to-face meeting or a monthly conference call among the President’s Cabinet or a working subgroup?
#6A: LRPC resolves to set aside time during the August 2006 LRPC meeting to discuss the desirability and feasibility of setting up a mid-winter meeting of the Executive Committee. LRPC will solicit input from STP officers prior to this discussion.

#7. Establishing Presidential Task Forces

A few years ago, the Executive Committee voted to move the start of each President’s term from the conclusion of the August meeting of the Executive Committee to January 1. LRPC discussed extensively some concerns that have occurred during the transitional period between the Executive Committee meeting and the start of the next President’s term. One of these concerns is the logistics of establishing task forces. Should the work of establishing task forces begin after January 1, which is the official starting date of a Presidential term, or should Presidents-elect begin this work during the transitional period? Bill Buskist moved the following recommendation, which was seconded by Pat Puccio. Four members of the LRPC voted in favor of the motion, one voted in opposition, and one abstained.

#7A: LRPC recommends that the STP EC approve the following operating procedures for initiating task forces: Following the STP Executive Committee meetings at APA, the President-elect may begin to organize task forces that will operate during that individual’s Presidential term. The President-elect may approach the President to raise a motion to the Executive Committee to establish these task forces. The President shall bring the motion to the Executive Committee for a vote.

LRPC also discussed how records should be maintained for the establishment and products of task forces. Currently, the President includes information about the establishment of task forces in the APA Annual Report, even if these task forces were initiated by the Past President or President-elect. Similarly, the minutes of Executive Committee meetings and LRPC meetings reflect the work of task forces that span Presidential terms.

#7B: LRPC recommends that STP’s Presidents give appropriate credit to the President who established each task force in future reports, meeting minutes, and other official STP documents.


STP needs to establish clear policies and procedures that can facilitate the work of current and future STP officers. LRPC has discussed the need for a policies and procedures manual since 2002. What follows are the relevant discussion items from the past four years of minutes.

Item #5 of the 2002 LRPC minutes:

LRPC discussed the recommendations of the Publications Committee concerning a Web-based archive of STP policies, procedures, and formal EC actions. STP would benefit from an online organizational handbook that would include our current bylaws and
would provide operating procedures for standing committees and other standing groups within STP. This handbook can be updated without bylaws changes. The archive could also include a location for job descriptions for officers, directors, and editors. The Secretary should assume the task of requesting and collating these materials. There is currently no permanent record summarizing Executive Committee votes and approved policies and procedures. This record could also be collated by the Secretary and included at this online site.

Recommendation: LRPC endorses the recommendations of the Publications Committee for the Secretary to collate information and develop a Web site in collaboration with the Internet Editor, particularly for officer use, that is searchable and that contains an archive of the policies, procedures, and recommendations already voted upon and passed by the Executive Committee. The Secretary should have an annual summary available for the August EC meeting and subsequent posting to the STP Home Page. The Secretary should collaborate with the Past Presidents and Standing Committee Chairs to create the initial Web page that will summarize previously approved or established recommendations and policies and procedures by early in 2003.

Item #2 of the 2003 LRPC minutes:

Last year, we did not have the opportunity to collect polices and procedures and we have made this a priority this year. We will need to contact chairs of all standing committees, officers, editors, and directors for information. Bill Buskist, Bill Hill, and Tom Pusateri will coordinate the collection and editing of the manual.

Item #11 in the 2004 LRPC minutes:

In order to maintain continuity of STP operations across incumbents in STP offices and committees, President Beins will request job descriptions and a timeline of their activities from elected officers, appointed editors and directors and their associates, standing committee chairs, managers of electronic lists, and the chairs of the Graduate Student Teaching Association and the Fund for Excellence. These materials should be sent to Loreto Prieto by June 1, 2004 for collation and preparation for the APA meeting. This information should be archived on the STP Web site.

Item #12 of the 2005 LRPC minutes:

Beins has collected some policies and procedures from various STP officers and standing committee Chairs. He will collate this material and distribute it through the TOP-EC listserv for input.

LRPC believes it is time for STP to complete work on a policies and procedures manual.

#8A: LRPC recommends that President-elect Buskist oversee the development and collection of procedures for each Officer, Director, Editor and Standing Committee Chair of STP.
In addition to developing procedures for STP Officers, LRPC discussed the need for policies and operating procedures for the conduct of STP business. For example, there currently are no formal, transparent mechanisms for bringing items to the agenda of the Executive Committee. How does any voting committee member raise motions in the EC meetings? By chairing the meeting, the President has the authority to set and maintain the agenda at the Executive Committee meeting, which rarely has the time to include the opportunity for new business. As well, the Executive Committee conducts much of its business electronically through TOP-EC. It might benefit STP to have a formal process for raising motions and discussion items on TOP-EC.

#8B: LRPC recommends that President Kite oversee the development and collection of policies and procedures for the functioning of the Executive Committee and the conduct of STP business.

The President and Executive Director are working together to develop a calendar of expiration dates for terms of office that will help future Presidents in planning future staffing.

#9. SUPPORT FOR THE STP PRESIDENT

The President-elect currently has a $2000 budget, whereas the President has a $1500 budget. Many Past-Presidents have indicated that it would have been difficult for them to conduct business had their institutions not provided support such as use of an administrative staff. Not all Presidents may have the luxury of support from their institutions. LRPC discussed the view that STP should provide more support to the President to conduct business. Often, Presidents are expected or invited to attend meetings such as the Education Leadership Conference, the APA Consolidated Meetings, and meetings such as the APS Convention, the NITOP conference, regional conferences, and teaching conferences.

#9A: LRPC recommends the budget of the President be increased by $1500 to $3000 annually to support travel and expenses related to the duties of the office.

STP provides stipends to permit the ToP Editor, OTRP Director, Internet Editor, and Executive Director to obtain release time so that they may conduct their business. Currently, the STP President is provided no support for obtaining release time to conduct business during the Presidential year.

#9B: LRPC recommends that, starting in 2008, STP provide the President a budget, to be used if necessary, for negotiating and obtaining a course release during the Spring semester of the Presidential year. LRPC recommends that the maximum amount of this budget be set at $6000, and that the President use only the portion of this budget necessary to obtain a course release from the President’s home institution.
#10. MANAGING STP’S LONG-TERM FINANCES

Treasurer Sheree Barron has requested the establishment of an advisory group to provide recommendations concerning investment decisions. The 1998 LRPC Report included the following discussion and recommendation:

*Dave Johnson asked us to address the issue of when we might want to review our current investment strategies for Society funds. He noted that it has been several years since we have had a task force review our investment options. He suggested that we might want to consider a policy on an investment review cycle.*

**Recommendation:** We agreed with Dave’s suggestion and recommend that a task force be established on a five-year cycle to review our investments and investment strategies and make recommendations for changes, if necessary. In addition, the Treasurer should recommend the immediate establishment of a review task force as the need might arise.

Item #5 of the 2005 LRPC minutes also addressed this issue:

*In the recent past, STP has enjoyed considerable growth in our financial assets, which now exceeds $600,000. LRPC thanks past Treasurers Ruth Ault and David Johnson; STP’s current financial situation is due in large part to their fiscal responsibility and wise investments.*

*In addition, STP recently took some capital risks (e.g., funding inaugural years of the Best Practices conferences and teaching pre-conferences) that paid off. Our current financial health provides us the luxury of time to plan for STP’s future investment decisions. Because STP’s holdings are substantial, it is important for us to invest in ways that are diversified, safe yet permit growth. Should STP hire a financial expert to provide us with investment advice?*

*We must also keep in mind that STP is a nonprofit organization. STP should consider ways of spending its finances strategically to support its mission and its members. LRPC discussed the possibility of developing an endowment, similar to the Fund for Excellence, whose annual interest could be used to fund teaching-related initiatives. In what directions might STP support the teaching of psychology using its revenues? Is there anything we are currently doing that could be expanded? Is there anything we are currently not doing that we would like to do?*

#10A: LRPC recommends President Kite consult with the Treasurer concerning the creation of an investment advisory group.

#11. PROCEDURES FOR LRPC MEETINGS

In the past, LRPC spent considerable meeting time addressing recommendations from Elected and Appointed Officers, Standing Committees, and Presidential Task Forces and spent less time planning for the future of STP. In order to devote more of its meeting time to long-range
planning, LRPC discussed procedures for collecting and using information from STP’s Elected and Appointed Officers and from Chairs of Standing Committees and Task Forces.

Chairs of Standing Committees have the authority and responsibility to advocate the interests of their committee directly to the Executive Committee; this process is also the case for Elected and Appointed Officers. LRPC need not review recommendations from these governance groups because they may send their recommendations directly to the President for consideration by the Executive Committee. For example, recently the Director of the Office of Teaching Resources in Psychology (OTRP) requested advice from LRPC concerning the development of a list of qualifications for applicants for the Departmental Consulting Service.

#11A: LRPC defers suggesting a list of desirable qualifications for future applicants to the Departmental Consulting Service (DCS) to the DCS Director who may consider deliberating with current consultants to develop this list and who may forward a recommendation to the Director of the Office of Teaching Resources in Psychology.

However, in order to be aware of current issues being considered by these governance groups, LRPC would benefit from brief updates of current activities and issues being considered by Elected and Appointed Officers and by Chairs of Standing Committees. LRPC would refer to these updates for information purposes and would avoid responding to direct recommendations from these governance groups.

#11B: LRPC recommends that the President request that Elected and Appointed Officers and Standing Committee Chairs provide brief updates of ongoing activities and a list of issues with which LRPC should be familiar during its deliberations. The President should request this information be sent to both the President and LRPC Chair at least one month prior to the LRPC meeting.

Because the work of task forces is time-limited and may involve the need for the development of formal recommendations from LRPC, it would be useful for Chairs of Task Forces to provide status reports of their work and recommendations prior to the LRPC meeting.

#11C: LRPC recommends that the President collect status reports and any recommendations from all active task forces for information and discussion by LRPC. The President should request that all status reports and recommendations be sent both to the President and LRPC Chair at least one month prior to the LRPC meeting.

The composition of LRPC was intended to balance Presidents with members-at-large.

#11D: LRPC recommends that the LRPC Chair, in consultation with the President, set the agenda for LRPC meetings. The LRPC Chair conducts the LRPC meetings.

LRPC is a Standing Committee whose function is to serve in an advisory capacity, but has sometimes appeared to function as a decision-making body for committees and task force
initiatives. At least four LRPC members are voting members of the Executive Committee, three of whom are Presidents; this voting bloc has the potential to sway decisions during Executive Committee deliberations. Decision-making power must remain with the Executive Committee, and LRPC must be careful to operate within its advisory role. A Policies and Procedures manual might help address some of these concerns.

Past-President Addison suggested that all Presidents and EC members “know the Bylaws.” For example, LRPC often has discussions and raises issues for which the bylaws may provide guidance.

**#12. REPLACEMENT FOR CO-EDITORS OF E-XCELLENCE IN TEACHING**

The co-editors of PsychTeacher’s E-xcellence in Teaching column, Bryan Saville and Tracy Zinn, are at the end of their three-year terms. LRPC commends Bryan and Tracy for their work and for editing collected columns into a series of e-books. There are currently no mechanisms for selecting and appointing editors for this position.

#12A: LRPC recommends that the President consult with the Chair of the Publications Committee concerning replacement of the co-editors of E-xcellence in Teaching.

**#13. APPOINTING COMMITTEE MEMBERS**

The STP Bylaws do not specify how at-large members of the following committees are appointed: the Diversity Committee, the Fellows Committee, and the Recruitment, Retention, and Public Relations Committee. During its Spring 2005 meeting, LRPC recommended that the President appoint Chairs of Standing Committees and the Chairs make recommendations to the President on the appointment of other members to the committees. However, this recommendation failed to address stipulations in the Bylaws, which specify *ex officio* members of many committees. In addition, newly-appointed Chairs may not be familiar with the talent pool available to them and with concerns about representing a diverse constituency in STP’s governance. Chairs may benefit from consulting with Presidents during their appointments.

#13A: LRPC recommends that the Executive Committee approve the following operating procedures for at-large appointments to Standing Committees: The President, in consultation with the President-elect, shall appoint Standing Committee Chairs. Unless otherwise stipulated in the Bylaws, each Chair, in consultation with the President, shall appoint at-large members of the Standing Committee.

The one exception to this rule is the appointment of the at-large member of the Long-Range Planning Committee.

#13B: LRPC recommends that the Executive Committee approve the following operating procedures for appointment of the at-large members of the Long-Range Planning Committee: The President-elect, in consultation with the President, shall forward a recommendation to the Executive Committee for
the appointment of an individual to replace the outgoing at-large member to
the Long-Range Planning Committee (LRPC). This recommendation should
be forwarded and voted upon during the time after the LRPC’s Winter
meeting and prior to the August meeting of the Executive Committee.

In order to facilitate future transitions, it would be desirable for the Policies and Procedures
Manual to identify an ideal calendar for making appointments to Standing Committees. This
calendar should provide opportunities for incoming Chairs to consult with outgoing Chairs prior
to the transfer of power. For example, if the term of the Fellows Committee Chair ends in 2012,
the 2011 STP President should seek approval of the Executive Committee for that appointment
prior to January 1, 2012. This strategy gives the incoming chair the opportunity to work with the
outgoing chair prior to assuming the role.

#13C: LRPC recommends that the President forward recommendations for the
appointment of Standing Committee Chairs to the Executive Committee for a vote
prior to December 31 of the year before the term of the current Chair expires.

LRPC discussed the appointment of at-large members to the Graduate Student Teacher
Association (GSTA). It is likely that the Faculty Advisor and the Chair of GSTA will be selected
from the same institution to facilitate coordination. When feasible, at-large members should be
selected to represent students from various geographical regions.

#14. RECOMMENDATIONS FOR APPOINTING THE NEXT LRPC MEMBER-AT-
LARGE

LRPC sincerely thanks Loreto Prieto for his leadership in chairing the LRPC Committee for the
past two years. LRPC members discussed desirable qualities for the individual who will replace
Prieto as LRPC’s next at-large member:

• Someone who represents interests of Liberal Arts institutions
• Someone geographically located west of Mississippi
• A person of color
• An active member of STP
• Someone who is a “known factor” and who can contribute to LRPC’s deliberations
• Someone in the early- to middle-career stage

#15. APPOINTING STP LIAISONS TO OTHER ORGANIZATIONS

The list of STP liaisons to other organizations is large, unwieldy, and it is uncertain whether
individuals identified as liaisons are aware of their role or have any formal reporting duties.
LRPC discussed the desirability of appointing liaisons only to those groups whose missions
considerably overlap with STP’s mission.

#15A: LRPC recommends that STP appoint liaisons to the Education Directorate of
the American Psychological Association, the Association for Psychological
Science, Psi Beta, Psi Chi, Psychology Teachers at Community Colleges, and
Teachers of Psychology in Secondary Schools.
Periodically, different organizations or APA Divisions have approached STP for collaborations. STP can still collaborate with other groups on an ad hoc basis without the need to identify formal, continuing liaisons to those groups. For example, President Kite has been approached about collaborative initiatives to attract persons of color and women into Science, Technology, Engineering and Mathematics (STEM) disciplines.

#15B: LRPC recommends that the President send a call for individuals in the Washington, DC area interested in serving as an advocate for STEM initiatives, who may then contact the individuals directly.

#16. UPDATING THE STP MEMBERSHIP DIRECTORY

The 2005 Membership Directory was published in March 2005 and is need of update. LRPC commends Executive Director Tom Pusateri for publishing the first issue of this directory. The Executive Director plans to publish an update to the directory in June 2006, with planned updates every year.

#16A: LRPC recommends that the Executive Director update the STP Membership Directory on an annual basis.

One possibility for the future is to make the Membership Directory a dynamic part of the STP Web site, where members could search for information online and update their own membership records.

#16B: LRPC recommends that the Internet Editor explore the feasibility of developing a dynamic online Membership Directory.

#17. PRESIDENT-ELECT BILL BUSKIST’S INITIATIVES

President-elect Buskist discussed plans for his Presidential year. He is considering the theme, “Into the Future: Delivering on the Promise of STP.” He envisions four sets of initiatives:

1. Tactical backdrop

   President-elect Buskist has asked incoming LRPC Chair, Tara Kuther, to collaborate with the Secretary to review the last three years of LRPC recommendations and Executive Committee decisions to determine if any past LRPC initiatives have not yet been addressed.

   President-elect Buskist has charged LRPC members, prior to the Winter 2007 meeting, to provide him with at least one big idea for the future of STP.

2. Maintenance and Continuity

   In order to maintain its day-to-day activities, it is imperative that STP develop a Policies and Procedures Manual.
Once the incoming LRPC Chair and Secretary have identified LRPC initiatives that have not yet been addressed, LRPC should discuss whether and how to follow through with these initiatives.

President-elect Buskist promises to follow through on the work of the active task forces established by Past President Addison and President Kite.

3. Connections Within the Teaching Community

STP should continue to build relationships with the organizations for which we have established formal liaisons. This is particularly a concern with Association for Psychological Science (APS). APS is the steward of the Myers Fund, which potentially makes APS a strong competitor with STP for teaching-oriented initiatives, but the focus of APS’s work appears to be R1 universities.

4. Building

STP should continue its work in preparing the next generation of psychologists.

STP should develop recruiting strategies with a goal to increase membership by at least 5%, especially targeting states west of the Mississippi.

STP should continue its work promoting the scholarship of teaching, particularly focusing on the development and promotion of learning outcomes.

STP should encourage minority student involvement in psychology; what can STP do to attract more minority students to psychology and careers in psychology? It may be important to partner with community colleges, where many minority students enroll in their first college courses in psychology.

STP should pursue limited collaborations with international organizations, particularly Learning Teaching Support Network in England and the Teaching Section of the Canadian Psychological Association.

STP should continue to move forward and become a recognized leader in e-publishing.

It is time to revisit the work begun at St. Mary’s Conference and continued through the Psychology Partnerships Project. President-elect Buskist is interested in establishing a task force to plan for a follow-up to the St. Mary’s conference to bring issues up-to-date. President Kite indicated that this type of conference requires a huge investment; STP should approach APS, the APA Board of Education Affairs, and PT@CC about collaborating to produce this conference.
LRPC RECOMMENDATIONS REQUIRING EXECUTIVE COMMITTEE VOTES

#1A: LRPC recommends that the Executive Committee agree that Division Two will maintain the Web site developed by APA’s Presidential Task Force on Diversity Education Resources.

#4A: LRPC recommends that the Executive Committee approve the establishment of the position of e-Books Editor. Qualifications for this position should include expertise in the scholarship of teaching and learning and either familiarity with building Web sites using HTML code or willingness to learn. The Editor would initially receive no compensation until a workload is established, after which the Editor could propose a compensation package for consideration by the Executive Committee. The Editor would be given the authority to add consulting editors as needed, based on the workload.

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#9A: LRPC recommends the budget of the President be increased by $1500 to $3000 annually to support travel and expenses related to the duties of the office.

#9B: LRPC recommends that, starting in 2008, STP provide the President a budget, to be used if necessary, for negotiating and obtaining a course release during the Spring semester of the Presidential year. LRPC recommends that the maximum amount of this budget be set at $6000, and that the President use only the portion of this budget necessary to obtain a course release from the President’s home institution.

#13A: LRPC recommends that the Executive Committee approve the following operating procedures for at-large appointments to Standing Committees: The President, in consultation with the President-elect, shall appoint Standing Committee Chairs. Unless otherwise stipulated in the Bylaws, each Chair, in consultation with the President, shall appoint at-large members of the Standing Committee.

#13B: LRPC recommends that the Executive Committee approve the following operating procedures for appointment of the at-large members of the Long-Range Planning Committee: The President-elect, in consultation with the President, shall forward a recommendation to the Executive Committee for the appointment of an individual to replace the outgoing at-large member to the Long-Range Planning Committee (LRPC). This recommendation should be forwarded and voted upon during the time after the LRPC’s Winter meeting and prior to the August meeting of the Executive Committee.

#15A: LRPC recommends that STP appoint liaisons to the Education Directorate of the American Psychological Association, the Association for Psychological Science, Psi Beta, Psi Chi, Psychology Teachers at Community Colleges, and Teachers of Psychology in Secondary Schools.
The Long-Range Planning Committee (LRPC) of the Society for the Teaching of Psychology (STP; Division Two of the American Psychological Association) held its Summer meeting during the APA Convention in New Orleans, LA on August 12, 2006. Members in attendance were Drs. Bill Addison (Past President), Bill Buskist (President-Elect), Mary Kite (President), Loreto Prieto (Chair), Pat Puccio, and Tom Pusateri (Ex-Officio; Secretary). Also in attendance was Virginia Andreoli Mathie. Tara Kuther was unable to attend this meeting. The committee members thank Loreto Prieto and Janie Wilson for arranging accommodations for this meeting.

The charge of the LRPC is to review STP’s programs, to discuss how STP can improve its operations, and to consider additional ways in which STP can better serve teachers of psychology.

This report summarizes the discussions as well as formal and informal recommendations made by LRPC during its meeting. Each section provides a summary of LRPC discussion, and some discussion items are followed by recommendations. Some discussions and recommendations are directed to a specific STP Officer, Standing Committee, or Task Force. The STP President will share these discussions and recommendations with the appropriate individuals or groups for input and clarification prior to distributing the minutes to the entire Executive Committee. Because LRPC is an advisory group only, all formal recommendations require final approval by STP’s Executive Committee (EC). The STP President (Mary Kite) will distribute the report to the EC and solicit feedback and discussion concerning LRPC’s recommendations prior to asking for formal approval.

#1. POLICIES AND PROCEDURES MANUAL

Virginia (Ginny) Andreoli Mathie attended the meeting to discuss the progress of a task force that is developing STP’s Policies and Procedures Manual. This manual will include policies and procedures for the following activities, among others:

- Setting the agenda for Executive Committee (EC) meetings and discussions, including the route motions should take
- Establishing and naming STP awards
- Appointments (e.g., Standing Committees, Editors, Directors)
- Sunsetting Presidential task forces and other ad hoc groups
- Making personnel decisions (such as email discussions)
- Endorsing APA Presidential candidates
- Identifying who should receive stipends to attend STP Executive Committee meetings
- Determining whether/when STP meetings should be open, closed, or involve non-officers
- Generating and maintaining the list of individuals subscribed to the EC listserv and the list of officers who may vote
- Articulating the relationship between STP and the Fund for Excellence
Appointing individuals to the Fund for Excellence  
Deciding which conferences STP will sponsor and how much money will be allocated  
Appointing, funding, and identifying responsibilities for STP’s Liaisons and Regional Coordinators.  
Articulating the relationship between LRPC and the EC, including the process by which committees and task forces share information and recommendations with these groups  
Archiving STP’s materials  
Providing compensation for directors, editors, and other STP officers

Bill Buskist discussed progress on the collection of job descriptions and typical timelines of the tasks and responsibilities for each STP office.

LRPC expresses gratitude for those who are assisting with the development of the Policies and Procedures Manual. The result of this work will improve the efficiency and effectiveness of STP. Our goal is to have a progress report for discussion at the Winter 2007 LRPC meeting and a recommendation for discussion and a vote at the 2007 Executive Committee meeting.

In addition to the Policies and Procedures manual, STP is developing a database that will provide a history of recommendations forwarded to the EC and the resulting motions and actions from these recommendations. LRPC thanks Valerie Whittlesey, STP Secretary, for her assistance in documenting the historical connections between LRPC recommendations and EC motions and actions. Ginny (who serves as Executive Director of Psi Chi) indicated that Psi Chi maintains an indexed (e.g., by titles, topics, and year) list of motions that may serve as a model STP might adapt for its own database.

2. E-PUBLISHING EDITOR, INTERNET EDITOR, AND IMPLICATIONS FOR THE GROWTH IN COMPLEXITY OF STP

LRPC discussed the implications of STP’s growth in complexity and number of offices for the future of the organization. For example, what should be the reporting structure for the E-publishing Editor and that editor’s relationships with other STP officers such as the Internet Editor, the Director for the Office of Teaching Resources in Psychology, and the Chair of the Publications Committee? The E-publications editor will need to have knowledge of posting materials to the Web so that the Internet Editor doesn’t need to post this material.

We may also need to consider the future structure and support for the Internet Editor, whose role may increase in complexity. Is one course release per year sufficient support for the individual to coordinate OTRP-online, online resources for the Scholarship of Teaching and Learning, and other STP initiatives that are Internet-based? As STP’s Internet presence continually expands, will the position of Internet Editor transform into a position of “Web master” with more responsibilities for coordinating our Web sites and with less responsibility for editing Internet-based resources? STP’s recent restructuring of its programming functions under a Director for Society Programming may serve as a model for similar restructuring of STP Internet presence. We also need to consider the future size and structure of the Executive Committee, including questions such as which officers should have voting privileges and/or receive funding to attend EC meetings. The development of the Policies and Procedures Manual may help clarify
procedures for future restructuring. This manual needs to be a living document, because there is likely to be change as we restructure services.

How do we manage our future Web presence? Does STP need to consider hiring a staff person or consultant to develop a shell Web site? Estimated costs for hiring a consultant might be $5000 to set up a site that could then be handed over to the Internet Editor to maintain.

3. FUTURE REVENUES: MEMBERS-ONLY BENEFITS, PAY-PER-VIEW, AND STP/APS COLLABORATIONS

LRPC was concerned that memberships in STP have declined by 7 percent last year. At its recent meeting, STP’s Executive Committee voted to spend considerable amounts of money to support initiatives that should benefit members. How might STP maintain and increase future sources of revenues and use these revenues in ways that attract, retain, and benefit its members?

STP’s Web presence may be a source of future revenues. The Internet Editor is still early in his term of office and is considering significant changes and improvements to STP’s Web presence. This may be an opportune time for STP to consider whether to establish a “members only” component to its Web site that might attract new members and retain current members. Members of LRPC expressed some concern that limiting access to some resources such as e-books might adversely affect the authors and editors of those resources because limited access reduces the number of “hits” these individuals might use to indicate impact on the profession in applications for tenure and promotion. One solution might be to allow non-members the option to pay for specific resources. This might also further motivate non-members to join STP to reduce the costs for obtaining our resources.

LRPC discussed some concerns with STP’s past collaborations with the American Psychological Society (APS). STP may have missed opportunities to negotiate financial benefits commensurate with the amount of financial and human resources STP has contributed to our collaborations with APS (such as the APS/STP Institute). Bill Buskist will be meeting with APS Executive Director Alan Kraut to discuss this further.

3. BRAINSTORMING “BIG IDEAS”

Bill Buskist asked each member of LRPC to discuss one “big idea” for STP’s future.

STP ought to promote the view that teaching is an arm of professional practice in the discipline. Quality teaching is driven by theory, research, and the continual monitoring and improvement of student learning. STP might consider establishing a diplomate in teaching, similar to the diplomate available for clinicians. We could develop a list of credentials that recognizes those who have addressed the highest levels of excellence in the discipline. This would go beyond the criteria for those who obtain Teaching Awards and Fellows.

How can STP reach out and support adjunct faculty, many of whom are isolated, have limited support for their teaching, and are unlikely to have support for travel to STP programs? STP might consider partnerships with PT@CC to provide resources to adjunct faculty.
possibility is to promote a Web conference. We also need to consider how to contact adjunct faculty (e.g., through department chairs). STP might also look at the work of the American Chemical Society, which distributes a publication directly focusing on adjunct faculty; PT@CC has started on a draft of a similar document.

How might STP reach teachers where they live? Ginny mentioned that Psi Chi met with representatives from all of the regional conferences to consider strategies for outreach. The APA Convention doesn’t draw many teachers from community colleges and high school teachers. The regional psychology conferences differ in their interest and success at attracting teachers of psychology. LRPC encourages STP’s Director of Society Programming to consider how STP might expand its outreach at a regional or local level.

STP needs to recruit younger members. During his Harry Kirke Wolfe Lecture, Bill Hill mentioned the divide between “technological immigrants” (e.g., older faculty members who learned technology as it developed) and “technological natives” (e.g., our students and newer faculty who were born into a world where technology already existed). STP should consider ways to reach out to the new professoriate in ways that appeal to them. For example, we could develop “Best Practices” sessions into audio or video podcasts, and we could support not just teaching online but advising online.

STP could support faculty development through grant programs that help support and develop partnerships. Make more money available to those who can’t afford a teaching conference. For example, a group of Advanced Placement psychology teachers in Utah might apply for funding to attend NITOP through STP. STP could offer support for local workshops and networking across educational levels. Perhaps the follow-up St. Mary’s conference can address strategies for encouraging collaborations at the local level.

As STP’s complexity grows, and its directors and editors have seen their work loads increase dramatically. Some of these positions may become less desirable or feasible for faculty members to assume if they do not have sufficient release time or other forms of support from STP and their institutions. In the future, STP might need to consider establishing and staffing a national office, a physical location for the Executive Director and staff (a Web designer) that can support STP’s officers. Perhaps STP’s national presence could be connected to and partially supported by APA’s Education Directorate.

4. LRPC REPLACEMENT

Bill Buskist announced that he has appointed Brian Burke (Ft. Lewis College, Durango, Colorado) to replace Loreto Prieto as a member of the LRPC. Buskist thanked Prieto for his service as member and Chair of LRPC.

5. LRPC RECOMMENDATIONS REQUIRING EXECUTIVE COMMITTEE VOTES

LRPC devoted this meeting to brainstorming and has no formal recommendations from this meeting to forward to the Executive Committee.
The Long-Range Planning Committee (LRPC) of the Society for the Teaching of Psychology (STP; Division Two of the American Psychological Association) held its Winter meeting in Kennesaw, Georgia on March 9-10, 2007. Members in attendance were Drs. Brian Burke, Bill Buskist, Mary Kite, Tara Kuther (Chair), Pat Puccio, Maureen McCarthy and Tom Pusateri (ex-officio; Secretary). The committee members thank Bill Buskist and Maureen McCarthy for arranging accommodations for this meeting. The committee members also thank Bill Hill and the staff of Kennesaw State University’s Center for Effectiveness of Teaching and Learning for providing a meeting room.

The charge of the LRPC is to review STP’s programs, to discuss how STP can improve its operations, and to consider additional ways in which STP can better serve teachers of psychology.

LRPC received reports from the following officers, committees, working groups, and task forces.

**Officers**
- Executive Director
- Internet Editor

**Standing Committees**
- Elections and Appointments Committee
- Fellows Committee
- Diversity Committee
- Teaching Awards Committee

**Working Groups**
- Departmental Consulting Service
- G. Stanley Hall/Harry Kirke Wolfe Lectures Committee

**Task Forces**
- Adjunct Faculty
- Faculty Development Small Grant Program
- Graduate Student Education and Training in Teaching
- International Teaching of Psychology
- Membership Survey
- Podcasting
- Policies and Procedures
- STP Restructuring
- Science Education in Psychology
- STP/APS Collaborations
- STP Involvement

LRPC thanks each chair and officer for submitting reports. LRPC further thanks the members of each office, committee, working group, and task force for their considerable contributions to STP governance.

This report summarizes the discussions as well as formal and informal recommendations made by LRPC during its meeting. Each section provides a summary of LRPC discussion, and some discussion items are followed by recommendations. Some discussions and recommendations are directed to a specific STP Officer, Standing Committee, or Task Force. The STP President will share these discussions and recommendations with the appropriate individuals or groups for input and clarification prior to distributing the minutes to the entire Executive Committee. **Formal recommendations for review and vote by the EC are in boldface** in the body of the report and are summarized at the end of the report. Because LRPC is an advisory group only, all formal recommendations require final approval by STP’s Executive Committee (EC). The STP President (Bill Buskist) will distribute the report to the EC and solicit feedback and discussion concerning LRPC’s recommendations prior to asking for formal approval.
REVIEW OF PAST LRPC ACTIVITIES

Past President Kite’s remarks

Past President Kite discussed three interrelated concerns she would like LRPC to address in its deliberations:

- **Strategic planning.** We need to have a clearer focus to help us set priorities and make choices among all of the recommendations proposed by task forces and committees. A strategic plan may facilitate members of the Restructuring Task Force as they consider how best to restructure our operations and offices.

- **Fiscal responsibility.** In the past, STP’s Executive Committee has been frugal with the budget. Recently, the Executive Committee has begun to increase its spending considerably. We need to be careful stewards of our financial resources. A strategic plan could help the Executive Committee identify priorities for future spending.

- **Membership.** Over the past several years, STP’s membership has declined. We need to attract and retain new members, particularly graduate students. We need to consider strategies for spreading the word to new members (e.g., greater visibility at regional and discipline-specific conferences). Membership dues comprise a considerable portion of STP’s income. The results of STP’s ongoing Membership Survey might also help us set priorities during strategic planning that may help us attract and retain members.

President Bill Buskist’s remarks

President Buskist elaborated on the concerns expressed by Past President Kite.

- **Budget.** The Fund for Excellence is doing well. However, our membership budget has been declining. *Teaching of Psychology* has been a source of revenue, but our library subscriptions have declined. Future revenues from the journal may also be affected by the recent sale of Lawrence Erlbaum & Associates (current publisher of *ToP*) to Taylor & Francis. President Buskist indicated that Bill Addison, the next chair of the Publications Committee, will be conversing with Taylor & Francis; Addison will be assisted by Wayne Weiten, who negotiated the previous contract with LEA.

- **Membership benefits.** STP has continually provided most of its teaching resources for free to anyone interested. In addition, APS members are able to subscribe to our journal, *ToP* through APS, which reduces some of our membership revenues.

- **Membership survey.** The membership survey will provide useful information about our members’ opinions of our resources and services. However, we must also consider the fact that thousands of non-members benefit from the same resources and services, and their opinions will not be reflected in the results of the survey.

- **Potential members who may join other groups that serve teachers of psychology.** Many members of STP’s leadership helped to support the creation of APA’s affiliate groups, Teachers of Psychology in Secondary Schools (TOPSS) and Psychology Teachers at Community Colleges (PT@CC). The existence of these groups, particularly PT@CC, may have adversely hurt membership in STP. It is possible that many teachers of psychology at community colleges may join only one group that supports teachers of psychology. However, it is important to note that although STP’s mission is to serve psychology teachers at all levels, it has focused primarily on teachers of psychology at undergraduate institutions.
psychology, and many of these may prefer PT@CC instead of STP because PT@CC provides some benefits to members-only, whereas many of STP's benefits are available to nonmembers free of charge.

- **Perception of STP as a clique.** During last year’s LRPC meeting, Mary Kite indicated the perception that STP is a “closed group.” STP has few leadership positions, many of which have been staffed for a long time by a limited number of individuals. Even when we examine committees and task forces, we’re limited in the number of individuals who are actively involved in STP. People only seem to get involved in STP if they are actively recruited by current STP leadership groups.

Another difficulty is that individuals may not feel welcome when attending teaching conferences. Many members of STP’s leadership team tend to sit together at conferences and may be missing opportunities to initiate interactions with others. We need more deliberate activities to welcome others. For example, Mary Kite sent a letter to all who attended the Best Practices conference on diversity thanking them for participating and informing them of other activities in STP that support the teaching of diversity (e.g., the new listserv). Perhaps members of the Recruiting, Retention, and Public Relations Committee (RRPRC) might collaborate with conference coordinators to provide STP-sponsored hospitality activities at each conference.

- **STP’s relationship with APS.** We have an STP/APS conference coordinator, who plans a pre-conference workshop and 4 hours of programming during the APS convention. APS charges a fee for the workshop, but STP does not benefit financially from our considerable efforts to coordinate the workshop. How do we approach APS to request appropriate remuneration for our efforts? A few years ago, LRPC recommended that the STP President and President-elect be provided travel money to visit APA headquarters in Washington, DC to discuss how STP can collaborate better them. If Bill Buskist and Maureen McCarthy make that trip this year, it would be possible to meeting with APS at the same time. It appears to be an opportune time to arrange these meetings. LRPC is aware that the responsibilities for the Executive Director have been expanded to include a liaison role with other organizations; sending the President and President-elect to APA and APS might facilitate the future liaison activities of the Executive Director.

**President-elect Maureen McCarthy’s remarks**

President-elect Maureen McCarthy discussed the implications of Past President Kite’s and President Buskist’s remarks for the future of STP.

- **LRPC and strategic planning.** There is a tension during LRPC meetings between addressing *big picture* and *detail* issues. Our priority at this meeting should be focused on big picture issues, which will help guide us on the details. For example, the recent discussion on the STP Executive Committee listserv concerning the location for the Small Grants Partnerships Program may have been addressed more directly if STP had a strategic plan. A strategic plan may also help us address concerns with our budget.

- **Membership benefits.** President-elect McCarthy discussed several membership-related issues that might be resolved once we articulate a strategic plan. Many of these issues have already been discussed at past LRPC meetings but have not yet reached resolution. LRPC has previously discussed the need for STP to articulate and develop members-only benefits to attract and retain members. For example, we’ve discussed but have not yet decided whether and which of STP’s Web-based teaching resources to place behind members-only password protection.
• **Recruiting new members.** McCarthy led a discussion of future recruiting initiatives that the Recruitment, Retention and Publication Relations Committee might consider. McCarthy suggested focusing recruiting efforts towards individuals who are within the first 10 years (pre-tenure and immediate post-tenure) of their teaching careers. We might also consider targeting adjuncts. We may want to work with department chairs to offer STP memberships to new faculty hires.

Mary Kite suggested that the teaching teleconference and podcasting may be useful recruiting tools for faculty members who teach in remote areas of the country or who have limited financial resources to travel to STP-sponsored conference programming.

Bill Buskist indicated a culture shift in graduate student training that suggests greater importance is being placed on preparing students for teaching (e.g., Preparing Future Faculty). A new STP e-book on teacher training in graduate school will be ready this summer.

Pat Puccio indicated that APA has a program in which they identify “department volunteers” to whom they send posters and other materials for distribution to faculty at each institution. Perhaps the Recruitment, Retention and Publication Relations Committee could develop a similar list of contacts.

Can STP have a stronger presence in the APA Education Directorate’s publication, *GradPsych*? Perhaps members of STP’s Graduate Student Teaching Association could contact the editor of *GradPsych* with an offer to write articles or a periodic column. Another possibility is to write an article to be distributed to members of the Council of Graduate Schools (graduate deans interested in graduate student development).

• **Competing organizations.** President-elect McCarthy also indicated that the work of the Council of Teachers of Undergraduate Psychology (CTUP) and the Council for Undergraduate Psychology Programs (CUPP) overlaps considerably with the mission of STP. Both of these organizations are staffed mostly by STP members who have autonomy but may benefit from access to STP’s resources. She suggested STP consider the feasibility of serving as the formal umbrella organization for CUPP and CTUP.

1. **RESTRUCTURING TASK FORCE**

LRPC acknowledges Linda Noble and Dave Johnson for assuming the responsibility of co-chairing the Restructuring Task Force. LRPC views the work of this task force as a priority for the future health of STP. The work of this task force would be facilitated by a face-to-face meeting. LRPC will first consult with the co-chairs to determine if they perceive a similar need for a face-to-face meeting.

**1A:** **LRPC recommends that STP provide $3000 for a 1½ day (1 or 2 nights), face-to-face meeting of the Restructuring Task Force prior to the APA Convention.**

LRPC is concerned that committees may proliferate as STP’s structure grows larger and more complex. There are financial implications of committees (e.g., travel to APA). The Restructuring Task Force might make some suggestions concerning restructuring where one voting member at the EC might represent more than one committee. One recent example of this idea involved the restructuring of STP’s programming chairs as Associate Directors under a Director of Programming.
2. STRATEGIC PLANNING

As a result of the discussion by the three Presidents, LRPC proposed a recommendation for setting aside time at future APA Conventions for strategic planning. During the past few years, LRPC met only 2 hours during the convention, at a time that was scheduled after the Executive Committee meetings. However, this 2-hour block provides insufficient time for strategic planning. LRPC proposed an additional, longer meeting time to occur prior to the Executive Committee meetings. This meeting would not replace the 2-hour meeting and would provide LRPC additional time for a face-to-face meeting each year to develop and discuss strategic planning. LRPC agreed to meet Thursday afternoon, 1 PM – 5 PM on August 16, 2007.

LRPC discussed the financial implications of holding this meeting. All LRPC members who also are members of the STP Executive Committee are already funded to attend the APA Convention. Currently, there are two at-large members of LRPC who are provided $500 for travel to the APA Convention to participate in the LRPC meeting. The $500 allotment was approved at a time when all Executive Committee members were allocated $500 for attending the APA Convention. Considering that LRPC plans to schedule two meetings at future APA Conventions, LRPC discussed increasing the allotment for its at-large members to be commensurate with funding (currently $1,000) for Executive Committee members,

2A. LRPC recommends that the at-large members of LRPC be funded at the same level of funding that Executive Committee members receive to attend the APA Convention for the purposes of participating in two meetings of LRPC during the convention. The first meeting will be a ½ day strategic planning meeting prior to the convention. The second meeting will be LRPC's regularly-scheduled 2-hour meeting held after the Executive Committee meetings.

2B. LRPC recommends that LRPC meets regularly for ½ day prior to the start of the APA convention for the purpose of developing and reviewing strategic planning. LRPC should devote its meeting at the 2007 APA Convention to develop a 5-year plan for STP that includes both short-term and long-term priorities.

LRPC reviewed the STP Mission Statement and conducted a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis of each component of the Mission Statement. The SWOT Analysis appears at the end of these minutes. Between now and the next APA Convention, LRPC members will consider the implications (e.g., budgetary and human resources) of each component identified in the SWOT analysis and any assessment data that may address the success of those components.

3. MEMBERSHIP SURVEY TASK FORCE

LRPC thanks Rita Curl-Langager for chairing the Membership Survey Task Force and Maureen McCarthy and Chris Ziegler for their work in putting the survey online. LRPC reviewed tentative data from the Membership Survey. The survey results will be useful for planning purposes. We need to be careful not to over-interpret the results, considering that our members are not the only individuals who access and benefit from our resources and services. We should provide access to information about the survey to our constituents. Mary Kite offered to assist with data entry of the print surveys if necessary.

3A: LRPC recommends that STP place a summary of the results of the Membership Survey on the STP Web site.
4. SEARCH COMMITTEE UPDATES

Bill Buskist indicated that there are 3 applicants for the e-Books Editor position and 2 applicants for the STP Director of Programming. There have been no applications for the Executive Director position. LRPC discussed possible individuals who might be recruited for the ED position. One concern is that the new position description appears to be expecting an individual to manage two distinct and potentially incompatible tasks, one clerical and one professional. STP needs both a short-term solution (to relieve the current ED of his responsibilities prior to the end of the calendar year2) and a long-term solution (an ED whose presence can maintain the historical continuity of the organization).

4A. LRPC recommends that members of the search committee for the Executive Director position develop short- and long-range plans for staffing this position.

4B. LRPC recommends that the Restructuring Task Force discuss the implications of the failed search for an Executive Director on the future roles, responsibilities, and continuity (e.g., recruitment, replacement, and training) of this position.

5. ELECTIONS AND APPOINTMENTS COMMITTEE

The Elections and Appointments Committee selected an excellent slate of candidates for the STP President-elect and Treasurer elections, and they have forwarded a list of names to APA for consideration on several of APA's governing boards. LRPC discussed the desirability of identifying potential candidates for APA governing boards as early as possible to allow time for candidates to approach other groups and caucuses at APA for support for their candidacy.

5A. LRPC recommends that, each year immediately after the APA Convention, the Past President develop a list of potential nominees for APA boards and committees. LRPC further recommends that these nominees work with STP's Representatives to the APA Council of Representatives to approach other groups and caucuses at APA to lend their support to STP's candidates.

6. FELLOWS COMMITTEE

The Fellows Committee is concerned that few members are applying for Initial Fellow Status.

6A. LRPC recommends the Fellows Committee develop and periodically update a list of APA Division 2 members who should be invited to apply for Fellow status.

7. DEPARTMENTAL CONSULTING SERVICE

The Departmental Consulting Service (DCS) is jointly coordinated by STP and the APA Education Directorate. STP’s Coordinator for the DCS has promoted this service well and has helped psychology programs identify external consultants for departmental evaluations, curriculum development/evaluation, and other services.

7A. LRPC recommends that the Departmental Consulting Service (DCS) approach APA about branding DCS as an STP service. LRPC further recommends that DCS consider a name change that would better convey the types of services it provides (e.g., for program assessment and curriculum development).

2 The current Executive Director, Thomas Pusateri, recently began a new full-time position at Kennesaw State University and expressed concerns that his new academic position is more time-consuming than his previous positions, which is beginning to put a strain on his ability to honor his responsibilities to STP. His term was scheduled to expire in 2005, but he agreed to continue in the position since that time.
8. DIVERSITY COMMITTEE

Mary Kite provided a status report of the APA Presidential Task Force on Diversity Education Resources. This is a Web-based resource on the teaching of diversity across major areas of psychology. This resource eventually will be housed on the STP Web site and will be maintained by the Diversity Committee. In her report, Linh Littleford, Diversity Committee Chair, indicated that the Diversity listserv currently has 180 subscribers.

9. INTERNET EDITOR

LRPC wishes to give special thanks to our new Internet Editor, Jeffrey Stowell, for his considerable work in redesigning STP’s Web site.

9A. LRPC recommends STP’s committees, task forces, and other constituents consider developing focused listservs, similar to the Diversity listserv, that would target specialized discussions on teaching. LRPC further recommends that the Internet Editor explore the possibility of developing a position of Assistant Internet Editor to manage specialized listservs.

10. G. STANLEY HALL/HARRY KIRKE WOLFE LECTURE COMMITTEE

LRPC thanks the G. Stanley Hall/Harry Kirke Wolfe Lecture Committee for developing a great slate of speakers for the 2007 APA Convention.

11. TEACHING AWARDS COMMITTEE

The Teaching Awards Committee reported a record year for nominations. However, the committee expressed concerns that they are still are not recruiting as many applications for community colleges and high school awards as they desire. LRPC also discussed concerns about the presentation of the awards at the STP Social Hour. The awards ceremony takes considerable time from the Social Hour, and sometimes the venue for the Social Hour has not been conducive to the attentiveness the awards deserve.

11A. LRPC recommends the Teaching Awards Committee work with the Recruiting, Retention, and Public Relations Committee to develop strategies for attracting more nominees for the community college and high school awards.

11B. LRPC recommend the Teaching Awards Committee consider strategies for streamlining the awards ceremony in ways that will honor the recipients while opening up more time for socializing during the STP Social Hour.

12. ADJUNCT FACULTY TASK FORCE

LRPC discussed the report from the Adjunct Faculty Task Force:

12A. LRPC recommends the Adjunct Faculty Task Force provide a definition of 
*adjunct faculty* to guide deliberations on STP’s outreach to these constituents.

12B. LRPC recommends the Adjunct Faculty Task Force consider proposing recruiting initiatives (e.g., perhaps reduced membership rates for adjunct faculty) that may attract and retain adjunct faculty.

12C. LRPC recommends the Adjunct Faculty Task Force develop and/or recommend STP resources and programs focused on the professional development of adjunct faculty.
13. **FACULTY DEVELOPMENT SMALL GRANT TASK FORCE**

LRPC discussed the report from the Faculty Development Small Grant Task Force, which included a discussion of a program of travel grants under consideration by the Graduate Student Teaching Association. The STP Executive Committee has not yet formalized procedures and criteria for these grants.

13A. LRPC recommends the Faculty Development Small Grant Task Force develop a recommendation for future coordination of this grant program. LRPC further recommends that the task force work with the Chair of the Graduate Student Teaching Association to share information concerning its travel grant program.

14. **GRADUATE STUDENT EDUCATION AND TRAINING IN TEACHING TASK FORCE**

The task force suggested several programs and activities, some of which are quite ambitious. LRPC expressed uncertainty concerning whether some of these programs and activities were appropriate initiatives for STP to assume. For example, the task force suggested the possibility of collaborating with the University of New Hampshire to design and provide a curriculum for preparing teachers of psychology. LRPC believes that the Executive Committee may be in a better position to determine which of the task force's suggestions are appropriate and feasible for us to pursue once STP has developed an approved strategic plan. At the current time, many of the task force's recommendations do not indicate which individuals would be responsible for developing and maintaining these initiatives and how much financial and human resources STP should devote to the initiatives. Assuming that some of these initiatives are likely to be consistent with STP's strategic plan, STP might consider applying for an APS/Myers grant to support funding for one or more of the initiatives.

One of the task force's recommendations was to develop and disseminate a model syllabus for a course in the teaching of psychology through Project Syllabus. LRPC agreed that this is a good idea to pursue in the near future. Considering that several institutions have developed this type of course, it may be better for the task force to consider more than one model syllabus.

14A. LRPC recommends the Graduate Student Education and Training in Teaching Task Force consult with Office of Teaching Resources in Psychology concerning whether and how syllabi for courses in the Teaching of Psychology could be developed for inclusion in Project Syllabus. Assuming that such syllabi would be appropriate for Project Syllabus, LRPC further recommends that the task force identify and encourage faculty at institutions who have these courses to develop and disseminate their syllabi through Project Syllabus.

Another task force recommendation was to develop a clearinghouse of materials that support training in the Teaching of Psychology. LRPC is aware that approximately 50 schools have such training programs, which will be described in an upcoming STP e-book. STP may wish to invite these schools to join a consortium and to share resources through STP. LRPC suggested that the Graduate Student Teaching Association may be the appropriate office for developing and maintaining a section of its Web site as a clearinghouse for this consortium.

14B. LRPC recommends the Graduate Student Teaching Association investigate the possibility of maintaining and developing a Web-based clearinghouse for graduate-level training programs for the teaching of psychology. LRPC further recommends that GSTA develop a proposal for a small grant from APS/Myers to develop this Web site and to develop a mechanism for quality assurance and periodic updating of the information in the clearinghouse.
15. POLICIES AND PROCEDURES TASK FORCE

Mary Kite updated the committee on the Policies and Procedures Task Force’s progress on creating the STP Policies and Procedures Manual. The procedures section of the manual is complete. Work is in progress on the policies section of the manual. The goal is to have a manual for discussion at the APA convention.

LRPC discussed the task force report. Tara Kuther, as LRPC Chair, will draft policies for LRPC’s role and will distribute the draft prior to the APA convention. LRPC discussed some issues that should appear in the policies section:

- The role of LRPC in context of STP (e.g., as a strategic planning and advisory committee);
- Clarification of the relationship between the LRPC Chair and the STP President;
- Clarification of the types of items that should and should not be processed by LRPC (e.g., recommendations from task forces, committees, and officers);
- Processes for forwarding recommendations to the Executive Committee;
- Policies for tracking the response from committee chairs and officers to LRPC recommendations;

LRPC discussed an example of a policy issue that might pose some difficulty. It would benefit STP if there were defined procedures to forward recommendations for a vote to the Executive Committee. In the recent past, some Executive Committee members have proposed awards or provided funds for grants. Although these recommendations are admirable, LRPC believes that each recommendation would be best discussed in the context of a strategic plan that may make help place the recommendations in a larger context.

16. PODCASTING TASK FORCE

LRPC discussed possible resources that could be developed into podcasts. One suggestion was for past E-xcellence in Teaching columns. Another possibility includes brief demonstrations of teaching pedagogy such as those which are presented at several teaching conferences. However, some of these demonstrations may require us to obtain copyright, particularly if the demonstration was not originally developed by the individual who presented it at a conference.

16A. LRPC recommends the Podcasting Task Force invite authors of E-xcellence in Teaching columns to produce audio versions of their columns and explore the feasibility of podcasting demonstrations of teaching pedagogy.

16B. LRPC recommends the Podcasting Task Force consider the feasibility and desirability of developing podcasts of brief demonstrations of teaching pedagogy.

17. SCIENCE EDUCATION IN PSYCHOLOGY TASK FORCE

The task force is developing a “white paper” for the teaching of science in psychology. LRPC discusses some groups that this task force may want to contact to pursue possible collaborations.

17A. LRPC recommends the Science Education in Psychology Task Force contact APA President Sharon Brehm’s task force on mathematics and science education and Project Lead the Way (a group that developed strategies for preparing high school students for careers in engineering) to pursue possible collaborations. LRPC further recommends the task force consider the feasibility of developing an NSF grant proposal related to science training in psychology.
18. INTERNATIONAL TEACHING OF PSYCHOLOGY TASK FORCE

LRPC is concerned that some of the discussion in the International Teaching of Psychology Task Force’s report overlaps with areas that fall within the purpose of the Diversity Committee, which already focuses on international issues. The task force needs to keep its work focused on its charge concerning approaches to teaching of psychology in other countries. In addition, the task force suggested a grants program. STP already has several grants programs and a task force in place to develop another program.

18A. LRPC supports the International Teaching of Psychology Task Force’s initiatives for its first 3 proposals:
   • To help APA move forward to support action plans pertaining to the Internationalization of the Undergraduate Psychology Curriculum.
   • To sponsor a panel/symposium at every future APA convention composed of psychologists, publishers, and other experts from various parts of the world to present ideas and/or present initiatives that help internationalize the curriculum [Note: LRPC recommends that the task force strike out the word “every” in their proposal.]
   • To continue to compile and regularly update a resource clearinghouse of materials related to internationalizing the psychology curriculum.

18B. LRPC discourages the International Teaching of Psychology Task Force from pursuing its 4th task which reads as follows.
   • To propose a grant competition sponsored and funded by STP to encourage research and other initiatives that help propel the internationalization of the psychology curriculum. The winner(s) of this competition may be invited to present at an STP-sponsored conference.

18C. LRPC suggests that the International Teaching of Psychology Task Force (and other task forces, officers, and committees) refrain from developing a grant program until the Executive Committee has a better idea whether its existing programs are effective and of how STP’s budget is affected by these programs.

19. INCREASING STP’S INVOLVEMENT AND VISIBILITY AT NITOP

President Buskist, who serves on the Steering Committee for the National Institute on the Teaching of Psychology (NITOP), expressed interest in increasing STP’s future involvement and visibility at NITOP’s annual meeting. LPRC plans to discuss this issue further via email and draft a recommendation to be distributed and discussed on the Executive Committee listserv.

20. MAUREEN MCCARTHY’S VISION

Maureen McCarthy discussed her vision of work during 2008, her Presidential year:
   • Pursue an interdivisional grant that may lead to an OTRP resource for teachers.
   • Develop an advising manual for students interested in pursuing school psychology (e.g., possible careers, pursuing a master’s degree).
   • Discuss with the Director of the Office of Teaching Resources in Psychology strategies for updating and developing resources that would attract and retain STP membership.
   • Explore the feasibility of bringing the Online Psychology Laboratory within STP.
   • Elevate STP’s emphasis on assessment.
   • Consider strategies for opening up STP, which some perceive as a closed community.
   • Continue the good work of past and current presidential task forces.

Maureen may propose a task force for outreach efforts and a technology resources task force.
LRPC RECOMMENDATIONS REQUIRING EXECUTIVE COMMITTEE VOTES

1A: LRPC recommends that STP provide $3000 for a 1 ½ day (1 or 2 nights), face-to-face meeting of the Restructuring Task Force prior to the APA Convention.

2A. LRPC recommends that the at-large members of LRPC be funded at the same level of funding that Executive Committee members receive to attend the APA Convention for the purposes of participating in two meetings of LRPC during the convention. The first meeting will be a ½ day strategic planning meeting prior to the convention. The second meeting will be LRPC’s regularly-scheduled 2-hour meeting held after the Executive Committee meetings.

3A: LRPC recommends that STP place a summary of the results of the Membership Survey on the STP Web site.
## SWOT Analysis

**STP Mission**

<table>
<thead>
<tr>
<th>STP Mission</th>
<th>Strengths</th>
<th>Weaknesses</th>
<th>Opportunities</th>
<th>Threats</th>
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<tbody>
<tr>
<td>Provides Resources and Services (LRPC member responsible for additional analysis of this section prior to the APA Convention: Pat)</td>
<td>Wonderful resources. The dollar amount we spend on resources is relatively small (cost-benefit ratio is favorable). Human resource talent in developing and distributing. DCS has talented staff and is providing useful services.</td>
<td>Most resources are accessible to anyone. Some are unaware of our resources. Print newsletter is expensive to print and distribute. We’re a bit behind the curve with using current technologies. OTRP is complicated and unwieldy; it’s difficult to locate materials. DCS is not well-known; the name may not articulate well its purpose. Mentoring Service has not been as successful as we had initially intended (and may not be an appropriate vehicle)</td>
<td>Podcasting and other emerging technologies. Data from the STP Membership Survey might suggest strategies for future resources (caution). Consider password-protection; electronic newsletter, partnerships with others. Speaker’s Bureau How do we provide services for new faculty? Find mechanisms for promoting services and make us more visible (e.g., RRPRC). Online Psych Experiments (currently at APA) might be supported through STP; if SPN cannot support itself, STP may consider this source.</td>
<td>Competition (e.g., History Pedagogies; SPN Web site). ToP – change from LEA to Taylor &amp; Francis; lack of access for members to electronic version of journal. Human resources cost/benefit is problematic.</td>
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<tr>
<td>Access to a Collaborative Community (Mary)</td>
<td>PsychTeacher Membership Directory Programming STP Dinners at conferences</td>
<td>STP is perceived as a clique.</td>
<td>Offer more opportunities to invite collaborations. Make directory online, searchable by members, and updatable.</td>
<td>The increasing complexity of our organization makes some inefficiencies and possible loss of coordination.</td>
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<tr>
<td>Opportunities for Professional Development (Tara)</td>
<td>Wide variety and diversity of opportunities Conferences, Grants (Instructional Resource Awards). Publications. GSTA, PFF, preconference workshops Submissions for many programs (e.g., Best Practices, APS) Podcasting task force.</td>
<td>Variability of our presence at regional conferences. “Dropped balls” such as Teaching Enhancement Workshops. How did Myers miss STP as the organization to manage the grant money? Limited information about GSTA and its activities. Some grants (e.g., Small Grants) are not well-advertised and poorly coordinated. STP program may not be visible. Submissions to APA program tend to be low. Much of our programming is invited, which may be limiting opportunities for members to participate.</td>
<td>Re-evaluate professional development outreach activities. How do we want to plan this strategically? Podcasting &amp; teleconference may help us reach more. Integrate activities better. International collaborations. Make our presence known at conferences (e.g., regionals) that attract graduate students. Consider strategies for expanding our pool of individuals who present at STP events. Examine who’s publishing at ToP and invite them to develop presentations. Another source is Teaching Tips (APS Observer) and E-xcellence in Teaching. Invite E-xcellence in Teaching Videoconferencing might provide a way to develop communities for those who find it difficult to travel. View the possibility of a “town center model” that involves both videoconferencing and follow-up locally. Consider developing “What’s New In X”</td>
<td>Myers fund may fund opportunities that compete with our resources. Increasing costs of travel may make it difficult to send STP speakers to conferences and to. We need to keep abreast of changing technologies.</td>
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<tr>
<td>STP MISSION</td>
<td>STRENGTHS</td>
<td>WEAKNESSES</td>
<td>OPPORTUNITIES</td>
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<tr>
<td>ADVANCES THE SCHOLARSHIP OF TEACHING AND LEARNING (Tom)</td>
<td>ToP, e-books, programs, &amp; OTRP</td>
<td></td>
<td>Consider “special issues” or “supplements” in ToP (but realize the flow of manuscripts is affected).</td>
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<tr>
<td>ADVOCATING FOR THE NEEDS OF TEACHERS OF PSYCHOLOGY (Maureen)</td>
<td>We’ve advocated for 4 APA Presidents friendly to teaching.</td>
<td>STP does not have a strong enough voice in APS. We could increase our influence in APA. We do not conduct much advocacy outside of APA (e.g., Chronicle of Higher Education). Variability in success of liaisons.</td>
<td>BEA Liaison (STP President) ought to ask to be invited to other committee meetings during the Consolidated Meetings.</td>
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<tr>
<td>FOSTER PARTNERSHIPS ACROSS ACADEMIC SETTINGS (Bill)</td>
<td>Small grants program Interdivisional collaborations APA/NITOP We maintain liaisons with PT@CC, TOPSS, Psi Chi, Psi Beta, and Education Directorate.</td>
<td>Collaborations with APS are not as effective as they could be.</td>
<td>The President should continue to meet with liaisons during Consolidated Meetings, invite liaisons to EC meetings, and work with APA staff in Education Directorate. Strengthen formal collaborations between APA and the Education Directorate for producing resources that would benefit STP, PT@CC and TOPSS.</td>
<td>We should not attempt to extend our liaisons too far; we limited ourselves to 5 liaisons.</td>
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<tr>
<td>INCREASE RECOGNITION OF THE VALUE OF THE TEACHING PROFESSION (Brian)</td>
<td>Teaching Awards, Programming, Journal, STP Poster Awards, Fellows, Presidential citations, Hell/Wolfe Lectures</td>
<td>Variability in the promotion of STP Poster Awards Leadership doesn’t promote Fellows and Teaching Awards nominations.</td>
<td></td>
<td>TOPSS Teaching Award</td>
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</table>
The Long Range Planning Committee (LRPC) of the Society for the Teaching of Psychology (STP; Division Two of the American Psychological Association) held its winter meeting at Moravian College in Bethlehem, PA, on February 7—February 10, 2008. In attendance were Drs. William Buskist, Janet Carlson, Dana Dunn, Jessica Irons, Tara Kuther (Chair), Maureen McCarthy, and Theodore Bosack (ex officio, Secretary). The Committee members thank Dana Dunn for arranging the meeting facilities and planning for accommodations, refreshments, and meals. The members are also grateful to Tara Kuther and Maureen McCarthy for advance planning of the agenda and relevant reports.

The charge of the LRPC is to review STP’s programs, to discuss how STP can improve its operations, and to consider additional ways in which STP can better serve teachers of psychology.

LRPC received reports from the following officers, committees, working groups, and task forces.

### Officers
- Executive Director
- Internet Editor
- Treasurer
- Council of Representatives

### Standing Committees
- Election and Appointments
- Diversity
- Hall/Wolfe Lectures
- Teaching Awards
- OTRP
- Fund for Excellence
- Membership Survey

### Ongoing Task Forces
- Restructuring (Final and Interim)
- Membership
- Adjunct Faculty
- Teaching of Science Education in Psychology in High School and College

### Ad Hoc Working Groups
- Archives
- Lapsed Members
- Members Only Benefits

LRPC thanks each chair and officer for submitting reports. LRPC further thanks the members of each office, committee, working group, and task force for their considerable contributions to STP governance.
This report summarizes the discussions as well as formal and informal recommendations made by LRPC during its meeting. Each section provides a summary of LRPC discussion, and some discussion items are followed by recommendations. Some discussions and recommendations are directed to a specific STP Officer, Standing Committee, or Task Force. The STP President will share these discussions and recommendations with the appropriate individuals or groups for input and clarification prior to distributing the minutes to the entire Executive Committee. **Formal recommendations for review and vote by the EC are in boldface** in the body of the report and are summarized at the end of the report. Because LRPC is an advisory group only, all formal recommendations require final approval by STP’s Executive Committee (EC). STP President Maureen McCarthy will distribute the report to the EC and solicit feedback and discussion concerning LRPC’s recommendations prior to asking for formal approval.

Tara Kuther called the session to order and outlined the role and procedures of LRPC. She stressed the need to focus on big-picture issues and to be creative in exploring ways in which STP can pursue all of its missions in the most effective ways. In welcoming new members to LRPC (Bosack, Dunn, Irons), she encouraged participation by everyone.

**Observations by Past-president Buskist**

A major job of the President is to assure that task forces and working groups of past administrations complete their work, provide final reports, and receive careful attention from the EC for their recommendations. Working with prior president Mary Kite, Past-president Buskist’s administration cleared up such prior work, beginning a productive year that was marked by 60 votes taken in the EC. Several of the many task forces and working groups initiated last year have recently submitted reports or are still active, and the current president will have to carry these recommendations through the EC.

Historically STP has been a growing, sprawling organization whose budget and expenses have also increased dramatically. This broad growth necessitated establishment of the Restructuring Task Force that has proposed a major shift in the governance organization of STP. Restructuring can, however, present sensitive questions: Who sits at the decision-making table? Who has a vote? Do people perceive that their voices will be heard? To what extent does prior financial support remain? LRPC must keep focused on the fact that it is concerned with benefits for all members, not just a chosen few. It must make recommendations that assure good stewardship of membership dues and other resources.

A related matter is examination of budgeting practices. President McCarthy and Treasurer Hammer are committed to reviewing the current budget and implementing accounting practices that will allow more efficient tracking.

In addressing all of these matters, we need to recognize that we are here to make recommendations about big issues. We should not delve into micromanagement of any area of STP, its committees, or officers.
Observations by President McCarthy

President McCarthy thanked everyone for traveling to Bethlehem for this meeting and for their willingness to contribute this time to STP. In particular, she thanked Tara Kuther for all the preparation she had done as Chair and Dana Dunn for his meticulous planning of our space and nourishment.

Different groups within STP play different roles. TOPEC—the Extended Executive Committee—serves as a forum for discussing issues that currently are under consideration for action or policy in STP. Opening this discussion list to involved people who are not formally a part of the EC permits tapping into more experience and perspective than may exist in the EC alone. The Voting EC, composed only of those formally elected or appointed to the EC, draws upon this information from TOPEC in conducting its formal votes and addresses independently matters of personnel and budget. The LRPC is a different sort of group—it was designed to “think outside the box” in exploring innovative ways to advance the teachers and teaching of psychology. LRPC may evaporate after restructure with long-range planning functions going to a newly constituted EC. That would be the continuing evolution of STP.

STP is a special organization offering opportunity for discussion of teaching that may be relevant to the many disciplines of psychology but may not be realized in the disciplinary groups or divisions. Kieth-Spiegel’s creation of OTRP introduced a dialog that led to new initiatives, including regional teaching conferences, the Psychology Partnership Project, Best Practices Conferences, e-books, e-workshops, and other conference activities. These advances are the products of the kind of creative and unbounded thinking that we are striving to do at this meeting of LRPC as we consider the future of STP.

Bill Buskist did an outstanding job as President. The productivity of the 12 task forces he established has been outstanding, but the work that Bill did behinds the scenes is incalculable.

President McCarthy sees her major foci in three areas. First, she will continue to shepherd the restructuring initiative through the discussion phase on TOPEC and ultimately to a vote by the EC. The Restructuring Task Force (RTF) met this winter after the EC discussion of the initial report in order to revise the report to meet the recommendations of the EC. That final report that is being drafted by Dave Johnson (RTF Chair) is due for review by the full RTF next week and will then be available to officers and TOPEC. The EC did approve in principle the general idea of the restructure proposed by the RTF, and further discussion of the new refinements will follow release of the final report.

A second initiative is the creation of a Unification Task Force (UTF) to explore ways to establish relationships with other groups involved in matters related to teaching psychology and to investigate collaborations, mergers, and cooperative ventures that may reduce duplication of effort and inefficient use of resources. Further discussion of this involvement may be found later in this report.
President McCarthy’s third major focus involves establishing a task force for exploration of ways to expand, realign, and/or repackage the kinds of resources offered through OTRP. Increasingly, other Web sites and other venues have offered resources that compete with OTRP resources, and STP must think of ways to adjust and to keep its resources current and consistent with advancing technologies. The new task force will explore how to do this, attending to information provided in the membership survey and “thinking outside the box” about delivery mechanisms. A related issue for the task force is the availability of resources to members and non-members. The recent TOPEC and EC discussions of password protecting sections of the STP Web site to allow only member access revealed sharply differing views on the matter, resulting in a compromise solution that left no one fully satisfied. Further exploration, if not resolution, of these views is needed.

Finally, President McCarthy stressed that all of these matters and everything that STP attempts must be done with careful attention to the voices of our constituency. Moving forward, we must be sure that our survey efforts keep us aware of the views and wishes of the membership.

Observations by President-elect Carlson

President-elect Carlson described her approach to governance as moving from the trees to the forest. She likes to begin with a consideration of details that are the interface between the membership or the officers and the organization and see how those interactions and experiences project policy. She credited Past-president Buskist with having had a great impact upon STP and President McCarthy with the courage and leadership ability to follow this very difficult act.

President-elect Carlson echoed observations by the current and past president on the need to work on the STP budget and budgeting process. We should strive for accountability and transparency, providing pie charts of fund use.

We need to move forward on the Policy and Procedures Manual (PPM). Without this sort of specificity and public statement of our roles and operations, we may be contributing to a perception of STP as a closed group. Proper development of the PPM may help to show us as more welcoming and open.

As a past director of OTRP, President-elect Carlson strongly supports the OTRP task force. OTRP should not be a catchall but should be limited to appropriate documents. There may be some need to restructure the site and to consider alternative locations for material that is useful but not of the sort, particularly with regard to peer review, of documents housed at OTRP.

We need to move forward on STP restructure carefully and cautiously. Regardless of the outcome of the upcoming discussion and debate, we must make certain that the process is impeccable and that we take the time to assure that the changes are solid, well-considered, and serve our mission and members.
A 1999 task force considered restriction of member benefits to members, concluding that resources should remain open. In contrast, the 2007 task force recommended significant restrictions. This shift suggests a significant change of thinking. As we continue to discuss these matters and who should be eligible for benefits and awards, we must be sure to be true to our mission and our members. Any compromises on what we restrict and leave open must be tempered to keep us faithful to our membership and mission roots.

New Business

The meeting moved to brainstorming on matters of concern to STP.

National Conference on Psychology Education

In June, the National Conference on Psychology Education will convene in Tacoma, WA, as the first such effort in the 17 years since the St. Mary’s Conference. The Conference will consider such matters as who are our students today and how have they changed? Who are today’s teachers of psychology? What are the resources available today and the demands upon them? We need to consider the role of STP in this effort and the implication of the Conference for STP. STP members will have extensive input into the discussion and proposals at the Conference with an estimated 60 to 70% of the participants being STP members and the leadership group having strong ties to STP.

Already, a panel is in place for NITOP to discuss Conference recommendations, but there is concern that we might be “preaching to the choir.” How might we encourage wider dissemination and discussion of this work? Possibilities of APAGS and APS involvement, articles in the Monitor, and contact with disciplinary divisions and organizations and graduate programs were discussed, as was the possibility of an e-workshop with DVD distribution.

Recommendation 1A: The President should encourage the leadership of the STP-APS Teaching Institute to incorporate programming on the Conference at the next and future Institutes.

Recommendation 1B: Encourage the STP Director of Programming to explore possibilities for conducting e-workshops on Conference findings and recommendations and making DVD copies of these e-workshops widely available.

Recommendation 1C: Encourage the leadership of APAGS to explore ways to disseminate Conference information to graduate students and to graduate training programs that may inform students not affiliated with APAGS.

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

Publication Considerations
A number of books have been published that contribute royalties to STP or arose out or STP programs, such as the Best Practices Conferences. One way to expose these books to a wider audience would be to advertise them on the STP Web site. Links to reviews and to ordering sites could be provided.

STP might perform a service by providing reviews of books on teaching psychology as one of the resource at OTRP. Some current options for learning of books on teaching are Choice, PsycCritiques, and APA Books. Reviews on the STP Web site might be a service for frequent visitors who do not explore the other options. STP might appoint a book review editor, assign books to volunteer reviewers, and post these reviews online as a member benefit. Similar use might be made of TOPNEWS-Online and the Newsletter, with reviews initially appearing in one of these organs and subsequently archived on the STP Web site. Were we to go in these directions, we would need to develop policy on a number of matters, such as what would determine if books could be listed, whether bad reviews should be posted, etc.

Recommendation 2: Encourage the Publications Committee to investigate the feasibility and value of online advertising for STP-related books and developing online and/or newsletter-based reviews of books on the teaching of psychology.

Divisional Consulting Service

Some elements of the Divisional Consulting Service (DCS) might be streamlined. Currently, interested parties must contact the Director to receive a recommendation of several vetted consultants whom they may contact to arrange visits. The Web page could be altered to permit more direct access immediately to the names of consultants whose areas of expertise would be easily available. The potential clients could then contact consultants directly. Although more direct, this approach might result in heavy reliance upon consultants with greater name recognition, making it difficult for newer consultants to develop a backlog of experience.

APS-SP Relations

The recommendations of the Working Group on APS-SP Relations are yet to be pursued. This WG recommended that then President Buskist open discussions with Alan Kraut about ways to increase mutual profit for both groups as the result of their collaborations. There is some perception that APS profits considerably from the STP-APS collaboration by attracting a large group of people to both the Institute and the Conference who would not otherwise attend. Although STP organizes the Institute, it receives none of the financial proceeds from the event, other than the director’s travel expenses and registration waivers for the Institute and APS Conference for presenters. In addition, lines of communication between Conference and Institute leaders have been inconsistent. The role of STP in teaching-related Conference events, such as the Myers lecture, has been ill-defined and ad hoc. These are areas of possible discussion.
The APS inclusion of *Teaching of Psychology* as an option on its membership application and renewal is also a mixed blessing. Although it may disseminate the journal and information on teaching to a somewhat wider audience, STP receives only a small amount of the proceeds from those sales, and the readers do not receive other benefits of STP membership. Communications to the ED suggest that some who elect to receive the journal this way are not fully aware of the ramifications.

It continues to be necessary to move ahead with the recommendations of the Task Force on STP-APS Relations.

In reviewing the roster of APS Fellows, it was apparent that very few STP Fellows are APS Fellows. That discrepancy was discussed with speculation about why it might be so. Past-president Buskist proposed to contact APS Fellows to encourage them to nominate their STP brethren for APS Fellow status.

**Teaching of Psychology in Europe**

Interesting things are afoot in Europe. EuroPLAT is exploring starting an STP-like organization, and Doug Bernstein has been involved in the planning. Doug would like to see STP provide advice, guidance, and, possibly, financial support to the organizers. Among the mechanisms for support could be co-sponsoring of a teaching conference that would include participants from a variety of nations. On the other hand, there are a number of existing international conference organizations with ongoing involvement that might be formidable competition for a more *ad hoc* conference arrangement.

*Recommendation 3: President McCarthy should appoint an ad hoc working group to explore the mutual benefits and costs to STP and EuroPLAT in collaborating on formalizing STP-related involvements in Europe. The Working Group contact Doug Bernstein and determine who the formal contact person is for EuroPLAT. All recommendations should be developed with the EuroPLAT organizers.*

**Mechanisms of Dues Payment**

In the course of discussing involvement with psychology teachers abroad, mention was made of the increasing use of PayPal for dues payments. International members often use this method or a credit-card payment, as do a sizable number of our US members. On a $25 membership fee, PayPal takes a fee of $1.03 for US and Canada residents and a higher fee for payments from other countries. Certain specialty credit cards may charge fees of over 4%. Although STP loses some money to PayPal and credit-card companies, online payment is a significant convenience for some, and the ease of payment may result in some enrollments that might not otherwise occur. There is currently discussion on the listserv for divisional membership chairs aimed at encouraging APA to configure its Web site to allow divisional credit payments for new members.

*Recommendation 4: The President should appoint a working group in collaboration with the RRPRC to explore the implications and costs of online payments. Encourage
the working group to examine the relative costs of PayPal vs. other credit cards, mechanisms of payment, and security issues. Given the costs of these payments (both by US and foreign residents) the working group should consider the possibility of a convenience fee.

Teaching of Psychology

On January 1, 2008, Drew Christopher began to receive new submissions for the Society journal, *Teaching of Psychology*, as its new editor beginning in 2009. Discussion noted that Editor Christopher has implemented a new electronic submission process and an option of electronic distribution of manuscripts to reviewers. He has also initiated discussion of a blind review system. He appears to be moving forward nicely in his new role, and the LRPC congratulated him on the new position and commended him for the initiatives that he has taken.

The transition of publishers from Lawrence Erlbaum to Taylor and Francis has been problematic in some areas of formatting and distribution. In addition, changing library subscription practices in the Internet age have resulted in those subscriptions moving toward the lower limits of our contract. Because of these circumstances, two recommendations were formulated.

Recommendation 5A: Ask the Publications Committee to explore online access to ToP for search and full-text options.

Recommendation 5B: The LRPC recommends that the Publications Committee explore possible future publishers as the current contract will expire in 2010. Possibilities may include APA, which has matched or bettered contracts for other Divisions that have negotiated with other publishers. This renegotiation is urgent and must go before the EC well in advance of contract termination.

Programming

There are several possible avenues to explore in programming.

The subject matter of several research areas of psychology are directly relevant to teaching, but these teaching applications may be overlooked or not made fully available to teachers who are not in contact with the original research. This situation presents an opportunity for programming in the area of “Research and Practice,” that could involve pairing of a researcher whose findings are applicable to teaching and learning with a teacher who can link the research to concrete and practical instructional methods. In this way conferences or conference presentations applying research to teaching could be developed, showcasing some of the major strengths of the discipline. At least two potential venues for this approach may be explored—Best Practice conferences and the STP-APS Teaching Institute. In both instances, the initiative provides opportunity for further APS-STP collaboration. STP might approach APS to identify APS members whose research could fit well with this approach, and the two organizations could jointly
advertise the resulting collaborations. STP’s taking the role of initiator in this endeavor might strengthen STP’s bargaining position with APS.

Recommendation 6A: Suggest that the Programming Committee explore this combined research/teaching application as a part of a Best Practices conference or as a special, stand alone Best Practice conference. The concerns discussed above regarding the STP-APS relationship should be conveyed to the Programming Committee for consideration in their deliberations.

A related matter for programming would be to conduct sessions in which active, cutting-edge researchers in selected areas of psychological study could do a scholarly presentation on their research and a psychology teacher could offer a workshop or concrete strategies about how to teach this content at different levels. A similar collaboration between STP and APS might be pursued.

Recommendation 6B: Suggest that the Programming Committee explore this sort of researcher/teaching collaboration as either an STP independent initiative or as a collaboration between STP and APS.

STP has had an interest in fostering programming on teaching at the APA-affiliated regional association conventions, such as, EPA, WPA, NEPA, etc. At the present time, STP members are often involved in setting up such programming, as are individuals from other groups (e.g., CTUP, PT@CC). Nationally and regionally, there seems to be no effective coordination of these efforts, and when STP does play a role in the planning, it gets little or no credit or recognition. Consistent with the RTF would be an initiative by STP to coordinate programming on teaching for all of the regional associations. Although STP might not fund these programs, it could use its knowledge of and access to effective presenters on teaching issues throughout the country to facilitate arrangements for the regional associations. Boards of the regional associations might find this help very attractive.

Recommendation 6C: Ask the Director of Programming to consider establishing the position of Associate Director for Regional Programming to direct this initiative.

STP Involvement with Groups Interested in Precollege and Undergraduate Education

Several years ago, a number of organizations involved in undergraduate and precollege education met to explore possibilities for joint action to further mutual goals. Groups represented included Psi Chi, Council of Teachers of Undergraduate Psychology (CTUP), Council of Undergraduate Psychology Programs (CUPP), Teachers of Psychology in Secondary Schools (TOPSS), Psychology Teachers at Community Colleges (PT@CC), Council for Undergraduate Research (CUR), and STP. Coincided as CPPEG, representatives have met several times to explore ways in which the group might organize and function to mutual benefit. Subgroups convened at regional meetings nationwide and discussed areas in which individuals felt that their groups could use help and ways collaboration
might produce help. The most recent meeting was held prior to the Education Leadership Conference (ELC) in Washington, and representatives present discussed organizational models. A foundational difficulty is the fact that some of the groups involved are not well-funded and have no administrative staff to provide the clerical and logistical services that might be required for arranging meetings, agendas, and operations. Consequently, the possible organizational systems considered included maintaining the current informal communications; affiliating under the mantle of STP with STP providing some financial support to permit some groups to attend meetings and also providing the services of the ED to coordinate the group; adopting a “training committee” model in which APA Educational Directorate staff would provide services and the Directorate might fund some groups attendance through ELC or Consolidated Meetings participation; and creation of an APA committee on undergraduate education parallel to TOPSS and PT@CC.

The LRPC discussed the usefulness of this sort of group to the interests of STP and to psychology education in general. The view that APA does not serve undergraduate education well, relative to graduate education, was expressed, including the observation that the “training committee” model would allow APA to throw a bone to undergraduate education without providing it with much influence or funding. There was concern that this form of appeasement might look nice but have little productivity. The model with STP hosting the arrangement did not seem to be sensitive to STP’s financial situation, its responsibilities to its members, and the role and functions of the ED. In short, there was no support for the first three models. There was support for the notion of moving ahead with the UTF and exploration of an Associate Director for Regional Programming, both of which initiatives would support CPPEG within the limits that STP must consider. In addition, there was support for working with sympathetic members of the Board of Educational Affairs to take the necessary steps to develop an APA Committee on Undergraduate Education that would provide real funding and policy making opportunities within APA.

Recommendation 7: Outline these issues to TOPEC to initiate discussion within that group on the pros and cons of these alternatives or others.

Reporting Arrangements for Director of STP Grants

The recent creation of the STP Grants Committee and appointment of the Director for STP Grants may have clouded reporting lines for the Assistant Director (AD) for Instructional Resource Awards (IRA). The AD would seem to report to the Director of STP Grants, but the IRAs are an outgrowth of OTRP, and the products of the IRAs ultimately are intended for the OTRP Web site. Further, coordination on copyright matters and the appropriateness of proposals should be considered with the OTRP Director. There was some concern that the important close communication between the OTRP Director and the AD for IRA would be lost in the new structure. There were strong assertions that sufficient safeguards are in place to forestall these concerns. The AD for IRA is expected to work closely with the OTRP Director through out the selection process. Once decisions have been reached, the AD would then account to the Director of
Grants for the funds awarded. This arrangement would continue to provide for full and continuing involvement and control by the OTRP Director as it has existed in the past. The involvement by the Director of STP Grants allows monetary components of grants to fall within that person’s purview.

What if the parameters of the IRA program change? Who would have the authority to make and administer changes, given that three individuals may have some part of a finger in the granting process? The intent of the realignment was that all of this sort of authority be housed within OTRP with only funding management residing in the Grants Office. A concern that grant recipients might wonder to whom they are accountable could be handled communication between the Directors, the AD, and the President to clarify these matters. Award letters could clarify the reporting lines to the recipients.

Might the increased complexity of a two-step awards process delay final award notices beyond the date of publication of the spring Newsletter in which the IRAs are typically reported? Basically, the process is not two steps; awarding is over when the AD and the OTRP Director agree on the winners. That is consistent with past practice.

Recommendation 8: The President should communicate by memo with the Director of OTRP to make clear the lines of authority surrounding the IRAs, sending copies of the communication to the LRPC.

Mentoring Service

Continuation of the Mentoring Service has been questioned because little evidence has been generated to show that is sufficiently used or useful. In defense of the program, it was noted that it costs virtually nothing to run and could be of great value to the few people who use it. Because of the desirability of assuring confidentiality of contacts, the Mentoring Service has permitted direct communications between mentor and mentee without involvement of an intermediary who would collect data on usage. Indeed, it was suggested that the list of mentors and their linked email addresses be even more accessible than currently. If we require more data on use of the service, we might arrange that the frequency of page hits be sent to the program director and that the director periodically contact mentors to inquire about their activity.

Recommendation 9A: The OTRP Director along with the Director of the Mentoring Program and the Internet Editor should explore providing live links to mentors and ways of gathering information on contact frequency, e.g., counting page contacts, sending blind email reports to the Director of inquiries sent to mentor emails, email survey of mentors.

Recommendation 9B: The LRPC recommends that the Directors and the Internet Editor explore ways to clarify on the Web site the many diverse potential functions of the Mentoring Service.
Recommendation 9C: Consider providing links to mentor addresses on the first page of the mentoring Web page.

Recommendation 9D: The ED should periodically feature specific member benefits, such as the Mentoring Service, in the monthly issues of TOPNEWS-Online.

Recommendation 9E: The LRPC recommends that the RRPRC explore ways of spotlighting the Mentoring Service in recruitment materials.

Membership Considerations

Discussion ensued on membership trends. Although membership has been mostly stable, particularly when compared to losses in other APA Divisions, there has been some attrition, most notably among Fellows. Ideas were offered for generating membership in this category: recruiting winners of teaching awards sponsored by other divisions to become fellows of Division 2, offering fellow status to fellows of other divisions who teach. Furthermore, steps could be taken to provide special recognition of Fellows’ special achievements. After further discussion, several action steps dealing with membership were proposed.

Recommendation 10A: The LRPC recommends that the Fellows Committee investigate retention and addition of Fellows.

Recommendation 10B: The LRPC recommends that the Program and Fellows Committees consider inviting new Fellows (particularly teaching award recipients from other divisions) to give invited addresses or other program activity.

Recommendation 10C: Ask the Fellows Committee and the Internet Editor to consider adding fellow procedures on the Web page.

Recommendation 10D: Ask the Fellows Committee to consider placing award materials and procedures online.

Recommendation 10E: Ask the RRPRC to explore several membership initiatives:
  One-year Departmental Memberships, providing membership to all department members at a reduced rate for the year for a fee determined as a function of department size.
  Multiple year membership for all STP members, APA Members and non-Members alike.

  Target for membership (perhaps through departmental communications, solicitation through existing members, and hospitality suite programming, e.g., “Staying Vital After Tenure,” “What STP Can Do for You,” “Publishing in TOP”) recently tenured faculty who may be prepared to dedicate increased activity to teaching.
The Working Group on Lapsed Members proposed an examination of numbers and categories of members who have failed to renew. The WG agreed that the study would begin in the summer of 2008. The President will initiate discussion of the WG report on TOPEC within the next few months.

**Restructuring**

The revised report of the Restructuring Task Force (RTF) is currently being drafted. The LRPC discussed several opinions on the pros and cons of the original report and the directions that the final report is likely to take. There was sentiment in favor of a thorough cost/benefit analysis of both financial and non-financial matters. Financial figures that have been discussed highlight very high budgeted costs for the current EC structure, but it is likely that all of this money is not always expended. However, it should be noted that all EC travel money was spent for the 2007 meeting in San Francisco. Currently, 1/3 of STP income is budgeted for EC travel and that would drop to about 1/6 with the restructure. However, all of the restructured EC members are likely to attend and accept the travel money, but not everyone in the current EC always does.

Currently, the EC meeting is open in at least two senses. First, the very large EC permits the most involved STP members to be at the decision-making table and to have a vote in setting policy for the organization to which they contribute time and energy. Secondly, any member of STP who is at APA may attend the EC meeting without vote if he/she wishes. In the restructuring plan, EC meetings could move away from APA, and that could prevent the general membership from attending. This situation could be a non-financial cost of restructure.

Part of the high cost of EC meetings that is not travel related involves rates charged by hotels for food service. However, although some expense for refreshment may be necessary, such costs could be contained by buying food from other sources.

On the other hand, there may be additional financial and non-financial benefits in moving the EC away from APA. Selected locations for meetings could well be less costly than the major cities in which APA meets. Four program hours could be redirected to symposia, addresses, and other content areas if the EC did not take convention time for meetings, providing a nonfinancial benefit.

An alleged benefit of restructure would be the “streamlining” of STP organizational structure. One might question what this streamlining means and whether or not it makes sense or is valuable. Surely, the current governance structure is “flat,” there being no clear hierarchical system, but this evolved structure may reflect the inherent overlap between committee and officer functions that does not lend itself to a vertical structure. In discussion, it was apparent that some valued this model while others questioned its necessity.
Recommendation 11: Ask the Chair of the RTF to provide a report that analyzes these financial and non-financial pros and cons of the proposed restructure plan.

Cliquishness

Allegations of cliquishness have been made, suggesting that STP is a closed group and not welcoming of new people. An example of placing unnecessary burdens on people who are not well-connected may be seen in the way that STP treats Fellows of other divisions. While most divisions permit Fellows of other divisions to apply for extension of Fellow status to the division simply by submission of a CV, STP demands the full application process, including letters of reference, whenever other divisional Fellows apply to STP for that status.

Discussion ensued about the merits of these views and the need to do anything more to address them. To some extent there will always be perceptions of people being outsiders until those people take the necessary steps to become insiders. Organizational involvement is a two-way street, and STP has consistently made an effort to bring new people along gradually, providing them with sufficient experience to prepare to move into leadership roles.

No action was proposed in this area.

Advice to the President

President McCarthy noted that she will pursue action with the three task forces discussed above, and asked if members of the group would like to suggest other areas for task forces or working groups.

One suggestion was to explore expanding Project Syllabus into other course-related domains. For example, there could be domains within OTRP for publication of best practices in testing and tying testing to outcome goals. Perhaps a Project Testing could be a resource of peer-reviewed best practices in that area. Alternatively, less formal discussion of practices could be housed in a restricted chat room on the Web site. Member-only benefits might apply here.

It was noted that the G. Stanley Hall Lectures were very well-attended in San Francisco and that some of them provided Continuing Education Credits (CEUs). Perhaps we could seek CEUs for more programming or all of the GSH program, thereby extending our brand and becoming more visible to the APA membership. The President agreed to explore this matter.

Perhaps at some point we should consider a discount on membership for adjunct faculty.

President-elect’s 2009 Vision
President-elect Carlson hopes to continue to move practices in the direction greater accountability to the membership, noting that it is important to generate transparency of procedures and actions. She also will strive toward more interdivisional relationships, perhaps through outreach to Fellows from other divisions and application for interdivisional grants from APA. If grant funding from APA is not awarded, collaborative projects through IRAs might be feasible. President-elect Carlson sees both of these initiatives as helpful for our membership outreach and our cementing strong relationships with the membership.

Closing Comments

Pleased with productive discussions and action plans in diverse areas, mutual expressions of thanks were extended by and to members of the LRPC, particularly those who were instrumental to the planning and support of the meeting. All of the logistics worked well and contributed to the Committee’s ability to focus undistracted on the issues at hand.
The Long Range Planning Committee (LRPC) of the Society for the Teaching of Psychology (STP; Division Two of the American Psychological Association) held its winter meeting at Webster University on February 20—February 22, 2009. In attendance were Drs. Janet Carlson, Dana Dunn, Jessica Irons, Maureen McCarthy, Linda Woolf (Chair), and Theodore Bosack (ex officio, Recorder). The Committee members thank Linda Woolf for arranging the meeting facilities and planning for accommodations, refreshments, and meals. The members are also grateful to Linda Woolf and Janet Carlson for advance planning of the agenda and relevant reports.

The charge of the LRPC is to review STP’s programs, to discuss how STP can improve its operations, and to consider additional ways in which STP can better serve teachers of psychology.

LRPC received reports from the following officers, committees, working groups, and task forces.

**Officers**
- Executive Director
- Internet Editor
- Treasurer
- Secretary
- Council of Representatives

**Standing Committees**
- Election and Appointments
- Programming
- Diversity
- Hall/Wolfe Lectures
- Teaching Awards
- OTRP
- Fund for Excellence
- STP Grants
- Public Relations, Recruitment, and Retention
- Graduate Student Teaching Association
- Teaching Awards

**Ongoing Task Forces**
- Internationalizing the Teaching of Psychology

**Ad Hoc Working Groups**
- CPPEG
- ToP Contract Discussion
LRPC thanks each chair and officer for submitting reports. LRPC further thanks the members of each office, committee, working group, and task force for their considerable contributions to STP governance.

This report summarizes the discussions as well as formal and informal recommendations made by LRPC during its meeting. Each section provides a summary of LRPC discussion, and some discussion items are followed by recommendations. Some discussions and recommendations are directed to a specific STP Officer, Standing Committee, or Task Force. The STP President will share these discussions and recommendations with the appropriate individuals or groups for input and clarification prior to distributing the minutes to the entire Executive Committee (EC). **Formal recommendations for review and vote by the EC are in boldface** in the body of the report and are summarized at the end of the report. Because LRPC is an advisory group only, all formal recommendations require final approval by STP’s Executive Committee. STP President Janet Carlson will distribute the report to the EC and solicit feedback and discussion concerning LRPC’s recommendations prior to asking for motions on each formal recommendation.

**Welcome and Structure**

LRPC Chair Linda Woolf welcomed everyone to St Louis and Webster University. In setting the tone of the meeting, Chairperson Woolf noted that this would be the last meeting of the LRPC because the recently approved restructure of the Society vests long term planning with the streamlined Executive Committee. Therefore, this final LRPC meeting could be among the most important in its contributions to the transition to the new structure and members’ perceptions of it.

Chairperson Woolf reviewed some history of the LRPC, stressing the group’s role as dealing with big issues that may have impact on the Society for years to come. She observed that the Society had been focused on establishing new programs that have often been so successful that they seem to have grown on steroids. These programs have benefited teachers of psychology, but now, as we transition to a new governance structure, we need to examine what we may have missed or that has fallen under our radar. One pesky topic that has arisen a number of times that has not been fully resolved is the matter of perceived cliquishness on the part of long term Society members, possibly making it difficult for new members to develop the sorts of cordial social relationships that have been a hallmark characteristic of STP. We might consider if we have fallen prey to bureaucratic tendencies.

**Observations by Past-president Maureen McCarthy**

Past-president McCarthy called attention to two issues that the Society must keep in mind as it moves forward: the current financial crisis facing the world and the age of the STP membership. On the first point, she noted that, although we have generally been conservative in handling our resources and investments, the current markets will hurt everyone. Our members will be affected, and our income may suffer. Consequently, we need to be particularly vigilant in managing our financial matters. On the second point, she observed that our membership consists largely of established teachers and that the perspectives of new people entering the profession may be changing. We need to adjust to the new demands that may be presented by these changes.
Past-president McCarthy focused on three major areas during her term. She promulgated the report of the Restructuring Task Force (RTF) and presided over the debate of the proposals in face-to-face EC meetings and on TOPEC. After passage of the final form of recommendations, she worked with the RTF, now constituted as a transitional group, to deal with the details of by-laws change and orderly, rational transition. At this point, three of the new vice presidencies are filled by appointment and two others are set with candidates for the spring APA elections. Critical at this moment is careful attention to members’ and leadership’s issues so that no one is overlooked in the shift.

Past-president McCarthy’s second focal area was the Unification Task Force (UTF). Most recommendations of this group have been implemented, including establishing and filling a position of Assistant Director of Programming for Regional Association Conferences. One unfinished initiative that is nearing completion but has been slowed by legalistic details around regulations for non-profits is the incorporation of the Council of Undergraduate Teachers of Psychology (CTUP) into STP. When the legal issues are cleared up, STP will take control of the approximately $2,000 CTUP treasury.

Past-president McCarthy noted and others discussed the fact that other organizations related in diverse ways to teaching of psychology may find themselves unable to fulfill their original missions and that the Society might be a good home for their functions. One group mentioned was the Council of Undergraduate Psychology Programs (CUPP), established in the late 1980s with assistance from APA to serve as a resource for chairs of undergraduate psychology departments. In recent years, CUPP may have had difficulty in developing independent programming nationally and regionally, and has worked cooperatively with CTUP, STP, and other organizations to develop convention sessions. Were STP able to show its ability to provide resources for undergraduate departmental administrators, it might provide a valuable service to this group.

The third initiative introduced by Past-president McCarthy was in the area of utilizing changing technology to expand, realign, and/or repackage the kinds of resources offered through OTRP. The Task Force report on this initiative was available to the EC at its August 2008 meeting, and OTRP received encouragement to move ahead in exploring or implementing a number of recommendations, including a Facebook presence, a blog, and a wiki. The Past-president proposed further discussion of these technological applications at this meeting in light of some of the information provided by OTRP Director Ruth Ault as a supplemental report to the LRPC.

Observations by President Janet Carlson

President Carlson thanked Past-president McCarthy and Chairperson Woolf for their work on the logistics of this meeting. She noted that this final LRPC is running with six members rather than the typical seven. Given that this is the final meeting of LRPC, although strategic planning will continue under a different aegis, she decided not to fill the vacancy left by Dana Dunn’s election to the STP presidency for 2010.
President Carlson noted that the primary focus of her presidency would revolve around membership issues and involvement. As an initial thrust and on a broad level, she has invited all members to bring another psychology teacher into STP and will continue these efforts as well as exploring services that will entice new members and retain old ones. In an initial involvement initiative, President Carlson formally invited members to inform her of their interest in taking on STP responsibilities and received a substantial number of volunteers. On the other hand, response to her efforts to involve some of these volunteers was not overwhelming. In academia, STP’s activities are typically construed as service in the tripartite focus of promotion and tenure: scholarship, teaching, and service. Service is often the least valued of the three. President Carlson expressed the view that members may eschew participation in the Society, particularly in these economically hard times, in order to focus on scholarship that may be more critical to keeping a job or getting a promotion when opportunities are scarce. As a result, we may continue to have the same, loyal individuals continue to populate committees and other leadership positions in spite of our efforts to expand participation. She is concerned that her focus on expansion through interdivisional grants may have a similar fate.

President Carlson received approval for six task forces, all dealing in some way with her major themes, and all six have been constituted have begun to function. Several of the 2009 task forces relate to an overarching theme of “serving our members” as they will examine obvious membership issues such as member involvement, targeted membership recruitment, communication with members, and interdivisional membership. Two additional two task forces will consider procedural matters such as the effectiveness of our various awards (teaching, instructional resource, faculty development, and so on) and guidelines for conducting Society business through electronic means. President Carlson expressed gratitude to the many members who are populating and chairing these task forces.

Observations by President-elect Dana Dunn

President-elect Dunn sees the most critical issue that will arise in his presidential year to be the success of restructuring. Opposition to the plan, particularly from some of our most involved members, often related to concerns over loss of voice and loss of opportunity for continuing high-level involvement in the Society. Some dissatisfaction may be expected with changes in any organization, but we must be particularly careful with and attentive to the feelings of these very involved people who have been at the core of the Society’s successes. We must be sure to keep them involved in work that they value and we must continue to recognize their contributions.

Although divisional membership in APA has been falling and a very large minority of APA members is not affiliated with any division, STP, while losing some members, has retained relatively steady membership. Some of the members whom we lose have resigned from APA, and we need to find ways to help them retain affiliation with STP alone. In addition, we need to target graduate students who will be teachers, are members of other divisions, but have not aligned with STP. Strategic alliances with other divisions might help in this area.
**Brainstorming**

**Member Involvement**

How do we welcome and involve members in ways that are valuable to them and readily available? Is APA programming an area to target? Are we serving everyone with programming?

One way to draw in a new sample of members at APA could be to expand Hospitality Suite (HS) programming at the Convention. Offering the HS to members for informal programming, such as discussion groups, participant idea exchanges, and social welcoming of new members might help members with their pursuit of funding from their home institutions and provide a valuable interaction with the Society.

The success of HS programming will likely be a function of the proximity of convention hotels to the convention center in particular cities. Boston was not a good site for shuttling between areas; in San Francisco, the HS was close to the Moscone Center. Therefore, efforts in HS programming will likely have to be adjusted annually to the venue.

*Recommendation 1A: Past-president McCarthy may initiate dialog with Martha Boenau to help provide earlier advance information about the location of the hotel assigned for STP.*

Reviews of submissions for the APA program and other conferences can have the option of suggesting that particular submissions be shifted to a different presentation format (e.g., from paper or symposium to poster). A way to strengthen HS programming might be to include the HS as an option for reviewers to recommend. An interesting sounding poster might become a roundtable discussion.

Another potential use of the HS that crosses both programming and RRPRC areas would be to arrange celebrations of graduates and retirees at regular events at APA Conventions.

*Recommendation 1B: Suggest to Associate Director of Programming for APA Programming that the membership be invited to propose Hospitality Suite programming that might include sessions for Society business, scholarly/professional activities, and social interactions and that she consider allowing reviewers to recommend that some proposals be assigned to the HS.*

*Recommendation 1C: Suggest to Associate Director of Programming for APA Programming that sessions honoring graduates and retirees be incorporated annually into HS programming and that they be advertized in the HS template.*

*Recommendation 1D: Suggest to Associate Director of Programming for APA Programming that she consider appointing an assistant to be in charge of Hospitality Suite programming.*

The business meeting and the following social hour are additional opportunities for making contact with members who are not more extensively involved in the Society. However, the Business Meeting is a relatively dry event unlikely to attract large numbers other than those who must be present, and the social hour may be intimidating to persons who are alone and not
previously friendly with those who typically attend. How should we structure these events to use them to the best advantage?

The annual reports at the Business Meeting may serve a purpose to display for members areas of activity in which they may wish to become involved. However, reports may not be sufficiently engaging to draw attention. Perhaps in the context of restructure, the Business Meeting might be restructured, and the annual reports shortened to allow discussion of other issues of interest.

As stated, the Social Hour is a valuable opportunity for those of us who have a substantial group of STP friends to renew acquaintances with those friends whom we rarely see. That may be intimidating to new people trying to break into the circle. Suggestions for breaking these barriers included having leadership wear name tags inviting interaction, wear hats to distinguish them as persons ready to chat, and wearing some identifier that would highlight roles. In addition, STP volunteers could be assigned to new members as Society mentors, contacting the persons to whom they are assigned prior to the Convention. The mentor then could encourage Social Hour/Business Meeting attendance and serve as big Sister or Brother at these events.

**Recommendation 2: Suggest to the Recruitment, Retention, and Public Relations Committee (RRPRC) and the Member Involvement Task Force that they explore these kinds of options to ease the path of new or uninvolved members into Society activities.**

Other suggestions for providing more opportunity for interested members to become involved included starting a Ning for persons with common interests and contacting directors and chairs to inquire if they could benefit from having volunteers to do specialized tasks.

**Membership Outreach**

Several ideas emerged while brainstorming issues regarding membership outreach.

APS members who receive ToP by opting for it on their APS dues forms do not receive STP Member Benefits and most of their $25 payment goes to Taylor and Francis (T&F) and to APS. It would be beneficial to fold these people into STP memberships, permitting them to access our benefits and allowing STP to receive all of their payments. President Carlson indicated that a working group is pursuing this issue with APS and will report on the outcome later.

Jessica Irons conveyed that Jane Sheldon, a member of the Communication Task Force (CTF), made a suggestion to increase visibility of STP to non-members by collaborating with publishers to place an informational piece on STP into examination copies of psychology textbooks. For this approach to be possible, there would have to be a benefit to the publisher that is not immediately apparent.

Linda Woolf suggested providing incentives for senior faculty members to offer gift memberships to junior faculty, a practice that she has followed at Webster. Providing the membership to untenured and new faculty can be beneficial to those people, their students, and the Society, which might find that these people will continue membership after the gifting period expires.
A related idea is to contact department chairs to obtain names of new faculty or faculty teaching new courses and target these people with mailings about STP membership. Alternatively, the chair might be asked to distribute such material, or STP might establish a network of liaisons who would provide Society information to colleagues—an approach that the GSTA has used successfully in membership drives.

Many Society resources are open to everyone, not requiring STP membership to participate. There are persons on PSYCHTEACHER who are not members, and it is possible for non-members to download documents on our Web site. With one mission of the Society to improve teaching of scientific psychology, further restriction of resources to members only may be contrary to our goals. However, we might try to embed membership calls in downloaded documents, a practice that would not block use but would allow a polite request for support.

From the discussion several recommendations emerged.

Recommendation 3: Revise the Joining Page of the Web site to include an option of providing gift memberships.

Recommendation 4: Ask RRPRC to consider establishing a network of STP Liaisons.

President Carlson noted that we have limited mechanisms for contacting all of our members. Everyone does not subscribe to PSYCHTEACHER, ToPNEWS-Online, and not everyone checks the Web page, which are the major mechanisms that we have for communication. ToP does go to all members, but it is distributed only four times per year. Some divisions have an APA-supported listserv in addition to the one that distributes their online newsletter and use it for important announcements that should reach out to all members. Some people, however, do not want their email boxes cluttered with unnecessary email and, in STP, have withdrawn from ToPNEWS-Online. To be effective and continuing, a system of this sort would have to be used only occasionally for single, brief, important announcements.

Recommendation 5: Establish an electronic email system, Division 2 Announcements, with very low volume to announce to all members very important STP events that need to get to all members.

Fund Raising

At the present time, the only fundraising outreach that STP does is for the Fund for Excellence. There has been an understanding that our nonprofit status would be jeopardized were we to do fundraising or sell products like STP souvenirs. It would be beneficial, though if we could pursue such funding, perhaps, also, providing a way to including STP in estate planning.

Recommendation 6: Consider including an option for making contributions through the STP Web site to the STP general fund and specific enterprises. The ED will consult with APA Legal to determine any legal drawbacks to using contributions, sales from STP branded materials, and bequests for STP operating expenses.
**Unification**

Maureen McCarthy’s Unification Task Force (UTF) recommended assimilating the Council of Teachers of Undergraduate Psychology (CTUP), and that initiative is nearly complete, needing only to work through some legal delays. Another group with some similar characteristics to CTUP is the Council of Undergraduate Psychology Programs (CUPP) that was formed in the late 1980s with help from APA as a consortium of largely chairs of undergraduate departments. It also developed a regional structure and now participates in planning for teaching-related programming at regional conferences. However, its original function as a resource for undergraduate department administrators does not seem very prominent now. CUPP has a substantial treasury but little in the way of projects to spend it on.

STP might consider trying to assimilate CUPP by developing an interest group of department chairs and providing a mechanism for communication among them. These chairs might be one source of the liaisons mentioned in Recommendation 4.

The broader question relates to how the Society might position itself to provide a home for small, stressed groups that are having difficulty meeting their original functions. There was no recommendation regarding this question.

On a related matter, the National Council of Schools and Programs of Professional Psychology (NCSPP) contacted President Carlson to inquire about collaborating on areas of mutual interest. After discussion and a review of the materials on the NCSPP Web site, there seemed to be little teaching-related content that the organization could offer to STP. The LRPC agreed that NCSPP members might profit from membership in STP and suggested that President Carlson respond to NCSPP with an indication that we would welcome new members from the group. (Note: This communication has been made.)

In general, however, a larger point relates to how STP might react to similar initiatives from other groups. Should we have a set of criteria for evaluating such potential relationships, what would relationship mean, what criteria should we have for the other organizations?

*Recommendation 7: Suggest to President-elect Dunn that he pass this area of concern on to the new Vice President for RRPRC after the up-coming election.*

**Committee Reports and Discussions**

**Programming**

The Best Practices Conference (BPC) lost a significant amount of money this year, and the LRPC addressed broad issues around that, including, the future of BPCs, e-workshops, and mechanisms for raising money for the STP general treasury.

Historically, the BPC began with great attendance and financial success, then profits dropped, and finally we encountered the recent big loss. That picture suggests that some changes in the
program may be in order, and some possibilities include (a) spacing BPCs out to two-year intervals, (b) changing the venue to either another populous area or to a different part of the country that has not had easy access to BPCs, for example, the West Coast, (c) end the conference earlier so that people traveling from considerable distance will find travel more feasible, (d) rather than striving for new topics every year, repeat some successful topics, (e) use the NIToP format of repeating concurrent talks and workshops so that participants have a greater chance of getting to everything they would like to, (f) alternate between a few set venues, (g) offer group discounts (h) put the talks and workshops on disk and sell them.

One factor not considered when evaluating BPC profit and loss is income from the relatively successful BP books. All of the profits from these go to the Fund for Excellence, not to funding the BPCs. There was some support for exploring keeping these royalties in the BPC domain, but, ultimately, that sentiment was not strong. Considering the possibility that the BPC may have fallen victim to temporary economic fluctuation and that the suggestions above may help to restore BPC success, the Committee agreed to recommend the latter strategies.

**Recommendation 8: Convey to the Director of STP Programming for her consideration the Committee’s ideas about potential BPC adjustments.**

**OTRP**

There was some concern that the structure of some OTRP award programs may be feeling some strain. Indeed, an Awards Task Force (ATF) is trying to get a handle on what all of the Society awards are and to evaluate their effectiveness.

The Instructional Resource Awards (IRAs) were once the life blood of OTRP with many of the products posted online coming from them. For a diversity of reasons, many related to the rigors of peer review, a number of the IRAs do not move to a final, distributable resource. Although reasons for this may be benign, the award money, nonetheless, is lost. To reduce this loss, award funding might be drawn over the full course of the grant period rather than being fully distributed at the outset. Alternatively, final disbursement might have to wait until final submission of the target document. Perhaps the disbursement pattern would have to be adjusted to the magnitude of the grant. As a former director of OTRP, President Carlson did not see these options as viable, noting that grant money is awarded at the outset of an award period to enable a funded project to run. She also observed that IRAs are not contracts to produce OTRP resources. In virtually every case where a distributable resource is not realized, the proposed project was completed.

Sometimes the projects, intended to run for a year, are extended and may run over several years. This sort of adjustment results in logistical and tracking problems. At the end of the grant, recipients must account for how money was spent; however, there are often no receipts to validate the expenditures.

The current maximum award is $1,500, the same amount available when the awards were instituted. Inflation has eroded the value of that $1,500 such that many worthwhile projects may not be possible to undertake with that stipend. OTRP projects have often been unique and valuable but may not have found an outlet in any other medium than OTRP. Therefore, retaining
the IRAs in some form may be appropriate, but the ATF may need to recommend adjustments. One kind of approach would be to keep the total amount of the IRA budget at $7,500 but give fewer awards for larger amounts. Also, we might consult with other APA Divisions to learn how they handle grant programs.

Recommendation 9A: Suggest to the Director of OTRP that she review the structure and mechanisms of distribution of the IRAs in the light of any forthcoming recommendations of the Awards Task Force.

Discussion turned to other online resources. It was reported noted that Division 41 posts film clips and mini-lessons for member use. President Carlson reported that there has been discussion of posting these sorts of resources at OTRP following the routine guidelines of OTRP. Items would be peer reviewed, and it would be the responsibility of OTRP to set criteria and guidelines.

Another useful resource that we could help to make available is the Online Psychology Laboratory (OPL). OPL is housed on server space provided by APA and is available through the APA Web site. OPL currently has 27 modules in a variety of areas and would benefit from having more. Past-president McCarthy was the author and guiding force of this resource and may continue to work with APA to expand it.

Recommendation 9B: Encourage Past-president McCarthy to work with Robin Hailstorks and Martha Boenau of the APA Education Directorate to pull together a group of STP members to partner with APA on expanding the OPL resources.

In discussing the various sorts of resources now available and changes in resources that will emerge with technological advances, the Committee was concerned with the magnitude of the task that the Vice President for Resources will confront and the many different skill sets that may be needed to keep pace in this functional area. Additional concern involved the degree to which responsibility for these diverse resources should fall to existing STP directors or if new directors or assistant directors are needed.

Recommendation 9C: The new Vice President for Resources should evaluate the demands of the various resource areas and determine lines of responsibility and the need for new positions requiring particular skill sets.

Discussion of whether or not the STP Web page should be revised to reflect the new functional areas of the restructure. On the one hand, there were arguments that information should be within functional areas on the page. On the other, committee members proposed that organization should be governed by ease of locating needed information independent of organizational structure. Little or no Web page revision would emerge from this perspective.

Recommendation 9D: The Internet Editor and Vice President for Resources should consult on the best Web page strategy for making resources easily available to those who use the Web site.
Wikis and Blogs

Concerns surfaced about the “freewheeling” nature of blogs and wikis. STP has the tradition of high quality products with peer review presented by a professional group. Wikis and blogs routinely have less oversight. If we are to retain this tradition for quality control, we would have to develop mechanisms for monitoring postings and/or who could do postings on these resources. It could take an army to do this, and we don’t have an army, particularly when one considers the many other initiatives currently in development as well as those currently in existence. We once had an advisory committee on Internet matters, and it might be appropriate to reconsider having something of that sort to advise in the development of these emerging areas.

An area of uncertainty is where oversight responsibility for wikis and blogs would lie. Currently, they are being explored by OTRP but they also have characteristics of publications. Perhaps someone or some group associated with our publication area should oversee them. Although OTRP accepted responsibility for preliminary work on these new resources, its Director (Ruth Ault) has indicated that OTRP need not be the permanent home for all of them.

There were also concerns about copyright matters. Would STP be responsible for postings that use copyrighted materials? It has been reported that some other wikis allow postings with little certainty about copyright clearances. If and when objections involving copy right occur, the questionable material is removed from the wiki. For a professional and learned society such as STP to follow this path seems ill-advised, however.

Initial estimates quoted for establishing a wiki, quoted as $30,000, drew concern. This figure was associated with a plan that would involve the least management effort by STP, but the price is quite high. Lower cost packages would be more financially affordable, but they would require much more person-power to manage the wiki. Individuals were wary of these costs.

One of the advantages of the wiki format is said to be an easier format for content searches. Much of the same sort of information might be published on a wiki that appears in PSYCHTEACHER. However, the archive searching system for PSYCHTEACHER is rather clunky, and a wiki might be navigated more easily. Committee members who were concerned about the freewheeling character of wikis suggested that we might put some resources into making an archive search of PSYCHTEACHER more user friendly. We might offer an IRA for someone to organize the archive and post it on the Web site. Or we might offer to pay a course buy out to someone who would work with the Internet Editor to create a manageable archive.

The wiki/blog approaches might be treated differently from prior STP resources. Rather than monitoring them as professional, peer-reviewed resources, we might categorize them with the Facebook initiative as more of a social networking activity, make no or little effort to monitor them, and be sure not to guarantee their quality as we do our other resources.

Critical to this whole discussion is the degree to which the membership is interested in using wikis and blogs. Jessica Irons pointed out that the CTF that she chairs is attempting to explore this very question among others. She suggested that the entire conversation might be tabled until the question is answered.
Some LRPC members expressed concern about partnering with the Pearson publishing group to defray the costs of the wiki. The arrangement might have the appearance of endorsing Pearson products over others, an impression we would not want to give. There was some further reluctance to become aligned with any publisher without a detailed proposal identifying the responsibilities and obligations of all parties and without issuing a formal request for proposals as we recently did with the journal.

Recommendation 10A: Recommend to the Director of OTRP a halt the pursuit of partnering with Pearson until the development of the wiki is further along. (Note: The Director of OTRP has already agreed to abide by this recommendation.)

Recommendation 10B: Ask James Freeman, Vice President-elect for Resources, to establish an advisor group to make recommendations about wikis and blogs.

Recommendation 10C: Explore with the Internet Editor the feasibility of developing a better organized archive for PSYCHTEACHER.

Recommendation 10D: Ask the Executive Committee to evaluate the progress made in developing wikis, blogs, and other social networking initiatives in the light of qualms apparent in the discussion above. Specifically, ask the Executive Committee to consider whether these initiatives align with the mission of the Society and, therefore, warrant continued development.

A New Publication Dealing with the Scholarship of Teaching and Learning (SoTL)

Several members have suggested that STP consider establishing a new publication, probably a journal, devoted to serious, well-controlled research on teaching and learning. Proponents of this idea argue that SoTL articles published in ToP are lost amid the variety of other kinds of content in the journal because ToP is so much wider in scope than dealing only with SoTL and must serve so many other functions. As one of only two sources of contact with the entire membership, pages are devoted to news, announcements, and outreach. They believe that devoting a section of ToP to SoTL would not completely remedy this problem and that having only a section devoted to such scholarship would not provide a sufficient number of pages for the increasing volume of work on SoTL. Further, a SoTL journal would likely be of interest to teachers in other disciplines who might not only read the journal but also contribute to it.

Although acknowledging the perspectives represented in these arguments, the LRPC expressed a need for caution in moving a plan for a new journal forward. How the deep world economic recession will affect the Society financially is yet to be seen. Although our investments may be relatively safe, other revenue streams may be reduced, resulting in challenge to ongoing programs. Therefore, this moment may not be an appropriate time to launch a new publication. Moreover, there was some concern about the sustainability of a journal in this area. APS has reportedly investigated the market for a SoTL journal and concluded that it would not be economically feasible for APS.
In view of these concerns but wishing to help in the dissemination of good research on SoTL, the Committee discussed alternatives and strategies in this area. Financial concerns might be greatly mitigated by launching a SoTL journal as an electronic product. STP might be the home of such an electronic product.

There are pros and cons to adding a new section to ToP for SoTL. However, consideration of this approach should go well beyond finding space in ToP and should involve an examination of the roles and effectiveness of all our publications, print and electronic. For example, ToP consists largely of empirical and review articles but continues to include The Generalist’s Corner, news items, and a president’s column. Many items duplicate the content of ToPNEWS-Online or the STP Newsletter. Might ToP leave this content to the other organs, move The Generalist’s Corner to the Newsletter, and thereby make space for a section on rigorous SoTL content?

Proponents of the SoTL initiative might not think a reorganization of this sort would meet their needs. It would continue to involve mixing apples and oranges, and people might have difficulty finding the oranges, particularly scholars from other disciplines or nonmembers of STP. There was evidence that psychologists have failed to find SoTL research in journals not primarily psychological, and, similarly, non-psychologists may not think to parse ToP to find content of interest. A counter argument, however, is that this sort of problem might be solved by marketing. If marketing efforts by STP and by the publisher emphasize our apples and our oranges, the problem could resolve.

That ToP can be an outlet for SoTL is evident from the successful special issue that marked the end of Randy Smith’s extraordinary stewardship of the journal. Surely, one way to spotlight SoTL in ToP would be to produce comparable special issues on a regular schedule. SoTL would not be mixed with other content and marketing toward SoTL might be more focused.

Ultimately, the Committee concluded that the time is not right for launching a new print journal and that there is no compelling evidence that there would be enough publishable content to fill a quarterly journal at this time. Some members questioned the premise that SoTL is not welcome at ToP (witness the recent special issue devoted to SoTL). Further, it was noted that some resources currently in development (e.g., the wiki) might create more opportunities for SoTL outlets within the Society house. In addition, the first step in attempting to launch a new title would be to show a publisher that there is demand for the content, and we do not have compelling data to present at this moment. From these conclusions and a consideration of the various positions stated in discussion, the following recommendations emerged.

**Recommendation 11A:** Encourage proponents of a publishing outlet for SoTL to develop data showing both a demand for this content and the existence of sufficient activity to sustain a regular publication schedule. Because the Society cannot launch this initiative now, encourage proponents to consider an electronic format or an edited book, the success of either would contribute to a case for moving to a print format.

**Recommendation 11B:** Ask the President elect to include among his initiatives a Task Force to review all Society publications with attention to their original purposes and missions, current foci and roles, and areas of overlap. This review might include a consideration of ToP sections.
and their currency. The Task Force should prepare recommendations on the most effective use of each publication, elimination of redundancy, and the best use of limited numbers of pages.

Recommendation 11C: Request that the Internet Editor add links on the Web page to all published STP products, such as Best Practices books and activities handbooks.

Recommendation 11D: Go Green wherever possible, making more print materials available online in PDF format. Encourage use of recycled paper by all users, including publishers, and make this practice prominent.

Issues of Concern to College Teachers

There continue to be changes in the ways that institutions of higher education deliver course content, and some of these changes are of concern to all faculty, including psychologists. Among these issues are the accelerating use of part-time faculty and online courses. In some cases these two matters combine to result in people hired to offer a single, online course. Areas of concern about proliferation of part-time positions have been raised in other venues and include (a) potential declines in full-time positions and the resulting loss of career tracks in research and teaching, (b) the need for individuals to cobble together many part-time positions that carry low stipends in order to amass sufficient income to support self and family, (c) reduced opportunity for student consultation out of class with trained scholars and career advisers, and (d) loss of departmental control over course content. Introduction of online courses in which course content is delivered through institutionally owned servers and networks adds a question of ownership of intellectual property for both full- and part-time faculty and may take particular advantage of part-time employees whose affiliation with the institution may disappear abruptly. Similar issues may be raised about intellectual property in face-to-face courses in which content is delivered partly through software hosted on institutional servers.

Relative to online teaching, PSYCHTEACHER regularly posts inquiries about how to run these courses effectively, and both regional and national teaching conferences have run sessions on online teaching. These observations suggest a role for the Society in offering assistance in online course development.

Recommendation 12A: Recommend to the President-elect formation of a Task Force that might partner with the Education Directorate to create a document, possibly for OTRP, dealing with Best Practices in Online Education. Explore the possibility of an interdivisional grant to help fund the effort.

Recommendation 12B: Consider appointment of a Task Force, likely drawn from the Department Consulting Service, to make recommendations on Best Practices in employment of part-time faculty. Explore partnering with the American Association of University Professors and APA to produce this document. Consider posting the final product on OTRP.

Recommendation 12C: In recognition of the financial difficulties of many part-time teachers, suggest to RRPRC that it consider a program of discounted dues for these faculty.
Final Considerations

Having covered the major agenda issues, the floor was opened for members to propose thoughts or initiatives that the Committee should consider.

Books Authored by STP Members

There has been some interest in publishing reviews in some STP venue of books published by members, a practice that might have pros and cons. On the negative side, some have suggested that it might appear to be a self-serving effort to sell members’ books. Questions arise about how to handle negative reviews, and those questions could result in publishing only positive reviews. The latter practice may cause dissent when some members’ books are not reviewed. On the more positive side, many of our members have published excellent books, and we may do a disservice to them and to potential member purchasers or adopters who fail to hear of these works.

Recommendation 13A: Consider formation of a Task Force to consider all ramifications, including litigation, of publishing book reviews in an organ produced by the Society.

The Society might benefit and assist members by additional recognition of scholarship. Two ways of doing so would be to having “Meet the Authors” sessions in the HS at the APA Convention and by recognizing a “Book of the Year” by an STP author who would be invited to give an address at the APA Convention. The HS sessions might include purchase and autograph opportunities.

Recommendation 13B: Suggest to the Associate Director for Programming for APA Programming that she consider and explore “Meet the Author” and “Book of the Year” initiatives at the APA Convention.

Recruitment and Retention

Currently, we distribute OTRP Brochures and outreach postcards at the APA session for new members. These draw some interest and personal contact at the session has drawn some interest. However, it is not a very productive recruitment venue. Most of the attendees are new grads or Affiliates who plan clinical, not teaching careers.

A better venue might be a Roundtable Discussion at NToP. The Society already has considerable visibility at NToP with a workshop and two awards. We distribute handouts, also, and many NToP attendees are STP members. However, an outreach effort in the form of a discussion circle might coalesce these elements for participants who are not yet members.

Recommendation 14A: Suggest to the RRPRC consideration of submitting a proposal for an STP Roundtable at NToP.

Among the members who do not renew STP membership in any given year are GSTA members who have completed their degree programs. We lose contact with these graduates when their
addresses change, and we have little practical recourse for finding their new places of employment. We might find it beneficial to develop an informational packet for graduating students and present it with a request for contact information upon graduation.

**Recommendation 14B:** Suggest the GSTA and RRPRC collaborate in an effort to identify students who are about to graduate, to develop a post graduation guide for new Ph.D.s, and to distribute these with invitations to continue STP membership.

STP has a substantial number of Canadian members but relatively few from Europe and beyond. However, we have often had members attending international conferences. These members or other mechanisms might facilitate recruitment abroad.

**Recommendation 14C:** Ask that the Vice President for Diversity and Internationalization investigate the potential for recruitment at international conferences.

**Undergraduate Teaching Assistants (TAs)**

Undergraduate students are not infrequently used as TAs, and their responsibilities vary from simple attendance taking to actual participation in teaching and tutoring. What are the best practices for using assistants at this level and for preparing them for the responsibilities they will encounter? A Web search found some local institution documents, but little beyond that. Development of a resource in this area might be very beneficial and could have long-term implications as students benefitting from good practices may become better teachers in the future.

**Recommendation 15:** Taking into consideration Recommendation 9A to consider revision of the IRA program, suggest that the Director of OTRP consider commissioning an IRA project dealing with best practices in training and utilization of undergraduate teaching assistants.

**A Web Site Application**

The survey element on the Web site was an interesting innovation when it was introduced, but it may be practical to change that now and to make the contact more of an outreach tool. It could be in a “Did you know?” manner in which a click will present facts about STP services, opportunities, and history.

**Recommendation 16:** Encourage discussion between the Internet Editor and Committee Member Jessica Irons to explore a “Did you know?” feature on the Web site. An item that would be ideally suited to post here would be, “Did you know... that you can opt to receive your fall and spring STP Newsletters electronically? Click here”

**Teaching Legacies**

Although we have proposed investigating ways of honoring retirees after years of devoted service, we still do not have a way of preserving the legacies that have been left to teaching by our master teachers. Some ways of doing this might be to devote Generalist Corner content to
this topic or to develop a new column in the Newsletter. An article might include reflections of
the teacher and of one or more students of that teacher, all comments focusing on what the
teacher has done to enrich students’ lives through his/her career.

Recommendation 17A: Suggest to the incoming Vice President for Resources that he consider
ways of honoring and preserving the careers of our master teachers.

One of the strengths of our master teachers and others is mentoring new people who enter the
profession. Our teaching awards specifically reward teaching, but mentoring has not itself been
targeted as an important activity to recognize.

Recommendation 17B: Suggest to the incoming Vice President for Awards that he consider
establishing a mentoring award that may construe mentoring broadly in areas of teaching,
fostering STP service and involvement, development of graduate students, and development of
early career teachers. If the award is feasible, the Vice President and his committee would craft
the criteria and define its important aspects.

Member Involvement

Currently, there is a Task Force in place dealing with member involvement. President Carlson is
very sensitive to the need to be aware of members’ interests in getting involved with STP, and
the Committee concurred that a systematic way for learning of these interests would be useful.
Although we could not guarantee success at involving everyone, we could certainly use this
input to do all that is possible to engage the membership.

Recommendation 18: Suggest to the Chairs of standing committees that they provide a statement
to the Executive Director describing the work of their committees and inviting inquiries from
interested members. Recommend to the Executive Director that these materials be distributed to
new members in New Member Packets and to renewing members in their dues acknowledgments.

Final Comments of the President-elect

Dana Dunn was asked his perspective on the important issues that he will face when his
presidential term begins in January 2010. He asserted strongly that it is critical that the new
organizational restructuring succeed. For that to happen every member of the Society, and
particularly those who have devoted their time, talent, and loyalty beyond what we might ever
expect, must feel included and valued as the transition moves forward. He hopes to be able to
communicate these views to everyone in a way that will give them confidence in their status
within STP.

President Carlson then led everyone on the Committee in expressing their gratitude to Linda
Woolf and to Webster University for hospitality in arranging the meeting and our
accommodations. She also thanked Past-president McCarthy for arranging our tastes of St. Louis
and of the McCarthy clan.
Respectfully submitted,

Theodore N. Bosack
STP Executive Director

Summary of LRPC Recommendations

Recommendation 1A: Past-president McCarthy may initiate dialog with Martha Boenau to help provide earlier advance information about the location of the hotel assigned for STP.

Recommendation 1B: Suggest to Associate Director of Programming for APA Programming that the membership be invited to propose Hospitality Suite programming that might include sessions for Society business, scholarly/professional activities, and social interactions and that she consider allowing reviewers to recommend that some proposals be assigned to the HS.

Recommendation 1C: Suggest to Associate Director of Programming for APA Programming that sessions honoring graduates and retirees be incorporated annually into HS programming and that they be advertised in the HS template.

Recommendation 1D: Suggest to Associate Director of Programming for APA Programming that she consider appointing an assistant to be in charge of Hospitality Suite programming.

Recommendation 2: Suggest to the Recruitment, Retention, and Public Relations Committee (RRPRC) and the Member Involvement Task Force that they explore these kinds of options to ease the path of new or uninvolved members into Society activities.

Recommendation 3: Revise the Joining Page of the Web site to include an option of providing gift memberships.

Recommendation 4: Ask RRPRC to consider establishing a network of STP Liaisons.

Recommendation 5: Establish an electronic email system, Division 2 Announcements, with very low volume to announce to all members very important STP events that need to get to all members.

Recommendation 6: Consider including an option for making contributions through the STP Web site to the STP general fund and specific enterprises. The Executive Director will consult with APA Legal to determine any legal drawbacks to using contributions, sales from STP branded materials, and bequests for STP operating expenses.

Recommendation 7: Suggest to President-elect Dunn that he pass this area of concern on to the new Vice President for RRPRC after the upcoming election.
Recommendation 8: Convey to the Director of STP Programming for her consideration the Committee’s ideas about potential BPC adjustments.

Recommendation 9A: Suggest to the Director of OTRP that she review the structure and mechanisms of distribution of the IRAs in the light of any forthcoming recommendations of the Awards Task Force.

Recommendation 9B: Encourage Past-president McCarthy to work with Robin Hailstorks and Martha Boenau of the APA Education Directorate to pull together a group of STP members to partner with APA on expanding the OPL resources.

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