

Nomination Portfolio for

Southeastern Conference on the Teaching of  
Psychology

A Program Sponsored by the Psychology  
Department, Kennesaw State University

Recipient of the 2001 Regents' Research in  
Undergraduate Education Program Award  
Regional and State Universities

## **Program Statement**

### **Southeastern Conference on the Teaching of Psychology**

In 1990 Ernest Boyer published his influential book, Scholarship Reconsidered, in which he strongly advocated moving away from what he referred to as a "restricted view of scholarship" that emphasizes a reward system that focuses primarily on the scholarship of discovery to one that recognizes and honors a broadened definition of scholarship that includes the scholarships of integration, application, and teaching. The relevance of Boyer's argument that scholarship primarily was defined as the scholarship of discovery is reinforced by the fact that most national meetings in a discipline primarily focus on traditional research topics in the discipline and few, if any, sessions are designed to provide a venue for presenting research on teaching designed to improve teaching effectiveness.

As an institution and faculty who are deeply committed to the centrality of teaching, the psychology faculty at Kennesaw State University anticipated the national movement to define and encourage the scholarship of teaching by establishing the Southeastern Conference on the Teaching of Psychology (SETOP) in 1989. This program was among the first of a wave of conferences for teachers of psychology established in the late 80s and early 90s. Clearly, this program was at the leading edge of a movement to provide forums for disseminating and discussing the scholarship of teaching, a movement which has resulted in national programs such as AAHE's annual conference on faculty roles and rewards, the AAHE Teaching Initiatives program, and the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL). The impact of SETOP, however, goes beyond simply providing a forum for sharing and encouraging the scholarship of teaching. It has had a significant impact on the improvement of both the teaching of individual faculty and the effectiveness of departments in assessing and improving their curriculum and services that contribute to student success (e.g., advisement, mentoring, and career preparation) throughout the southeast. Further, SETOP has directly contributed to the opportunity for faculty to assume national leadership positions in the advancement of teaching and the scholarship of teaching in the discipline of psychology.

SETOP is designed to provide a forum for psychology faculty at all educational levels (high school, two-year college, four-year college, and research university) to come together to share and discuss strategies to improve student learning in the discipline of psychology through the sharing of scholarly work on teaching and student learning. Although there are excellent written sources on teaching, many faculty are not aware of the wide variety of resources or have questions that are not or cannot be answered from simply reading them. Furthermore, the high cost of attending national meetings as well as the limited relevance to their primary role of teaching limits the attendance by many faculty, particularly those teaching at high schools and two-year colleges. One goal of SETOP is to provide an accessible and affordable venue for teachers of psychology, at all educational levels, to gather together to both share innovative approaches and develop a network of colleagues who are committed to enhancing student learning and success. The enormous success of SETOP over the years indicates that the initial vision for this conference was clearly on target and implemented effectively. SETOP has grown from an initial attendance of 58 faculty in 1989 to an annual attendance of 150 for the past several years, with over 600 different faculty having attended the conference at least once and many for multiple years. Sometimes the faculty at institutions that have tight travel budgets actually take turns attending SETOP. The value of SETOP was most recently recognized when the Psychology Advisory Committee of the University System of Georgia applied for and received a Regents' grant to provide support for faculty attendance at SETOP in 2000.

SETOP is designed to provide an opportunity for psychology faculty to make presentations that focus on the scholarship of teaching in the discipline and to engage in interactions with their peers in an atmosphere designed to encourage discussion and evaluation of the scholarship, link the scholarship to their own teaching through applying it at their home institutions, and develop collaborations with other faculty that result in additional scholarly work on teaching and student learning. The two-day conference program includes two invited addresses by noted teachers of psychology who have focused their research on the scholarship of teaching. Examples of topics covered in keynote addresses at SETOP in the past include mentoring, academic dishonesty, the challenging culture of learning, academic advising, choosing a career in the teaching of psychology, technology and consumerism in higher education, the shaping of psychology by psychology teachers, and research on what exemplary teachers say about exemplary teaching. The conference also includes 15 one-hour concurrent sessions covering scholarly research on a wide variety of topics. The one-hour length is specifically designed to allow for extended discussion and peer review and feedback. Some sessions focus on skillbuilding topics such as test construction; others deal with teaching techniques and ideas for specific courses. Still others address general issues of general concern such as professional involvement strategies for teachers, advisement, or dealing with controversial issues in the classroom. A sample list of past sessions at SETOP is included as part of the supporting documentation. Finally, participants also have an opportunity to contribute to the overall program through poster presentations. In 1997, Dr. Bill Hill, coordinator of SETOP, successfully worked with the Society for the Teaching of Psychology, Division 2 of the American Psychological Association, to establish a poster award sponsored by the Society at all of the regional teaching conferences at that time. This award recognizes the outstanding poster and provides the winner with \$500 travel stipend to attend and present the poster at the annual meeting of the American Psychological Association. Over the last three years, SETOP has had 25 poster presentations by faculty and graduate students sharing scholarly work on teaching.

The practical and research-based ideas for improving teaching, enhancing student success, and improving departmental functioning have immediate and long-range impact on both the individual faculty member and departments. Quite often, participants report using ideas or demonstrations discussed in sessions at the conference in class the next week. Because many participants discover they are doing some creative things in the classroom, they have often been inspired to do individual or collaborative research on teaching. In many cases, these participants return to SETOP as a presenter in subsequent years and/or publish their research. Sessions at SETOP have also had significant long term impact on departments as a whole throughout the southeast, resulting in curricular evaluation and improvement, implementation of departmental assessment programs, revision and improvement of advisement programs in the department, and enhancing the commitment of the faculty to advancing and engaging in the scholarship of teaching. The impact at the department level is evidenced by the fact that a number of departments annually come to the conference as a group (e.g., Augusta State University, Spelman College, Belmont University, Christian Brothers University). This provides the opportunity to engage in a quality faculty development experience together, which can improve faculty members' ability to work as a team when they return to their home institution.

SETOP has also made a significant contribution to developing and nurturing many current regional and national leaders in the scholarship of teaching in the discipline of psychology. The SETOP program regularly includes several national leaders in the scholarship of teaching in the discipline of psychology. This provides the opportunity for participants to network with, and become involved in collaborative research, on the scholarship of teaching with distinguished researchers and leaders, ultimately assuming leadership roles themselves. For example, building upon contacts established at SETOP, participants have assumed leadership roles on task forces and committees of the Society for

the Teaching of Psychology, become section editors of the journal *Teaching of Psychology* (Drs. Linda Noble of Kennesaw State University and Pete Giordano of Belmont University), been elected to leadership positions in the Society (Dr. Linda Noble was elected secretary of the Society for a term from 1996-1999 and Dr. Bill Hill is president-elect of the Society) and Psi Chi, the National Honor Society in Psychology (Dr. Elizabeth Hammer of Belmont University served a term a Southeastern Regional Vice President). Finally, SETOP also contributes to preparing future teachers of psychology. Each year many graduate students attend SETOP at a reduced rate. In addition to getting ideas to improve their teaching as GTAs, many become enthusiastic about careers in teaching and actively involved in doing research on teaching.

Finally, it is worth noting the concept of SETOP itself has spawned scholarly work on the value and impact of disciplinary teaching conferences. Dr. Bill Hill, SETOP coordinator, has collaborated with Dr. Joseph Palladino, the coordinator of the MidAmerican Conference for Teachers of Psychology, and other conference participants and coordinators on three presentations at professional meetings (Southeastern Psychological Association, American psychological Association, and Academic Chairpersons Conference) and four publications on teaching conferences.

Because the effects of SETOP detailed above most often occur either before or after the conference, it is difficult to measure SETOP's impact in direct ways. Therefore, as part of the preparation process for the nomination portfolio, a sample of past participants were asked to write letters of support for the conference that addressed the award criteria. Given the portfolio limitation of 20 pages, extracts from these letters that address each of the award criteria are reproduced in the Appendix A. The quotes are also selected to provide evidence that supports the far ranging impact of SETOP on the scholarship of teaching, improved student learning, improved departmental quality and effectiveness, and the development and nurturing of leaders in the teaching of psychology at the regional and national levels.

## Fact Profile

### Southeastern Conference on the Teaching of Psychology

- The Southeastern Conference on the Teaching of Psychology (SETOP) was established in 1989 and has met annually since then. The 13<sup>th</sup> SETOP meeting is scheduled for February 16-17, 2001. The conference is sponsored by the Kennesaw State University Department of Psychology and coordinated by Dr. Bill Hill, Assistant Vice President for Academic Affairs and Professor of Psychology, and Dr. Christine Ziegler, Professor of Psychology, with the assistance of members of the Psychology Department.
- **Brief Conference Description:** SETOP is an opportunity for teachers of psychology to discuss and share experiences and techniques. The conference offers concurrent sessions and invited addresses that share scholarly research on teaching techniques and issues associated with high school and undergraduate education in psychology. The conference is also structured to encourage the development of collaborative relationships with fellow teachers throughout the Southeast.
- **Conference Program:** The basic conference program has remained the same since its inception and includes the following elements:
  - Two featured keynote addresses by distinguished teacher and researchers in psychology.
  - 15 concurrent sessions consisting of 1-hours presentations that address scholarly research on teaching and pedagogical innovations in one of three areas: (1) teaching approaches that are specific to a particular course common to the psychology curriculum; (2) scholarly research on issues and techniques related to teaching that impact any course in the curriculum; and (3) current best practices in program and departmental development and review.
  - An interactive general session where presenters share innovative and engaging activities designed to enhance student learning in the introductory course in psychology.
  - A poster session where participants present scholarly research on topics related to the teaching of psychology. The Society for the Teaching of Psychology, Division Two of the American Psychological Association, sponsors an award for the outstanding poster at the conference. A committee of three conference presenters selects the outstanding poster and the authors will receive a certificate of recognition and a \$500 stipend to attend and present their poster at the next annual meeting of the American Psychological Association.
- **Some Conference Statistics:**
  - Attendance has grown from 58 participants in 1989 to over 160 in 2000, which the maximum number we can accommodate in the current facilities that we use.
  - Over 600 different high school, two-year college, college, regional university, and research university psychology teachers from have attended the conference over the last 12 years.
  - Participants have come from 32 states, with the majority from Georgia (237), North Carolina (55), Tennessee (54), South Carolina (53), Alabama (40), and Florida (40).
  - Georgia participants have represented 32 of the University System institutions and over 25 private schools in the state.
  - Over 160 faculty have presented or co-presented a concurrent session at the conference since 1989.
  - Over the last three years the conference has had an average of 25 participant poster presentations.
- Recognized by the Regents' Advisory Committee in Psychology for its contributions. For the past two years the committee has scheduled its meeting to occur at Kennesaw State University immediately before SETOP to enable committee members to attend. The committee also applied for and received a Regents' grant to support attendance at SETOP by system faculty.

## APPENDIX A

The impact of the Southeastern Conference of the Teaching of Psychology (SETOP) is primarily on the participants and their students. However, the impact on teaching and the scholarship of teaching most often occurs both before and after the conference and is difficult to measure in direct ways. Therefore, as part of the preparation process for the nomination portfolio, a sample of past participants were asked to write letters of support for the conference that addressed the award criteria. Given the portfolio limitation to 20 pages, extracts from these letters that address each criteria are reproduced below.

**Individual and collective faculty efforts to engage in scholarship activities that address timely and important questions in the discipline or across disciplines, and that may or may not involve undergraduate students as collaborative scholars.**

*SETOP also facilitates collaborative efforts on projects related to the scholarship of teaching and provides a forum for the presentation of such work. While some collaborations involve individuals from the same institution, it is not uncommon for faculty members from different institutions to collaborate on projects. These collaborative efforts typically arise through the discovery of shared interests at SETOP. The ripples from individual and collaborative conference presentations also extend further. As Director of the Office of Teaching Resources in Psychology (OTRP) for the Society for the Teaching of Psychology (Division 2, American Psychological Association), I use the poster sessions and presentations at psychology conferences and conventions to identify projects that could be developed for distribution to a national audience of psychology teachers through OTRP. Several OTRP documents were initially presented at SETOP.* **Dr. Marky Lloyd, Professor of Psychology, Georgia Southern University**

*As a direct result of SETOP, I currently serve on a Division 2 taskforce for the promotion of peaceful classrooms, am a member of the steering committee for the Southeastern Psi Chi Chapter, and read psychology AP essays for ETS. In addition, colleagues at SETOP encouraged me to continue by research on student evaluations of teaching, and my first study of this topic is in press with Teaching of Psychology. A second, extended study will be submitted to a teaching journal this January.* **Janie Wilson, Assistant Professor of Psychology, Georgia Southern University**

*My earliest involvement with SETOP was as attendee. I can vividly recall several years of sitting among the other participants in the opening sessions while a nationally recognized master teacher shared experiences and insights about the most central questions surrounding undergraduate instruction. That talk might be about the application of the latest findings of cognitive science to the classroom, or the most productive responses to students' unethical conduct. Whatever the specific topic, the speaker always addressed an important and timely concern or controversy related to college teaching.* **Grace Galliano, Professor Emeritus of Psychology, Kennesaw State University**

*The SETOP conference brings together scholars at an annual conference focused on sharing ideas, techniques, and concerns about teaching in undergraduate psychology programs. There is always time available to network with other faculty and graduate students across the Southeast. The conference serves to help facilitate excellence in teaching in the discipline and touches on core issues facing all of us. Many . . . topics [presented at SETOP] would be helpful to individuals across disciplines, but these are especially useful in a disciplinary context.* **Mary Lou Bryant Frank, Chair and Professor of Psychology, North Georgia College & State University**

*What impresses me so much about SETOP is the range of psychology faculty who come to the conference. In attendance are psychology teachers from high schools, community colleges, four-year liberal arts colleges, comprehensive universities, and research universities. The range is truly remarkable; and all are there to improve teaching and learning.* **Peter J. Giordano, Associate Professor of Psychology and Teaching Center Director, Belmont University**

*I have been a strong supporter of SETOP over the years for two primary reasons. First, I have found that I learn something new each time I attend SETOP that directly benefits either my own classroom teaching or my research on teaching. SETOP provides one of few opportunities each year for me to meet with colleagues who share my values on the importance of undergraduate teaching and research on ways that such teaching might be improved. Second, the graduate students who I bring with me each year benefit in similar ways—they learn new approaches to teaching, new demonstrations to use in the classroom, and new perspectives on teaching and learning.* **William Buskist, Alumni Professor of Psychology, Auburn University**

*Another area of my professional life that SETOP has impacted relates to student learning outcomes. Over the years, the conference has addressed this issue, both directly and indirectly, a number of times. As you know, student learning outcomes and demonstrating the effectiveness of our teaching has become a national issue in higher education. As it arose on our campus, I had the benefit of having been exposed to the issue as well as techniques of examining learning outcomes by way of several conference presentations over the years. Hence, I have been able to make a smooth transition in the recognition of the importance of examining [learning outcomes as well as in the mechanical aspects of measuring outcomes. I have also been able to serve a consultant role for a number of my colleagues as they have wrestled with this area.* **Michael P. Hoff, Professor of Psychology, Dalton State College**

### **Demonstrated links between scholarship of teaching projects, teaching strategies and student learning.**

*What I have learned overall from attending several conferences has led to my use of different pedagogical strategies which have contributed to the teaching-learning process in general, but especially to development of students' critical thinking skills. Also, as an academic advisor, I feel that my abilities in this area have been enhanced. We have also incorporated some specific assessment procedures (in courses and in the department) which other faculty have found useful.* **B. LaConyea Butler, Professor of Psychology, Spelman College**

*My earliest involvement with SETOP was as attendee. I can vividly recall several years of sitting among the other participants in the opening sessions while a nationally recognized master teacher shared experiences and insights about the most central questions surrounding undergraduate instruction. That talk might be about the application of the latest findings of cognitive science to the classroom, or the most productive responses to students' unethical conduct. Whatever the specific topic, the speaker always addressed an important and timely concern or controversy related to college teaching. . . . Ultimately, students come to experience a refreshed, enriched, and energetic instructor who brings a knowledgeable excitement to the classroom.* **Grace Galliano, Professor Emeritus of Psychology, Kennesaw State University**

*For years, it has been common practice among academicians to make the case that a teacher's research activities render that teacher a better teacher. In some cases, especially at the graduate level, such assertion has seemed valid. However, as information and knowledge bases have expanded and as research has become more specialized, that adage about research rendering one a better teacher seems to have less validity for undergraduate purposes unless it relates to teaching/learning. Because many of the invited cadre at SETOP are among those in psychology who are at the forefront of the move in the field to integrate teaching and scholarship, participants each year interact with the prime movers. Such research ties directly to teaching/learning processes and has direct implications for all teachers.* **W. Harold Moon, Professor Emeritus of Psychology, Augusta State University**

*The most important benefits afforded by your conference have been in the area of teaching enhancement. After attending a session on NSF teaching grants, I wrote an ILI grant to NSF and was awarded funds to equip an undergraduate physiological psychology laboratory. In the spring of 2000, two undergraduate students and I published a study of data collected from that lab, and I am currently working with undergraduate and graduate students to prepare manuscripts of five additional studies from that lab. None of this would have been probable without the NSF grant session offered at SETOP.* **Janie Wilson, Assistant Professor of Psychology, Georgia Southern University**

*SETOP offers psychology teachers, primarily from undergraduate institutions, the opportunity to help improve their students' learning through improvements in teaching. The presentations at the conference have spanned virtually every subdiscipline in psychology, providing tips on teaching in courses as general as introductory psychology or as specific as biological psychology. Prof Hill and his colleagues have created a noteworthy balance between presentations of content and presentations of pedagogical approaches. Throughout all of the sessions, the consistent theme has involved active learning and the dialogue between professor and student.* **Bernard C. Beins, Director of Pre-College and Undergraduate Programs, American Psychological Association**

*I have obtained numerous excellent teaching ideas from attending the sessions at SETOP and my students are direct beneficiaries.* **Peter J. Giordano, Associate Professor of Psychology and Teaching Center Director, Belmont University**

*I have met several luminaries in the teaching of psychology at SETOP and attended presentations that have left indelible marks on my teaching. For example, I attended a session by Jane Halonen, an immediate Past President of the Society for the Teaching of Psychology and the recipient of this year's American Psychological Foundation Award for Distinguished Teaching, on using active learning techniques in the undergraduate classroom. My classroom teaching has never since been the same. I lecture less, involve students in more "hands on" activities and critical thinking exercises, and in general, get students more excited about their coursework than ever before. In addition, I am enjoying teaching more so than at any other time in my 20 years as an undergraduate instructor!* **William Buskist, Alumni Professor of Psychology, Auburn University**

*I first attended SETOP in the Spring of 1993. This was my very first conference that I attended as an assistant professor. Although I was excited to be at CBU (and to have a job), I was dismayed at the state of their research program: basically, they didn't have a research program. They had hired me to teach their two semesters of Research and Statistics. I had to design a research program from scratch (literally). We had Unix terminals in our offices (no PCs) with SPSSx as the only statistical software. I taught that first year without any books. I simply shared with the students everything I knew, developing handouts and overheads. When I attended SETOP, I had the most wonderful experience*

*sharing with my peers our experiences with teaching research and statistics. I brought back many ideas, including good texts, and good, affordable statistical software packages for PC's, that I implemented into our research program at CBU. I especially remember a panel presentation by the faculty at Belmont University that addressed undergraduate research and teaching research and statistics. Dr. Pete Giordano was so helpful in talking with me personally about the challenges that I faced, especially in regard to convincing administration that undergraduate research was an important funding issue. SETOP was a major contributor to CBU's now successful undergraduate research program.* **Elizabeth Nelson, Associate Professor of Psychology, Christian Brothers University**

*I went to my first SETOP conference in the late 80's. One of the first sessions that I attended challenged my basic lecture style, suggesting that the years of the lecture/regurgitation model that I had experienced in college and graduate school, and that I was, in turn, using with my students, was not the only way to teach. Over the years, I have used conference presentations to explore the way that I teach and to develop alternative methods of instruction. One of the most valuable things that I have gotten from the conference over the years has been the exposure to a range of teaching styles that have been used by conference presenters with great success. I have been able to develop a multidimensional teaching style that allows me to approach my students, who have a wide range of backgrounds, abilities and interests, and pull them along into the world of psychology. My ability to do this has been significantly bolstered by the years of SETOP presentations that I have enjoyed.* **Michael P. Hoff, Professor of Psychology, Dalton State College**

*Participation during the conference has allowed me to hear from seasoned academicians who have recognized reputations in research and have a heart for teaching and communicating with students. Additionally, I have learned: how to more effectively appraise learning processes and activities in the classroom; develop teaching portfolios; develop working relationships with student and ease the tension of the first day of class; how to get articles on teaching published; develop interactive / hands-on activities for my students; utilizing multimedia and internet in the classroom; supporting student and faculty use of library resources more effectively; and develop and increase research or inquiry-based activities that involve students.* **Pamela Scott-Johnson, Associate Professor of Psychology, Spelman College**

*It is the conference I look forward to attending for challenging and stimulating presentations that provide a wide-range of current topics, resources and research. I am motivated to employ new strategies and techniques in my psychology classes and to explore further research presented. This experience has always been valuable in augmenting my teaching preparations.* **Evelyn W. Chisolm, Associate Professor of Psychology, Spelman College**

**Encouragement of faculty/faculty and faculty/student scholarship collaborations in the form of faculty rewards in compensation, promotion, tenure, grants, leaves, travel, or departmental/program based awards.**

*Bill has long been active in the leadership of the Society for Teaching of Psychology [STP], the national organization for teachers affiliated with the American Psychological Association. In an earlier capacity as a long-term planning official, Bill developed an idea to have STP sponsor poster competitions in which the winner would receive free STP membership and a contribution toward expenses to present at the national APA conference. As soon as this competition was introduced, we*

*saw a dramatic rise in the quality and number of posters present at all participating conferences. Many of those posters represent collaborative work between faculty members or between faculty and students. I believe that the SETOP spirit is visibly represented at all regional conferences with this activity.* **Jane S. Halonen, Director of the School of Psychology, James Madison University**

*When I first attended SETOP, I was an assistant professor at Georgia Southern University, and my Ph.D. was very new to me. Although I had attended many research conferences, yours was my first teaching conference. Expecting a competitive research-conference atmosphere, I was amazed and delighted to find a group of teachers who wanted to help each other grow in their profession and find new ways to benefit students. From that first conference, attending SETOP became a top priority for me, and I encourage colleagues to join me each year.* **Janie Wilson, Assistant Professor of Psychology, Georgia Southern University**

*Based on [my experiences at SETOP], I generated new ideas that I was able to translate into two Master Teaching Grants from my own institution. One of these involved a major multi-disciplinary collaboration to produce a collection of original essays for a new course, Introduction to Gender Studies. Thus, beyond providing a setting for sharing, SETOP also provides fertile ground for the development of new scholarship among its participants. For me, SETOP provided the launch site for my own academic writing. Based on the shared expertise and experience of conference participants I slowly gained a secure grasp of what instructors were looking for in textbook ancillaries and in college textbooks. I have funneled the insights I gained through SETOP into the creation of over a dozen ancillaries for Psychology textbooks, and am presently completing my second college textbook.* **Grace Galliano, Professor Emeritus of Psychology, Kennesaw State University**

*The Southeastern Conference on the Teaching of Psychology (SETOP) is about teaching and learning. Though most of the participants are faculty in two-year and four-year institutions of higher education, there always are faculty from research universities in attendance. It is important to note that many of those who attend SETOP are not regular participants in the annual meeting of psychological associations nor of associations that represent subsets of psychology. My discussions with dozens of SETOP participants over the years reveal that teaching conferences are preferred by them over other association meetings because the former focus on teaching/learning while the others often just touch on the topics. . . . I have attended eleven times and though I have been retired from the academy for four years, I shall continue with SETOP. The opportunities to learn and to share are too numerous to forego. Learning has merit for all of us, even the pasture dwellers.* **W. Harold Moon, Professor Emeritus of Psychology, Augusta State University**

*The conference features especially strong faculty-faculty collaboration. Bill has developed a very collaborative teaching community where people see each other as allies. He also encourages that networking as a way to expand creative scholarship. Bill has asked me to return to SETOP this year in two concurrent sessions that will require some new and interesting scholarship from me. Every time I have attended SETOP, I find myself more expert in some area as a result of the invited preparation I do. For example, a few years ago Bill teamed me with Randy Smith of Ouachita Baptist University. Our charge was to assist the educators from Georgia in making a smooth transition from quarters to semesters. I wasn't even aware that there was a literature on this phenomenon. However, Randy and I engaged in very interesting scholarship to prepare for the event which we then shared with the SETOP community.* **Jane S. Halonen, Director of the School of Psychology, James Madison University**

*There is a special atmosphere created at this conference each year. SETOP provides an opportunity for people who are excited about the scholarship of teaching and learning to share their ideas with others. The sharing and networking that takes place at this conference provides opportunities for new faculty to learn and to interact with more senior faculty who are there to help and encourage them. At a recent SETOP conference I met Dr. Jane Halonen who works with the AP Reading in Psychology and learned about the opportunities for faculty to participate in this program. I participated this past summer in the week long reading in San Antonio, TX, and came back to my university with excitement and encouragement of other faculty to consider this program as an excellent faculty development experience. SETOP has also had a direct impact on my professional development and the opportunities I have enjoyed here at Georgia College & State University in terms of promotion and tenure. I attribute much of my success as an Associate Professor and Chair of the Department to my association and participation with SETOP.* **Sheree Barron, Chair and Associate Professor of Psychology, Georgia College & State University**

*At the SETOP conference, the Society for the Teaching of Psychology sponsors an award for the outstanding poster that is presented. Faculty find this a very competitive process. The award for this competition allows the individual to attend the American Psychological Association national conference and present the faculty member's research or teaching model to that group.* **Mary Lou Bryant Frank, Chair and Professor of Psychology, North Georgia College & State University**

*. . .one of the most prominent additional benefits is that the message about teaching as scholarship clearly develops. The Carnegie Academy for the Advancement of Teaching and Learning has suggested that scholarship entails generating ideas that are public, open to scrutiny, and effectively assessed. These are the prime characteristics of the ideas that participants bring to SETOP. At the conference, teachers present their ideas and identify how the concepts have taken shape and, just as importantly, how they have been evaluated. We are talking about effective pedagogy, which is at the heart of our mission as educators and which is the reason for the existence of the conference. The fact that it has enjoyed continued, growing attendance attests to the fact that it has meets the needs of psychology faculty who had previously labored in isolation and in anonymity. . . . In short, SETOP has provided an environment that promotes the professionalism of the teacher/scholar, and benefits students both directly and indirectly. At a variety of levels, Dr. Hill and his colleagues in the Kennesaw Psychology Department have helped to create a community of scholars of teaching in the southeast, with effects that have impact throughout the nation.* **Bernard C. Beins, Director of Pre-College and Undergraduate Programs, American Psychological Association**

*SETOP also serves an important role for networking among faculty. My own career has been dramatically enhanced through contacts at SETOP. Established teachers of psychology serve as mentors for new faculty and relationships like these provide a synergistic function in the career development of both parties. Sharing teaching ideas and "best practices" is common between conference sessions and over lunch or dinner. When I have taken new faculty to the conference or spoken with newcomers, they have commented enthusiastically about the degree of collegiality among the participants. It is not an exaggeration to say that a culture of scholarly teaching and the scholarship of teaching permeate the conference. Along these same lines, the SETOP networking opportunities lead to a variety of peer collaborations related to the scholarship of teaching. In my own career, collegial relationships I started at SETOP have led to jointly authored journal articles and book chapters. Other conference presentations have also grown out of contacts made at SETOP. In addition, these peer collaborations have extended to leadership opportunities in a variety of professional organizations within the discipline of psychology. The beauty of a regional conference*

such as SETOP is that it creates a perfect stepping stone for new faculty to develop their skills, which can later be used at the national level. **Peter J. Giordano, Associate Professor of Psychology and Teaching Center Director, Belmont University**

Last year, two graduate students, Erin Rasmussen and Bryan Saville, accompanied me to SETOP. Both students are members of our Ph.D. program in Experimental Psychology and both are very good GTAs (in fact, I would say that they are our two best). During the conference, they met Charles Brewer, Jim Korn, and yourself, among others. These individuals spent at least 20 minutes each talking to Erin and Bryan. Erin and Bryan both were taken aback by the genuine interest that each of these individuals showed them. If you have attended a research conference of any sort (other than teaching) lately, then you know how rare it is for luminaries to spend any time at all talking to graduate students. Because of this experience and what they learned from the different sessions, Erin and Bryan came back to Auburn and raved about SETOP to their peers and with an important impact. Nine Auburn University graduate students have submitted proposals for five posters on the teaching of psychology at the 2001 SETOP conference! As far as I know, this is the most graduate students ever to represent Auburn's Psychology Department at any conference, including those sponsored by the Southeaster Psychological Association and the American Psychological Association. I am extremely happy that SETOP provides the opportunity for graduate students such as these to meet and talk to the leaders in the field and to serve as an outlet for their own scholarly activities. **William Buskist, Alumni Professor of Psychology, Auburn University**

In recent years, Auburn University has put increased emphasis on its teaching mission. As a result, the University, the College of Liberal Arts, and the Psychology Department reward undergraduate teaching more so than in the past. All faculty are expected to teach at the undergraduate level and to involve more undergraduates in their research. My attendance and participation at SETOP and at other undergraduate teaching conferences have been rewarded through increased salary compensation and receipt of monies for travel. My department chair, Lewis Barker, is thrilled to have our Psychology Department represented at SETOP. **William Buskist, Alumni Professor of Psychology, Auburn University**

My first attendance at SETOP was to make my first presentation as an assistant professor. I presented a poster on teaching psychology in film. I developed a booklet of study guides for films. I was overwhelmed with the interest and feedback I got at SETOP. All of my booklets were taken by eager faculty. I received so much reinforcement from that one experience that I began to write a book about teaching psychology in film (which is still a work in progress). Dr. Tracie Burke gained confidence in her research on the scholarship of teaching when she presented a poster on her swim camp activity and won travel money to take the poster to APA. She attended that national conference for the very first time in order to present her SETOP poster. All of our faculty have received promotion and tenure in a timely manner because they are productive professionals. SETOP contributes to our opportunities to make professional presentations, to receive feedback on future publication submissions, and to gain confidence as professionals (especially part-time faculty who have attended on numerous occasions). We even had a student, who was planning on an academic career, attend one year in order to better understand the profession. **Elizabeth Nelson, Associate Professor of Psychology, Christian Brothers University**

Finally, I have personally benefited from my association with SETOP. I have been promoted on a somewhat faster track than is typical at our institution. In conversations with my Dean following my last promotion, he noted that my ongoing attendance at SETOP, as well as my attendance and

*presentations at other teaching focused conferences, demonstrated my concern with the quality of teaching and were a significant part of his recommendation for my promotion.* **Michael P. Hoff, Professor of Psychology, Dalton State College**

**An on-going practice of the review of teaching that involves peer collaboration.**

*SETOP has always provided a fine array of workshop sessions over its two-day duration. Here one could interact with session leaders who had developed some new approach to teaching and learning. What was most memorable was the serious attempt to have the audience actually experience the new method or technique. Thus an instructor could truly see how this approach worked and felt in a real college classroom. The smaller groups facilitated interaction and suggestions for modifications for specific instructional settings and populations. Moreover, leaders presented empirical data to demonstrate the impact of these innovations on student comprehension and retention. By the end of a day of such sessions, a conference participant had a "full sack" of ideas, techniques and experiences to bring to the classroom, the very next week. . . . Thus, SETOP represents an annual meeting of the most caring and dedicated college instructors who take the time to evaluate, quantify and share both the strengths and weaknesses of their teaching endeavors.* **Grace Galliano, Professor Emeritus of Psychology, Kennesaw State University**

*By definition, the collaborative peer review of teaching is the focus and aim of this annual, regional conference. The process involves a rigorous review of faculty poster sessions for acceptance and then at the conference for the poster award. The quality of the presentations is excellent at this conference as well and last year the Board of Regents' Advisory Committee in Psychology received a grant to support faculty in the university system to attend this worthwhile conference. For a discipline, this conference provides more useful information on assessment, teaching techniques, and innovative ideas than any other. The unique aspect of this conference is that this is accomplished in an open format that allows for an open, interactive exchange of ideas.* **Mary Lou Bryant Frank, Chair and Professor of Psychology, North Georgia College & State University**

*Further, we all know how important it is to enjoy face to face contact with colleagues. Dr. Hill's conference allows and encourages networking among psychology teachers. It is vitally important that educators take the opportunity to share ideas. The two-day conferences permit the scholar/educator to introduce ideas, let them incubate, and then revisit them with colleagues later in the meeting. Such an approach allows ideas to flourish; many fruitful collaborations have emerged from these meetings.* **Bernard C. Beins, Director of Pre-College and Undergraduate Programs, American Psychological Association**

*In short, SETOP provides a truly unique outlet for the sharing of scholarly research regarding the teaching of psychology. The other psychological conferences held in this part of the country focus on research outside of this arena, making it very difficult to find an audience for scholarly discussion of undergraduate teaching. I am extremely happy that SETOP serves this important function not only for myself and my students, but for the hundreds of other academicians and their students whose primary scholarly interests fall squarely in the teaching of psychology to undergraduates. SETOP surely stands apart and above other southeastern conferences in this regard.* **William Buskist, Alumni Professor of Psychology, Auburn University**

*Based on my experience, SETOP enhances the teaching of individual faculty members, facilitates faculty networking that frequently results in improved teaching and contributes to collaborative projects on the scholarship of teaching, provides a forum for faculty presentations on teaching, and strengthens faculty members' identities as teachers.* **Dr. Marky Lloyd, Georgia Southern University**

**An on-going process of reviewing the undergraduate scholarship of teaching and learning needs of the department and implementing innovative curricula and teaching strategies as a means of exploring the scholarship issues.**

*The Spelman College Department of Psychology has participated at several levels since its inception, . . . Specifically, we encourage all members of the Department to participate in SETOP and funds are provided for that purpose. The Department and the College recognize the importance of continuing faculty development. Further, inasmuch as the Department is involved in on-going review and evaluation of courses and pedagogy, the conference provides another venue through which we become familiar with what is going on in departments on other campuses.* **B. LaConyea Butler, Professor of Psychology, Spelman College**

*Research in the teaching of psychology is presented by those invited to speak at the conference, by those who have poster presentations accepted for the conference, and by formal and informal discussions centered around a review of student outcomes, process variables, and standards for undergraduate programs. I have personally gained important information that is useful in programmatic assessment as well as gained a better understanding of techniques and ideas that have proven successful.* **Mary Lou Bryant Frank, Chair and Professor of Psychology, North Georgia College & State University**

*. . . networking with SETOP faculty has helped our department to develop our Psi Chi chapter. Our Psi Chi met once a year when I first joined CBU. Now our chapter is active year-round in service and research projects. Several of our student members have received grants and awards from Psi Chi. Networking with SETOP has also helped us by bringing us new ideas for courses, course activities (especially those quickies at the end of the conference), and administrative procedures. Because of discussions we have had with SETOP faculty, our department developed a new major called Applied Psychology which has resulted in increased enrollment. We have developed plans for a new research lab based on plans we saw at SETOP. We have developed a "fill-in-the-blank" resume for our students based on an idea we saw at SETOP. These are just a few ideas from a very long list that came from networking with SETOP faculty.* **Elizabeth Nelson, Associate Professor of Psychology, Christian Brothers University**

*The atmosphere is always congenial, providing an environment for sharing of different experiences, viewpoints and a great forum for exchanging ideas. It is inclusive and participation is invited from all institutions. Diversity is honored and leadership is exemplary. Attending this conference is a priority of mine. I anticipate renewal of ideas, and strategies for course planning. There is always improvement of previous ways of reviewing content, research and teaching techniques.* **Evelyn W. Chisolm, Associate Professor of Psychology, Spelman College**

*For the past several years, four to five faculty members in my department have also attended the conference. We make the four-hour (each way) trip together, and on each leg of the four-hour trip, we*

*use the opportunity to get caught ' up on what each is doing professionally; on the way back, we always share what we heard in the various sessions. Their regular attendance is evidence that they find the conference a useful one.* **Dr. Marky Lloyd, Georgia Southern University**

*The SETOP conference allows for sharing of information and participation as a department in the conference. The KSU Psychology department annually participates in the SETOP conference. Dr. Chris Ziegler, Professor of Psychology, is Co-Coordinator of the conference. Dr. Mike Firment, Associate Professor of Psychology, serves as Poster Session Coordinator for the conference, The entire faculty, including adjunct faculty, attend the conference. Each year, several faculty in the department present at some of the panel sessions and poster sessions at the conference. Some of the psychology majors assist with registration and attend the sessions, and some of the psychology majors coauthor poster sessions with the psychology faculty.* **Valerie Whittlesey, Chair and Associate Professor of Psychology, Kennesaw State University**

*[SETOP] has evolved into the largest and most well designed of all the regional teaching conferences in the country. In an era when most regional teaching conferences appear to be in decline, [SETOP] is thriving, which I think is a tribute to [its] leadership and generosity. . . . I have been to nearly all of the teaching conferences in psychology that our country has to offer. I even co-sponsor the Eastern Conference on the Teaching of Psychology. I can say without hesitation that the Southeastern Conference is the best among them for its creativity, promotion of collaboration, and value.* **Jane S. Halonen, Director of the School of Psychology, James Madison University**

*In addition to the benefit to individual teachers of psychology, SETOP can help an entire department. For example, in my own department, typically all or most of us travel together to the conference. The benefit of this departmental participation has been huge. Some of our best planning time has occurred during the four-hour ride from Nashville to Marietta and back again. We have made curriculum changes, have developed our senior seminar course, and have fine tuned a departmental assessment plan during this travel time. I am sure my department is not alone in this regard. In addition, our participation together in workshops has given us common ground for what we have learned about teaching a variety of courses in our department. Finally, our faculty members have on several occasions presented a workshop together. Such department-wide faculty cooperation has helped us learn new things together as we prepared for our presentation and has contributed to faculty cohesiveness and shared vision.* **Peter J. Giordano, Associate Professor of Psychology and Teaching Center Director, Belmont University**

*As Dr. Conrad Brombach, the very first attendee of SETOP from CBU, frequently remarks, our department began as a Mom and Pop's organization. No faculty member was doing research prior to 1992. SETOP, because it is accessible both in regard to distance and expense, is friendly, and is student-centered, has given our faculty the confidence to do and present research. Faculty that began their presentation careers at SETOP, myself included, now present all over the country, and indeed all over the world. Our administration fully funded a department workshop, which combined the efforts of all 8 of our members, presented at SETOP. The impact has been a shared idea of professionalism gained from sharing faculty experiences at SETOP. Being able to present the workshop at SETOP helped tremendously to create the team spirit in our department. We are known as an efficient and productive team on our campus by students, faculty and administration.* **Elizabeth Nelson, Associate Professor of Psychology, Christian Brothers University**

## APPENDIX B

### Sample List of SETOP Presentations Over the Last 12 Years

*Incorporating Black (African -American) Psychology into the Undergraduate Psychology Curriculum.* **Charlyn Harper Browne, Atlanta Metropolitan College**

*Flannery O'Conner and Social Psychology: Literature and the Teaching of Psychology.* **Roger G. Gaddis & Rudee Devon Boan, Gardner-Webb College**

*Methods for All Seasons: Teaching Methodology Across the Psychology Curriculum.* **Stephen Davis, Emporia State University; Linda Noble, Kennesaw State College; Lonnie Yandell, Belmont College**

*Creative Thinking vs. Traditional Learning: Incompatible Responses? A Behavioral Approach to Stimulating Creative Thought in the Classroom.* **Susan Kelly, Baptist College at Charleston**

*Preparing for a Career in Teaching.* **Richard Hazen, University of Georgia**

*The Psychology Curriculum in the 21st Century.* **Charlyn Harper-Brown, Atlanta Metropolitan College; Margaret Johnston, Floyd College; Joseph Palladino, University of Southern Indiana**

*The New Kid on the Block: Challenges and Solutions for the First-Year Faculty Member.* **Vernessa Clark, Morehouse College; Margaret Lloyd, Georgia Southern College; Jeannie Stahl, Morris Brown College**

*Ethical Issues in the Teaching of Psychology: A Workshop.* **Bill Hill, Kennesaw State College; Janet Matthews, Loyola University; Harold Moon, Augusta College**

*Active Learning: How to Make Critical Thinking a Reality in the Introductory Psychology Course.* **Karen Huffman, Palomar College**

*Breaking Into Reviewing and Publishing: A Talk with Two Editors.* **Charles Brewer, Furman University; Joseph Palladino, University of Southern Indiana**

*Getting Involved in Professional Organizations Related to Teaching.* **Janet Matthews, Loyola University; Joseph Palladino, University of Southern Indiana; Anthony Puente, University of North Carolina, Wilmington; Richard Rogers, Georgia Southern University**

*Preventing and Coping With Student Cheating.* **Stephen Davis, Emporia State University; Steve Hobbs, Augusta College; John Sappington, Augusta College**

*English and Psychology: A Team Teaching Approach to APA Style.* **Andrew Harnack & Rosanne Lorden, Eastern Kentucky University**

*Models for Academic Advisement in Psychology.* **Patrick Devine, Kennesaw State College; Janet Matthews, Loyola University**

*Writing Test Items: The Art and the Craft.* **Grace Galliano, Kennesaw State College**

*Developing a Student Research Manual.* **William Bailey, Norma Baker, Pete Giordano, & Lonnie Yandell, Belmont University**

*The Teaching of Psychology: Inspiration or Simply Information Dissemination.* **David Busch, Valdosta State College**

*Issues and Solutions: Teaching Psychology at the Two-Year College.* **Lozona Doyle Tate, Mitchell Community College; Pamela Brisbin-Bruce, Aiken Technical College**

*Cognitive Psychology and Its Implications for Teaching.* **Jack Charlesworth, West Georgia College**

*Incorporating Ethics into the Curriculum: Resources and Activities.* **Sandra Carpenter, University of Alabama**

*Computerizing the Introductory Statistics Course: Techniques and Software Suggestions.* **David Pittenger, Marietta College; Richard Rogers, Georgia Southern University**

*The Compleat Syllabus.* **Drew Appleby, Marian College**

*Using Collaborative Learning and Debates to Teach Psychology.* **Tom Moeller, Mary Washington College; Don Scott, Wofford College**

*Text, Lecture, Discussion-What's the Right Balance?* **Ron Comer, Princeton University; Janet Matthews, Loyola University New Orleans**

*The Compleat Undergraduate Internship.* **Bill Curry, Wesleyan College**

*Exploring the Profession of Psychology: One-Hour Courses on Career Preparation for Psychology Majors.* **Steve Davis, Emporia State University; Marky Lloyd, Georgia Southern University**

*What's Hip? What's Hot? What Ain't We Got?: Specialized Majors and Concentrated Tracks.* **Wayne Messer, High Point University; Sherri Jackson, Jacksonville University; Richard Griggs, University of Florida**

*Your Teaching Pedagogy--Do You Practice What You Preach?* **Ellen Pastorino,, Gainesville College**

*The Good, the Bad, and the Ugly: An Examination of Independent Studies.* **Sheree Barron, Georgia College**

*Converting a Quarter-Based Curriculum to Semesters: Some Advice and Recommendations.* **Randolph Smith, Ouachita Baptist University; Jane Halonen, Alverno College**

*Transforming the Stagnant Lake to a Flowing Stream: Interactive Learning.* **Ester Hanson, Abraham Baldwin College**

*So, How Does It All Fit Together: Synthesizing the Psychology Major in the Senior Seminar Capstone Course.* **David Massey, Anderson College**

*Dual Relationships: The Teacher's Dilemma.* **Ruth Hepler, Kennesaw State University**

*The Good, the Bad, and the Ugly: Using the World Wide Web in Instruction.* **Russ Dewey, Georgia Southern University**

*Health Psychology: Moving From Health to Wellness.* **Lisa Sherwin, Georgia Southern University**

*Teaching Endings: Psychological Closure in Courses, Curricula, and Life.* **Neil Lutsky, Carleton College**

*Spreading the Word: Marketing Your Department's Resources.* **Drew Appleby, Marian College; Pete Giordano, Belmont University**

*Tests: Perhaps Your Loudest Message to Students.* **Chris Spatz, Hendrix College**

*Onward to the 21st Century: The Nuts and Bolts of Computer Retrofitting Your Courses.* **Mark Mitchell, Clarion University**

*Demystifying the High School Advanced Placement Course in Psychology.* **Marty Anderson, San Gabriel High School; Jane Halonen, Alverno College; Randy Smith, Ouachita Baptist University**

*"What Do I Do Now?" A Career Mentoring Program to Help Majors Find Answers.* **Michael Reiner, Kennesaw State University**

*A High School Psychology Teachers Workshop: Better Teaching Through Collaboration.* **Ken Weaver, Emporia State University**

*Shaping Scientific Thinking in the Research Methods Course.* **Jim Goodwin, Wheeling Jesuit University**

*Assessing Department Effectiveness.* **Steve Hobbs, Augusta State University; Val Whittlesey, Kennesaw State University**

*Strategies for Making the Developmental Psychology Course More Relevant.* **Evelyn Chisolm, Spelman College; James Collins, Middle Georgia College; Katherine Kipp, University of Georgia; Judith Krauss, St. John's University**

*The Shaping of Psychology by Psychology Teachers.* **Harold Moon, Augusta State University**

*Pedagogical, Ethical & Legal Issues in Grading.* **Joe Palladino, University of Southern Indiana**

*Sharing Psychology: Experience from 18 Years of High School Psychology Fairs.* **Dave Skeen, Muskingum College**