
SOCIETY FOR THE TEACHING OF PSYCHOLOGY

2005 Teaching Award Winners

Elizabeth Yost Hammer
Loyola University New Orleans

The Society for the Teaching of Psychology (Division Two) celebrated the 26th year of its annual Teaching Awards Program at the August convention of the American Psychological Association in Washington, D.C. The 2005 winners received a plaque and a check for \$750. Recognition for outstanding teaching was given in each of the following categories: (a) Robert S. Daniel Award (4-year college or university professor), (b) 2-year College Award, (c) Moffett Memorial Award (high school teacher), and (d) McKeachie Graduate Student Teaching Excellence Award.

Robert S. Daniel Award

The winner of the Robert S. Daniel Award for outstanding teaching in a 4-year college or university is Stephen L. Chew from Samford University, Birmingham, Alabama. Dr. Chew earned his BA in psychology with highest honors from the University of Texas and his PhD in experimental psychology from the University of Minnesota. He was a member of the Department of Psychology at Gustavus Adolphus College before joining the faculty at Samford University where he was hired as chair in 1993.

Dr. Chew is recognized by students and colleagues alike for revitalizing the Psychology Department at Samford. He led a curricular revision of the department, placing undergraduate research at the heart of the program. His efforts have been successful, and the department now sends students to present their original work at conferences such as the National Conference of Undergraduate Research, the Southeastern Psychological Association, the Southeastern Undergraduate Psychology Research Conference, and Samford's own research showcase. Furthermore, the number of students accepted into graduate programs has drastically increased during his time at Samford. Currently, over half the psychology graduates attend some sort of graduate or professional program, and the department has gained a reputation as one of the strongest undergraduate programs in the state. In fact, an administrator credits Dr. Chew for leading "the transformation of the Psychology Department from a marginal group to one of the strongest departments on campus." Another administrator goes further to add that Dr. Chew has done more to "transform our university into a significant center of student learning than has any other single faculty member."

In the classroom, Dr. Chew emphasizes not only factual content, but the process of discovery and the importance of

continued learning. At the introductory level he does this by using interactive lectures, demonstrations, and peer instruction. In higher level courses, he uses a mentoring model, requiring student initiative and independent thought. Regardless of the course, he uses an empirical approach, making points through experimental findings. He is known among students as being interactive, engaging, challenging, and "one of the best professors at Samford." An administrator describes him as a "student magnet." A former student, now a high school teacher of psychology, writes of Dr. Chew's influence

Not only were his strategies effective in helping me remember the course material, but I adopted his demonstrations and style of teaching for my own students. He has been my role model as a psychology teacher.

Dr. Chew is dedicated to the scholarship of teaching and learning. He is interested in the cognitive basis of instruction, specifically how examples can be used effectively in teaching. In addition to publishing his work in *Psychology Teacher Network* and *E-xcellence in Teaching*, he has presented his innovative teaching methods at meetings such as the American



Stephen L. Chew

Psychological Association, National Institute for the Teaching of Psychology, Carnegie Colloquium on the Scholarship of Teaching and Learning, Texas Psychology Alumni Conference, American Association of Higher Education, and APA's Educational Leadership Conference, among others. He has also authored two instructor's manuals to accompany texts for both Sternberg and Barron and has coauthored a chapter in the Carnegie Foundation for the Advancement of Teaching's *Disciplinary Styles in the Scholarship of Teaching and Learning: A Conversation*.

Dr. Chew has made a significant contribution to the teaching of psychology at the high school level through his work with the Teaching of Psychology in Secondary Schools (TOPSS). He co-organized a workshop for Alabama TOPSS and currently serves as a national faculty consultant to the organization. He compiled a list of online resources for high school teachers and, in line with his research orientation, he coauthored a manual to help them promote student research for science fairs.

Dr. Chew's teaching excellence has been recognized previously. On campus, he was named a Samford Quality Champion in 1995 and received the John H. Buchanan Award for Excellence in Classroom Teaching in 1999. He was named a Carnegie Scholar by the Carnegie Foundation for the Advancement of Teaching in 1998 and was named the Alabama Professor of the Year by that foundation and the Council for Advancement and Support of Education in 2001.

In summing up Dr. Chew's qualifications for the present award a colleague wrote, "Indeed were I to categorize Dr. Chew's finest qualities, it might well appear that I plagiarized the qualifications for the Robert S. Daniel Award." The Society for the Teaching of Psychology is pleased to honor Dr. Stephen L. Chew for his commitment to excellence in education with the 2005 Robert S. Daniel Award for outstanding teaching in a 4-year college or university.

2-Year College Award

The winner of the 2-year college award is Joseph A. Mayo, professor of psychology at Gordon College, Barnesville, Georgia. Dr. Mayo earned his BA in psychology and political science from Bloomsburg State College. He received his MA and EdD in educational psychology from West Virginia University. Dr. Mayo has been on the faculty at Gordon College since 1989 and served as chair of the Division of Business and Social Sciences from 1993 to 1997. In 1997, he served as Acting Vice President for Academic Affairs and Dean of Faculty. Before he began teaching at Gordon College, he served as an assistant dean at Limestone College, an Educational Supervisor, and an adjunct faculty member at various institutions.

Dr. Mayo has a demonstrated commitment to the scholarship of teaching and learning. He not only uses innovative teaching techniques such as life-story narratives, analogies, and the repertory grid in his courses, but he also conducts extensive classroom-based research on their effectiveness. His work on these topics has been published in *Teaching of Psychology*, *Journal of Constructivist Psychology*, *Constructivism in the Human Sciences*, and *Psychology Teacher Network*. In describing Dr. Mayo's research productivity in the area of



Joseph A. Mayo

teaching, a colleague noted, "the extent of his research and publications is particularly impressive given his normal teaching load of five courses per semester."

In recognition of his dedication to education, Dr. Mayo was the recipient of the 2003 Research in Undergraduate Education Award for 2-year and state colleges throughout the university system of Georgia. He is regularly invited to present on constructivist pedagogical techniques at Gordon College's Teaching Matters interdisciplinary conference, the Georgia Conference on College and University Teaching, and the Southeastern Conference on the Teaching of Psychology. He has also been invited to speak on constructivist teaching approaches at various other venues including the Center for Teaching and Learning Excellence at Kennesaw State University, the Center for Teaching and Learning Excellence at Georgia College and State University, and Faculty Development Day at Georgia Perimeter College. He continues to be recognized as an outstanding teacher and will be presenting on using the repertory grid as a heuristic tool at the APA-sponsored conference, *Engaging Minds: Best Practices in Teaching Critical Thinking Across the Psychology Curriculum*.

In recognition of his expertise, Dr. Mayo was recently appointed to the APA Board of Educational Affairs Task Force for Strengthening the Teaching and Learning of Undergraduate Psychological Sciences. In addition to the Society for the Teaching of Psychology, he has been involved in many professional organizations including the American Psychological Association, Psychology Teachers at Community Colleges, and Society for Constructivism in the Human Sciences.

Among students and colleagues, Dr. Mayo has established a reputation as a creative and innovative teacher, spreading his enthusiasm for the subject matters to his students. He encourages students to actively engage in their learning and demands (and receives) the best from his students. In line with the constructivist perspective, Dr. Mayo believes that students can learn best when they "actively and interactively relate the-

ories and text to personally meaningful situations.” Students find his critical thinking activities engaging and report that these strategies help them retain the material after the semester ends. They report that his is a class “where it was fun to be challenged” and that his courses make a “permanent impression” on them. A former student from his introductory class wrote to him, “So many of the things that you covered in that course have been the basic building blocks that are continually built upon in my education and career.” Another student, now pursuing a degree in Early Childhood Education wrote, “Throughout my many additional education and psychology classes, I have continued to use the knowledge I gained from you in my first psychology class.” It is important to note that these two students graduated 9 and 7 years earlier, and Dr. Mayo is still having an impact on their lives.

In an academic setting where superior teaching is both demanded and expected, Dr. Mayo has distinguished himself. As one student wrote to Dr Mayo, “I feel lucky to have gotten the cream of the crop of professors at Gordon College. Teaching is an honorable and challenging profession, and I believe it takes special people to do it well and do it right.” To honor him for being one of those special people and dedicating himself to teaching, The Society for the Teaching of Psychology is pleased to present Dr. Joseph A. Mayo with the 2005 2-Year College Award.

Moffett Memorial High School Award

The 2005 Moffett Memorial Award winner for outstanding psychology teaching in high schools is Kristin H. Whitlock of Viewmont High School, Bountiful, Utah. Mrs. Whitlock earned her BS from the University of Utah, with a major in Political Science and a minor in Psychology. She earned her Master of Education degree in Teaching and Learning Strategies from the University of Utah. In 1990, she began teaching at Bountiful Junior High School, where she developed curriculum for current events and United States history courses. Since 1992 she has been teaching Advanced Placement Psychology and Introductory Psychology courses at Viewmont High School.

Mrs. Whitlock is involved in psychology on the national level. She has played an integral role in the American Psychological Association’s Teaching of Psychology in Secondary School (TOPSS). In this capacity, she has been active in the revision of National Standards for the Teaching of Introductory Psychology and became chair of this committee in 2004. She has also served as the TOPSS coordinator for the state of Utah since 1994. She is the cofounder of Utah-Teachers of Psychology in Secondary Schools (U-TOPSS). In this role she organizes the annual Institute for High School Psychology, cofounded the U-TOPSS listserv, and authors the organization’s Web page. She was a participant in APA’s Psychology Partnership Project, working with the assessment group to develop initiatives to create assessment tools for critical thinking.

Mrs. Whitlock began the Advanced Placement psychology program at Viewmont High, and her students consistently have an impressively high pass rate for the AP exams. She became a reader for the AP psychology exams in 2001, and her



Kristin H. Whitlock

performance was so strong that she quickly was asked to serve as Table Leader. In this role she organizes high school and college faculty alike in the development of the grading rubric and the training of over 200 readers. In addition, she has served as a member of the Test Development Committee for and has presented and published on teaching AP psychology.

In the classroom, Mrs. Whitlock encourages students to be active participants in the learning process. By considering the different learning styles of her students, she uses methods that facilitate an active learning environment including demonstrations, simulations, discussions, debates, and experiments. For example, to teach her students about the social, cognitive, and emotional experiences related to addictions, Mrs. Whitlock has them simulate an addiction—to ice cubes! For a 48-hour period students are instructed to increase, crave, and hide their use of ice cubes in every bit of liquid they drink. Students then write about the experience and then process it in class. A former student, who is now a doctoral candidate in clinical psychology, stated that this exercise “has surprisingly borne fruit in my work with adolescent substance abusers [and that] as a graduate instructor of introductory psychology courses, I have relied often on the examples used in her course a decade ago.”

Mrs. Whitlock extends her influence beyond the classroom by serving as the advisor for the psychology club. In this capacity she uses field trips, guest speakers, and films to encourage students to think more deeply about psychology. Each year the club participates in the University of Utah’s High School psychology day where students have chance to interact with professors, ask questions about their research, and often get hands-on experience in their labs. The club also sponsors a Psychology Awareness Week to share psychological information with the student body at large. Through her work with the club, Mrs. Whitlock provides students opportunities to develop both academically and socially.

Mrs. Whitlock’s effectiveness as a teacher has been recognized both nationally and locally. She was the recipient of the

2002 American Psychological Association Teachers of Psychology in Secondary Schools Excellence in Teaching Award and was the Viewmont High School Outstanding Teacher in 1999. She has also been recognized by the Davis County School District Board of Education for "Excellence in Education." One parent (who had 5 children go through Mrs. Whitlock's AP Psychology courses) wrote:

I am personally grateful for teachers such as Mrs. Whitlock who have character, integrity, and show that they truly care about each of my children. She has instilled in my children a love of learning, an appreciation for different ideas and theorists, critical skills that each of my children have used in higher education, and a desire to contribute and serve in society. She is not only outstanding in her field of psychology, but also in the field of teaching.

The Society for the Teaching of Psychology is delighted to honor Kristen H. Whitlock for being an inspiration to students and dedicated to teaching with this year's Moffett Memorial Award for outstanding psychology teaching in high schools.

McKeachie Graduate Student Teaching Excellence Award

This year's winner of the McKeachie Graduate Student Teaching Excellence Award is George M. Slavich. Mr. Slavich earned his BA in psychology with honors and his MA in both communication and psychology from Stanford University. He earned his MS in clinical psychology at the University of Oregon, where he is currently a doctoral student. His research interests focus on mood disorders, specifically the role that life stress, cognitive, physiological, and neurobiological factors play in major depressive disorder.

Early in his academic career Mr. Slavich has distinguished himself as an effective teacher of psychology. Already he has instructed more than 1,800 students in 19 different courses, mentored over 20 students, and supervised eight honors theses. His primary goal as a teacher and mentor is to empower students to become enthusiastic yet critical consumers and creators of knowledge. Indeed many of the students he has mentored have gone on to law school, medical school, or graduate school in psychology.

A former student (an English/Creative writing major) wrote of an assignment he turned in for Mr. Slavich:

I regard that experiment as some of the best work that I did during four years at Stanford. In a subject completely unrelated to anything else I was doing, George brought out the best in me, made me see my true potential, and made me love the content I was learning.

To his students' advantage, Mr. Slavich creates a synergy between his research and teaching. For instance, given his location in Silicon Valley during the "dotcom era," he developed an interest in technological advances. He systematically researched persuasive technologies and, three years later, developed an entirely new course entitled Persuasive Com-

puting: Using Technology to Change Attitudes and Behaviors. This course received the highest evaluation score possible (10 out of 10). He has since helped edited a book on this topic.

Mr. Slavich's instructors and advisors consistently comment on his "drive and initiative." One of Mr. Slavich's most impressive accomplishments to date is his founding of the Stanford Undergraduate Psychology Conference (SUPC). SUPC not only provides a venue for undergraduates to showcase their research, it also allows them to meet and interact with Stanford graduate students and professors. Underprivileged high school students are also invited to attend free of charge. In its first year, SUPC attracted more than 220 attendees from 36 schools, six states, and four countries. The conference raised more than \$4,000, which was then donated to the high schools in attendance. Thanks to the creativity and effort of Mr. Slavich, SUPC, now in its fifth year, has benefited more than 900 undergraduates and 500 high school students worldwide.

Mr. Slavich has already received many honors for distinguished teaching and scholarship. In 2003 he was voted Graduate Teaching Fellow of the Year Award at the University of Oregon by readers of the *Oregon Daily Emerald*. In 2004 he received the Robert L. Solso Graduate Student Research Award, the Western Psychological Association/Multivariate Software Outstanding Research Award, the Society for Research in Psychopathology Smadar Levin Award (Honorable Mention), and the Psi Chi/American Psychological Society Albert Bandura Graduate Research Award. In 2005 he received the Psi Chi/American Psychological Association Edwin B. Newman Graduate Research Award.

As one professor noted:

Mr. Slavich is an exceptional developing psychologist and one of the best young instructors I have come to know in 40+ years of teaching. By "best" I mean hardest working, most tal-



George M. Slavich

ented, highest evaluation scores, and most achievements across all areas of professional development. His accolades thus far are simply off the charts.

Mr. Slavich is active in several professional organizations including the American Psychological Association, APA Division 12 (Society of Clinical Psychology), the American Psychological Society, the Western Psychological Association (WPA), and the Society for Research in Psychopathology. Again demonstrating his initiative, in 2002 he founded the WPA Student Council, making graduate students a core part of the organization and developing programs of interest to students at the annual conference. True to the spirit of "giving psychology away," Mr. Slavich also founded a weekly community newspaper called the *Santa Clara Vision* in which he wrote a bimonthly column on psychological health and well-being for lay audiences.

Remarkably, there is much more that could be said about this developing young professional. As one of his recent honors students wrote: "He has been in the media before but I guarantee you that we will see his name in books, newspapers, journal articles, and more for many more years to come."

To recognize his accomplishments so far and to honor his continuing development as a psychology teacher, the Society

for the Teaching of Psychology is pleased to present George M. Slavich with this year's McKeachie Graduate Student Teaching Excellence Award.

Nomination Review Panels

Award subcommittee members who reviewed the nominations were: Robert S. Daniel 4-year college or university category: Kenneth Weaver (Chair), Robert Johnson, and Rob McEntarffer; 2-year college category: David R. Murphy (Chair), Bill Buskist, and Jason Sikorski; Moffett Memorial high school category: Jim Matiya (Chair), Ann Lynn, and Erika Pohl; McKeachie Graduate Student category: Bryan K. Saville (Chair), C. R. Snyder, and Jeanne M. Stahl. The Society for the Teaching of Psychology sincerely appreciates the efforts of these subcommittee members. Elizabeth Yost Hammer and Ann Lynn served as Chair and Associate Chair, respectively, of the 2005 Teaching Awards Committee. Information regarding the 2006 Teaching Awards Program can be obtained from Elizabeth Yost Hammer, Department of Psychology, Box 194, Loyola University, 6363 St. Charles Avenue, New Orleans, LA 70118 (e-mail: eyhammer@loyno.edu).