PSI BETA

CHAPTER HANDBOOK

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PSI BETA CHAPTER HANDBOOK

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CHAPTER OFFICERS AND THEIR REPONSIBILITIES

Note: A chapter can adapt the following administrative structure to best meet its (the chapter's) needs. Duties may be combined for some positions or chapters may establish and elect additional officers or committee chairs as needed to perform various functions.

PRESIDENT

- Plans agendas for business meetings.
- Conducts meetings using parliamentary procedure.
- Submits annual Activities Report, approved by the advisor, to the Psi Beta National Office.
- Communicates with and assists the Psi Beta faculty advisor regularly.
- Appoints committees, assigns tasks, and follows up.
- Votes in a tie.
- Ensures that each meeting has an agenda and the agenda is followed.
- Ensures that the secretary takes notes during meetings and prepares and distributes meeting minutes to document and communicate all chapter business.
- Prepares a meeting agenda in advance and has copies available to all members. Uses the agenda, the fixed order of business, as a structure for setting the atmosphere for business. (The first impression is the most important.)
- Begins meetings on time and follows the agenda. Enforces the rules of parliamentary procedure consistently and firmly.
- Is fair and courteous to all.
- Makes decisions without delay, whenever possible.
- Does only one thing at a time. Finishes each action before introducing something new.
- Is organized and presents all information in a logical order.

VICE-PRESIDENT

- Conducts meetings in the president's absence.
- Keeps membership file updated.
- Serves as Program Chair—Chairs one Program Committee or oversees committees appointed for each type of program or event.
- Works with committee members to obtain speakers and meeting facilities.
- Introduces speakers.
- Registers all events on college calendar.
- Notifies Publicity Chair of all relevant information in ample time for publicity

SECRETARY

- Records and reads minutes at meetings.
- Handles correspondence for chapter, including thank you notes to speakers.
- Takes roll at meetings.
- Keeps roster of email addresses of all members.
- Emails announcements to members on a regular basis
- Keeps list of all committees and reports in notebook.
- Keeps agendas, minutes, roll of members in notebook for next secretary.

Minutes are the official record of all business transacted at a business meeting. They should follow the order of the agenda and include all motions seconded, whether adopted or rejected. When the secretary reads the minutes at the following meeting, the members will vote approval as they stand or will make motions to amend them first. Amendments should be recorded. It is helpful for the secretary to keep the minutes in a loose-leaf notebook (in order) with committee lists, committee reports, attendance records, and the agendas for each meeting.

SAMPLE WORKSHEET FOR PSI BETA MEETING MINUTES

Type of meeting
Date, Time started, Location
Presiding Officer
Persons present and absent (can attach list)
Approval of previous minutes and any amendments
Important facts from officers' reports
Committee reports (can attach)
Motions and the results.
Summary of any other actions

I. (Or can list agenda items and actions.)
II.
III.
IV.
V.
VI.
VII.
VIII.

Time meeting adjourned
Date, Time, and Location of next meeting Signed by the Secretary

TREASURER

- Keeps financial records of expenditures and receipts.
- Collects chapter dues (if chapter decides to require them).
- Makes deposits in a chapter or college account according to college policy.
- Requests funds or writes checks for expenditures with advisor approval.
- Balances chapter checkbook regularly, including reconciling with the bank statement or regularly verifies Psi Beta's funds in the school account.
- Reports financial status (income, expenses, balance) at business meetings.
- Keeps a notebook of records to hand to next treasurer (includes financial transactions, income and expenditures reports, receipts, copies of order forms and registration forms sent to the national office, budgets of past and present years).
- If chapter has bank account, takes incoming treasurer to bank to sign card.
- Notifies members when chapter needs additional funds for events.
- Completes on time any forms required by college for clubs with funds.

SAMPLE FINANCIAL REPORT

Date

Balance in account on date of last report

Income since last report

Chapter dues
Supply orders for National Office
Fundraisers
Student Activities Fund
Contributions

Expenses since last report

Supply orders to National Office
Refreshments
Scholarship
Contributions to community
Field trip, program, project, conference

HISTORIAN

- Keeps a scrapbook or PowerPoint of pictures, news media articles, printed programs, chapter newsletter, posters, etc.
- Takes pictures at Psi Beta events.
- Displays scrapbook at regular meetings, induction ceremonies, club fairs, etc.

CHAPTER DELEGATE

- Must be an active student member of Psi Beta.
- Represents the chapter's members by being the primary contact with Psi Beta's national office.
- Serves as a liaison between the chapter and the Psi Beta National Council.
- Must have regular access to email and the Internet, at least weekly checks the national website for any new announcements of interest to the chapter.
- Presents all National Office surveys and votes to the chapter and reports votes back to the national office within deadlines.
- Communicates with other chapter delegates to identify and share chapter strengthening strategies and events.

REPORTER / PUBLICITY CHAIR

- Publicizes Psi Beta meetings, events, announcements, award deadlines.
- Places announcements on Psi Beta bulletin board.
- Sends announcements to college newspaper and campus public relations department.
- Sends news releases for community newspapers to college public relations.
- Arranges with college for news media coverage of special programs/events.
- Keeps Dean of Student Activities informed about Psi Beta activities.
- Keeps notebook of all announcements and news releases in chronological order.

STRUCTURE OF A NEWS RELEASE OR ANNOUNCEMENT

(Use black type, double space, upper and lowercase letters, no superlatives.)

Date of release to news media or to the college Public Relations Office

Advisor:

College Psi Beta Chapter

Faculty Advisor

Contact person (publicity chair), address, phone number

Title of event (speaker, film, induction ceremony, community service project, etc.)

Date of event Time Location

Factual information about event

STUDENT GOVERNMENT ASSOCIATION REPRESENTATIVE

- Represents Psi Beta at Student Government meetings.
- Completes any reports necessary for Psi Beta to maintain recognition by the SGA or Student Activities Office.
- Lobbies for funds for Psi Beta from SGA or Student Activities Funds. Examples of funding needs include:
    - Refreshments and supplies for chapter events.
    - Thankyou cards, or small gifts for guest speakers.
    - Scholarships to Psi Beta members.
    - Funds to attend a regional or national psychology conference.

COMMITTEES

Each committee should consist of one or more persons (preferably three members total) appointed by the president, if stated in the bylaws, or as prescribed by the active members through a motion.

TYPES OF COMMITTEES

- Executive Committee – Officers (i.e., President, Vice-President, Secretary, Treasurer, and Chapter Delegate)
- Standing Committee - For a certain period of time, or permanent. Members change as the membership changes (e.g., Nominating, Program, Fundraising, Membership, Community Service, Research)
- Special Committee (also known as a Task Force) - Given special charge and ceases to exist when task is completed (i.e., Revising Bylaws, Establishing Criteria for Chapter Scholarship)

COMMITTEE MEETINGS

- Quorum = majority (over 50% present)
- Resolutions/proposals, based on majority approval, to be presented to members at regular business meetings
- The chair or secretary keeps a brief memorandum on the nature of minutes for the use of the committee
- Chair may make and debate motions

TYPES OF COMMITTEE REPORTS:

- Informational (Summary of report is presented to membership at a regular chapter meetings)
- Proposal with a resolution or proposal - Requires a motion by the person presenting the report, usually the committee chair, to adopt/accept/agree to the report/resolution/proposal. All three terms indicate adopting the whole report including the proposal(s). The motion must be considered, or postponed, and can be amended by the membership before the vote takes place.
    - Example: "The Finance Committee recommends that each Psi Beta member be required to pay $10 annual dues to the chapter by October 1 of each year."

FORM OF COMMITTEE REPORTS

- Written, and in third person
- States name of committee
- "The _____ Committee submits the following (informational or recommending) report (or proposal)."
  Signed by all concurring members or the chair.

GOALS FOR OFFICERS

Effective leadership is vital to each Psi Beta Chapter. Officers learn many skills necessary to conduct business, communicate effectively, and solve problems through the leadership position. Leadership skills prove to be helpful both in Psi Beta as well as in college and community life. As leaders, the officers interact with and influence the group and the direction of the organization. An officer should develop his or her own style for working with others, and should involve all Psi Beta members! In order to be effective, officers need to set goals.

Set Goals - Goals provide direction and help to plan and organize for the semester/quarter and years ahead. Goals should be established by the officers with input from the active members and advisors at the beginning of the year. Goals should be:

- achievable
- realistic
- specific
- measurable
- desirable
- have a completion time

Goal Setting Suggestions for All Members

- Study the Psi Beta bylaws, this handbook, and past chapter minutes.
- Meet with the faculty advisor regularly and receive approval for all plans and actions.
- Set goals for chapter with the input of active members.
- Assist the Chapter President in planning business meeting agendas.
- Plan activities for the year and involve members to make arrangements.
- Attend all Psi Beta functions.
- Evaluate success of projects, after completion.
- Promote interest in psychology and Psi Beta.
- Encourage participation in community service and national awards.
- Conduct a membership drive.
- Induct Psi Beta members annually or each semester.
- Preserve membership records.
- Involve all members in committee work.
- Ensure that your chapter participates in national elections and surveys.
- File a chapter-activities report with the Psi Beta national office annually.
- Consider nominating your chapter and faculty advisor for national awards.

SAMPLE PSI BETA CHAPTER MEETING AGENDA

Put date, time and location of meeting here

I. Call to order (beginning time)

II. Roll call (or a sign in sheet to record all members present)

III. Reading and approval of the minutes of last meeting

IV. Officers' reports (Treasurer, Vice-President, etc.)

V. Committee reports (list committee and chairperson)

VI. Old business or unfinished business (Itemized)

VII. New Business (itemized)

VIII. Announcements

IX. Adjournment (expected time to end)

NOTE: The meeting agenda can serve as a template for preparing the meeting minutes. The chapter secretary should take notes during the meeting and place the notes beneath the appropriate headings on the agenda outline. Change the word "Agenda" on the heading to "Minutes." Proofread the minutes for spelling and grammar errors, then post them and/or distribute them to the members. Every Psi Beta meeting should have an agenda and minutes to document and make public the chapter's business.

PARLIAMENTARY PROCEDURE

A Primer for Conducting Chapter Meetings

The President	Presides at the business meetings. Follows an agenda. Calls for motions and "recognizes" who may speak. Votes in a tie.
A Quorum	Determined by the bylaws. This quorum is the number or percent of active Psi Beta members who must be present in order to conduct business legally. The chapter bylaws should specify the largest number that could attend the meeting if all the current members came. To have a quorum, a simple majority of the entire chapter membership must be present. Once the quorum is present, the meeting is called to order and business may be conducted (votes may be counted), even if someone leaves during the meeting. Although discussion much of a regular meeting can take place, no decisive action may be taken if a quorum is not present.
Motions	A proposal made by a member on the issue being discussed. A member makes motion by addressing the presiding officer (Mr. or Madam President), "I move that we take a stand on/or take action on . . ." The statement should be clear and concise. The presiding officer cannot make a motion, but may call for a motion to be made. After the motion has been made, the presiding officer can ask the person making the motion to write it for the secretary. The presiding officer calls for a second to the motion. The presiding officer restates the motion, "It is moved and seconded that we. . ." The presiding officer calls for discussion/debate on the motion. Discussion is directed to the presiding officer. After some discussion (may set time limit), the presiding officer asks, "Are you ready for the question?" A vote is taken, if there is no further discussion. The secretary should record the motion and the vote in the minutes.
Votes	May be cast by voice (aye or no), show of hands, roll call, or ballot
Majority	A majority is more than one half of the members voting. A majority is the usual number of votes required to pass most motions. A quorum must be present in order for a vote to be taken.
Amended Motions	A member may propose a change to a motion on the table -- "I move to amend the motion . . ." -- as long as the change is editorial or related to the original subject. The amendment must be seconded and approved by a majority vote.
Tabled Motions	Motions may be tabled which means the issue will be discussed and voted on at a later date -- "I move to postpone . . . until . . ."

SAMPLE PROGRAM/ACTIVITY
ORGANIZER
(Date registered on college activities calendar)

Program Title
Committee, committee chair, and sponsor in charge of event
Date of event
Time of Event
Location of event
Parking?
Heating or AC?
Reserve room(s)
Room setup
Anticipated Attendance
Speakers needed
Refreshments needed
Equipment needed
Materials needed
Transportation needed
Total cost and how funded
Paperwork to be filed with administration
Members to set up
Members to clean up
Invitations to be sent
Date publicity to begin
Thank you notes to be sent

Task	Person in Charge	Deadline	Date Completed

Evaluation by officers and sponsors—signed and dated

- Event summary (attendance, revenue, feedback, etc.)
- Recommend repeat program next year
- Recommend not repeat program and why
- Modifications recommended if repeated

LEADERSHIP SKILLS

A leader is not effective without the support of followers. The leader establishes the direction for setting goals for the organization and possesses skills to help the members solve problems that arise. As a leader, you set the standards for behavior, dress, and the environment for Psi Beta.

CHARACTERISTICS OF A SUCCESSFUL LEADER

- **Mood setter**—be positive and dependable.
- **Self-confidence**—know what you are capable of and delegate to the expertise of others when necessary.
- **Concern for others**—be considerate of all people.
- **Integrity**—be honest with others.
- **Courageous**—be willing to take chances and lead. New strategies always involve an element of risk, but setbacks and failures are normal and contribute to growth.
- **Trusting**—trust others in order to be trusted.
- **Respectful**—treat others as you would like to be treated.
- **Enthusiastic**—show excitement and have fun. Positive attitude towards success.
- **Problem solver**—make decisions and look for solutions.
- **Goal setter**—be clear in what you want.
- **Ethical**—build an atmosphere of trust and concern.
- **Motivator**—excite and inspire members to be involved.
- **Flexibility**—to sustain disappointments and surprises.
- **Disciplined**—refrain from procrastination and get the job done.
- **Vision**—see what lies ahead and guide the future direction of the chapter.
- **Commitment**—follow through. Shows you are dependable.

LEADERSHIP EFFECTIVENESS SKILLS

- **Learn from the past** (both successes and failures)
- **Accept responsibility** - **Be a Doer**
- **Believe** in the success of Psi Beta goals.
- **Know** your limitations and build on your strengths.
- **Persuade** people through confidence, trust, and support. A positive environment is necessary. When you believe in others, they begin to believe in themselves. Show understanding, consideration, and sensitivity.
- **Communicate**—listen, and speak clearly, specifically, and logically.
- **Be action-oriented**—take calculated risks. (For example: If you want to try

a new fund-raising activity and do not know if it will work, find out what is involved, make your decision, and go for a change.)

- **Delegate**—you cannot do it all. Involve others. Always follow up on assigned tasks that are delegated to others.
- **Learn to accept criticism**—if you get no criticisms, you aren't doing anything.

HOW TO MAINTAIN A VITAL CHAPTER

Occasionally chapters lose officers, interest, and even records. But a few determined leaders can revitalize the chapter by gaining support of the psychology faculty and finding new, active members. Officers committed to making a difference need to work together early to set goals and a calendar, preferably before the beginning of the semester/year. Increasing membership to form a chapter takes priority.

✓ **How can you find new members? Increase visibility and publicize membership benefits.** Use posters, bulletin boards, campus newspaper, and mailings with invitations to eligible students. Wear Psi Beta sweatshirts, tee-shirts, buttons, pins, ribbons. Talk to psychology classes, mentor psychology students, sponsor campus-wide programs, host booths at campus-wide functions, insert bookmarks with Psi Beta membership information into psychology texts in the bookstore (with permission, of course), hold a get-acquainted reception or pizza party. Develop a Psi Beta Web site.

✓ **Instill pride in honor society membership.** Talk about the benefits and prestige, plan a special induction ceremony, purchase and provide honor cords or medallions to new inductees, request Psi Beta membership on transcripts and graduation programs, wear honor cords/medallions at graduations.

✓ **Build Psychology faculty support.** Invite faculty to attend Psi Beta functions, to present their research as chapter programs and to talk about Psi Beta in their classes. Ask psychology professors to present "pathway talks" – stories about their personal academic and career pathway, their challenges and successes along the way. Show appreciation to faculty.

✓ **Schedule and publicize regular meetings and special programs.** Plan activities in conjunction with the Psychology Club, another campus club, or nearby Psi Beta and Psi Chi chapters. Offer "How to" workshops on APA format for research papers, submitting and presenting posters at conferences, attending conferences, or transferring to four-year colleges. Schedule speakers and films on various fields and careers in psychology.

- ✓ **Fundraisers.** Raise funds to support goals and events, including induction ceremonies, attending conferences, and field trips. Funds can also purchase Psi Beta supplies, establish scholarships, and be contributed to community projects.

- ✓ **Continuity.** Elect new officers a semester before taking office, hold a retreat to mentor the new officers, hand over and explain the chapter calendar, records, files, and archival materials. Involve all interested members in tasks and add chapter officers and/or committee chairpersons to share responsibilities.

COOPERATIVE LEARNING EXERCISES

Over the past 50 years, behavioral scientists have analyzed leadership in various organizational settings. They have found leadership to be a complex, paradoxical, and ephemeral process. Researchers have developed theories and models to explain the leadership process, but these theories often contradict and overlap each other.

However, all of the theories hypothesize that the effectiveness of a group is in large part a function of the individuals occupying the designated leadership roles. One way to facilitate group process is for leaders to employ cooperative learning strategies. These strategies are designed not only to increase cooperation, but also to increase productivity, involvement, and individual accountability for participation.

The following exercises are designed for Psi Beta Officers. We encourage the officers to try these exercises and to integrate them with the ten major principles of wise leadership. Psi Beta Officers are the leaders of their chapter since they are responsible for undertaking certain actions intended to facilitate the movement of the group toward its goals. These cooperative learning exercises are designed to foster leadership within a team context.

➢ Teambuilding

Teambuilding means learning how to work effectively as a team. Teambuilding creates enthusiasm, trust, and mutual support, which leads to more effective chapter activities. These exercises are designed as icebreakers at the beginning of the semester in order to facilitate not only getting the members acquainted, but group identity and bonding.

A Psi Beta officer introduces the exercise with a brief explanation. The officer must also have the group agree on a **silence signal**. For example, the officer will raise his/her hand, and participants will raise their hands in response, to indicate silence. Another signal might be clapping the hands (with the other members responding by clapping their hands), using a bell or drum, flipping the room lights off and on, or any signal that the group knows signifies that everyone is to stop talking and look to the leader. All exercises are time limited. All Psi Beta officers are encouraged to take turns implementing these exercises.

A. Linkages

One member of the group stands up and says his name and then something about what he likes, such as, “I'm John, and I like to snow ski.” If someone in the group likes to snow ski, then she stands up and links arms with John. She introduces herself and says, "I'm Susan, and I like to snow ski and I also like to eat pizza." Then, someone in the group, who likes to eat pizza, will link to Susan and continue with his/her name and another preference, for example,

"I'm Carol and I like to eat pizza and I like the movie...."

B. Three Step Interview

Step 1: Have the members break into pairs with someone they don't know. One member becomes the interviewer and the other the interviewee. The topic of the interview can vary, but should involve a specific question, e.g. "What hobbies do you have, or what is a memorable but positive thing that has happened to you, or what are your career goals?" Time: 2 minutes (silence signal & read instructions for step 2)

Step 2: Members reverse roles of interviewer and interviewee. Time: 2 minutes (silence signal & read instructions for step 3)

Step 3: Members are asked to join the whole group. Members then share what they have learned about the other persons (including the person’s name). Time: 2 minutes

C. Mix-Freeze Pair

Step 1: Every member circulates around the room until the officer says "Psi Beta," and then everyone freezes. Then, the officer has the members pair with the closest member and they interview each other on a topic selected by the officer, e.g., "Fun things you have done or why you selected psychology (or “X”) as a major." Time: 1 minute (silence signal & read instructions for step 2)

Step 2: The officer rings a bell or uses a hand signal to get the group’s attention.

Then, he/she says, “Mix again.” Everyone circulates around the room, until the officer says, "Psi Beta," and they freeze and are paired for the second interview. The process is repeated. Time: 1 minute

➢ Chapter Cohesiveness

Chapter cohesiveness occurs when all members respect the values of each other. These exercises are designed to clarify each Psi Beta member's own values, the values of other members, and to foster non-judgmental listening.

A. Who Gets the Heart?

Step 1: Divide Psi Beta members into groups of five and pass out a handout containing the list of candidates for the heart transplant (see next page).

You are one of the members of the City Hospital's Medical Board and must make a crucial decision. Individually, you assign priority numbers to 5 patients on a waiting list for an artificial heart. The Medical Board (a team of five) must achieve consensus. (1=first in line; 5=last in line).

Step 2: Individual Ranking:

Working alone you must make a priority ranking of the 5 patients waiting for an artificial heart. Time: 2 minutes (silence signal & read step 2)

Step 3: Board Meeting:

After you and the remainder of the Medical Board (your teammates) have completed your own priority ranking, you must have a meeting. You must work together to finalize the priority ranking. <u>The rule is before you can express your opinion, you should validate the thoughts and feelings of another member, even if they differ from your own.</u> Time: 2 minutes (silence signal & read step 3)

Step 4: Consensus - debate each proposed decision until there is agreement on one decision. You are practicing the process leading to decisions by consensus. Time: 6 minutes (silence signal & read step 4)

Step 5: Share - One member from each group should share the team decision and reasoning with the larger group.

List of candidates for the heart transplant:

Sam Gordo

- Age: 61
- Occupation: suspected of underworld involvement (Mafia)
- Description: married, 8 children, extremely wealthy, will donate a large sum of money to the hospital after the operation

1 2 3 4 5

Jim Gonzalez

- Age: 23
- Occupation: Student with “B” average
- Description: single, studies hard, helps to support his family, hopes to become a police officer after graduation.

1 2 3 4 5

Nancy Smith

- Age: 45
- Occupation: housewife
- Description: widow, supports 3 children, small income, no savings

1 2 3 4 5

Felix Fairley

- Age: 34
- Occupation: famous actor
- Description: divorced, wife has custody of both children, donates to create homeless shelters

1 2 3 4 5

Henry Sturtz

- Age: 55
- Occupation: New York state senator, recently elected, upper-income
- Description: married, 1 child, financially well off

1 2 3 4 5

➢ Value Lines

Step 1: A Psi Beta officer asks students to form a line according to their preference or attitude regarding a specific topic. For example, they could form a line in response to this question: "Should a woman have a right to get an abortion with the only requirement being consultation with her physician?" If you agree, go to the beginning of the line. If you disagree, go to the end of the line.

Step 2: Each member of the group is instructed to pair off with a person next to them. One person listens while the other talks. Time: 2 minutes (silence signal & read instructions for step 3)

Step 3: The listener paraphrases what the speaker said. Time: 2 minutes (silence signal & read instructions for step 4)

Step 4: Reverse roles and repeat steps 2 and 3. Time: 2 minutes (silence signal & read instructions for step 5)

Step 5: Psi Beta officer asks the group to fold the line in half. The person at one end walks to the other end of the line and all others follow until the line is folded in half. The students pair off (face each other) so that the extreme opposite values are being expressed at one end of the line and middle values at the other end.

Step 6: Repeat steps 2, 3, and 4.

➢ Path Finding

Psi Beta officers can use the path finding exercises to assist in generating ideas for activities and in fostering creative problem solving.

Numbered Heads Together

Step 1: The officer divides the members into groups of 4. They are asked to seat themselves in a square formation, facing each other. Members are asked to number off so that each has a number of 1, 2, 3, or 4.

Step 2: An issue, e.g., "What activities would bring greater attendance among the membership for meetings" is presented. Each member of the group discusses this issue. Time: 10 minutes (silence signal & read step 3)

Step 3: Then the officer calls a single number (either 1, 2, 3 or 4). Students with that number are instructed to raise their hands (or stand up) and provide the larger group with a summary of what occurred in their discussions.

Step 4: The officer can be recording these suggestions on the board or the projected computer screen for the whole group to see and to facilitate further discussion and goal information.

Step 5: Committees can then be assigned to develop specific plans.

➢ Pass-a-Problem

Step 1: Each group of 3 to 4 people selects an issue, e.g. "How can we raise funds to sponsor sending our chapter President to attend the American Psychological Association (APA) meeting in August?"

Step 2: Each group writes the issue in a separate folder and then these folders are passed from group to group for brainstorming on these issues. Time: 5-10 minutes per issue. Then pass folder to the next group.

Step 3: After all folders have reached all groups, the officer discusses these responses with all members in the larger group. Again, writing down the ideas on the board or a projected computer image will help keep the group focused.

Step 4: These ideas can be voted on and members can be assigned to committees to implement each suggestion.

Step 5: Each committee is responsible for reporting its progress at the next meeting and subsequent meetings.

➢ Brain-Storming

Step 1: The officer asks students to organize themselves into groups of 5.

Step 2: Students are assigned the following roles (write names and roles on the board). The roles can be explained to the whole group and gambits (dialog hints) can be group generated (Given this role, what would they say?) and also written on a poster or board by the officer.

- **Speed Captain** - The behavioral role is to put on the time pressure. The Speed Captain will say things like "hurry up" or "Let's get moving."
- **Super Supporter** - The behavioral role is to make sure all ideas are encouraged without evaluation. The Super Supporter say things like "great idea."
- **Chief of Silly** - The behavioral role is to keep creative ideas flowing by encouraging divergent thinking. The Chief of Silly might say things like "Let's have a crazy idea."
- **Synergy Guru** - The behavioral role is to encourage students to build on each other's ideas. The Synergy Guru might say "Let's combine those two ideas or let's change that idea into this one."
- **Recorder** - The behavioral role is to record each idea on a separate sheet of paper (use a small tablet) and place it in the center of the group. This allows for categorization and recategorization of ideas.

Step 3: The officer suggests the idea to be brainstormed, e.g., "What are some activities we can plan with the local Psi Chi chapter?" or "Is there a way to develop

a Psi Beta Scholarship?"

Step 4: Students are asked to brainstorm the idea while maintaining their assigned roles. Time: 10 minutes (silence signal & read step 5)

Step 5: Students are asked to categorize and prioritize their ideas. Time: 2 minutes (silence signal & read step 6)

Step 6: The Synergy Guru is asked to present the list to the whole chapter for open discussion.

Step 7: Again, the officer should record ideas on the board or a projected computer image.

➢ Social Skills Exercises - Social Skill of the Week

Step 1: During one or two meetings a semester several members of the chapter can be assigned a social skill to practice and to assist the group in modeling. The leader should state the objective as making the chapter members aware of a variety of social skills. Some suggested social skills and corresponding roles are listed below:

Encourager - encouraging others
Praiser - praising others
Cheerleader - celebrating accomplishments
Gatekeeper - equalizing participation
Coach - helping others
Question Commander - asking for help
Checker - checking for understanding
Taskmaster - staying on task
Reflector - reflecting on group process
Creator - offering new ideas

Step 2: The roles can be listed on the board and students can be asked to select a role they would like to practice.

Step 3: At the end of the meeting, the group can reflect on how it felt to practice the assigned behaviors, what the typical behavioral pattern is during meetings, and the advantages associated with developing a wider range of behavioral options.

➢ Talking Chips

Step 1: Each student writes his/her initials on several small pieces of tablet paper (chips).

Step 2: During the chapter meeting, each time a student wants to talk he/she places a chip (a piece of tablet paper containing initials) in the center of the table.

Step 3: At the end of the meeting, an officer can examine the sheets and the group can discuss participation patterns. This exercise of talking chips increases awareness regarding participation habits and serves as a tracking device which can facilitate equal participation.

GETTING ALONG WITH OTHERS
HUMAN RELATIONS

Human relationships are the foundation of Psi Beta. Human relations is defined as the ability to work with and through people effectively. To promote good human relations, you should be:

People - oriented
Task - oriented
Results-oriented

Good human relations is *not*:

Power - oriented
Authority - oriented
People - manipulative

Ten Principles of Human Relations

Greet people - speak to everyone you meet.
Smile at people.
Call people by name.
Be friendly and helpful.
Be cordial.
Be genuinely interested in people. Be generous with praise.
Be considerate of others' feelings.
Be thoughtful of the opinion of others. Be of service to others.

CLIMATE

The “climate” is very important when setting up effective leadership and good human relations. The morale of Psi Beta members rests on the shoulders of the leaders. The climate should include a sense of **trust** between members and leaders. Be sensitive to all members. Without trust there is little risk-taking and sharing—no sense of unity, team, or of belonging. **Ethics** are also important; confidentiality of members’ lives should never be talked about to others. A healthy and productive environment also includes showing **respect** for all members; every member is important and has the potential of making contributions to the organization. In addition, a good leader stresses the importance of all jobs, tasks, and input from members. **Recognition**, honors, and awards given for positive efforts by group members contributes to the productivity of the organization. To help build morale, provide interesting work and show your full appreciation for members’ work and input. **Involve** as many people as possible and as often as possible. Be willing to help others with problems encountered. Be **loyal** to your members.

COMMUNICATION BARRIERS

• Making judgements • Generalizations • Unclear or nonspecific language • Apologizing • Fathering / mothering • Patronizing / being condescending • Criticizing	• Defensiveness • Not listening • Interrupting • Belittling • Stereotyping • Imposing on others • Blaming

EFFECTIVE COMMUNICATION

- Organize your thoughts and ideas
- Be brief
- Be positive
- Focus on tasks/behaviors—not emotions
- Keep messages clear and specific
- Least important word to use is “I”
- Most important word to use is “WE”
- Two most important words to use – “THANK YOU”

EFFECTIVE LISTENING

- Give eye contact—look at the speaker
- Stop talking
- Give total attention (don't shuffle papers, write notes, check your mobile phone, etc.)
- Try to see other person's point of view
- Do not interrupt the speaker
- Restate to the speaker in your words what you have understood
- Ask questions to clarify points
- Be aware of your feelings/emotions
- Resist distractions
- Listen to more than the spoken word—non-verbal behavior is important, too

NON-THREATENING FEEDBACK

- Emphasize behavior or their internal frame of reference—not your judgment.
- Refrain from using "you" messages, use "I" messages.
- Do not get personally involved or defensive, remain objective.
- Be assertive. Use "I" messages. "YOU" messages are threatening. Example: "You always interrupt me." (Aggressive statement and puts others on the defensive.) "I would like to finish this without interruption." (Assertive, makes your wishes clear without threatening others.)
- Do not make judgments—focus on observations.
- Concentrate on sharing ideas rather than on giving advice.
    - NO: "My solution is . . . and you should . . ."
    - YES: "Here are some possible solutions to consider or think about." (Leaves the choice up to the other person.)

DEALING WITH CONFLICT

Conflict is an unavoidable feature of interpersonal interaction. While its presence usually arouses tension within a group, when dealt with openly and constructively, some interpersonal conflict can be valuable. Constructive confrontation may bring problems into the open where they may be resolved and lead to new insights through the sharing of differing viewpoints. Each of the five styles of dealing with conflict can be useful if applied in appropriate situations as summarized below. As chapter officers, you can help each other to identify and deal with the situation.

- Competing—When a quick, unpopular decision on an issue vital to the chapter (such as cutting expenditures or enforcing rules) needs to be made; then confidently take the necessary action.
- Collaborating—When there are opposing, but equally important views, and the objective is to learn and gain commitment, the group should work through the feelings and insights until a consensus is reached.
- Compromising—When competition and collaboration are unsuccessful, but a decision needs to be made, even if only a temporary solution, the group should compromise.
- Avoiding—When an issue is not pressing, but other issues are, and a resolution would be disruptive to the harmony of the group, avoid making a decision as a group until the issue has been studied further.
- Accommodating—When you realize that your position is wrong or losing and not as important to you as to others; forfeit your battle and encourage others to present their positions. You will gain harmony now and cooperation for later issues more important to you.

How to Disagree Without Being Disagreeable

- Choose a mutually acceptable time and place to discuss the issue.
- Let others state their opinions first, forcing yourself to think about their points of view.
- Allow all views to be heard. Each opinion is valuable.
- Your goal should be understanding and being understood—the basis for resolving differences.
- Keep personalities and past grievances out of the problem. Focus on the present issue.
- Listen carefully and do not interrupt while another is speaking. Then paraphrase what the other has said to focus on and clarify the real issue.
- Never say, “You’re wrong.” This invites defensiveness.
- Listen for the ideas you can agree with and say so.
- Focus on parts of the problem that can be changed and the actions that each person can take to resolve it.

General Principles in Dealing with Difficult People

- You do not have to like someone to be able to work with him or her.
- Do not try to change difficult people; instead, change your reaction to them.
- Do not overreact. Take a deep breath and lower your voice before responding to annoyances.
- Try to understand what makes them act inappropriately.

- Describe the behavior in specific terms. Do not use generalizations.
- Use phrases such as, “I feel uncomfortable when...” rather than, “I think you should...”
- Make it easy for the other person to adjust without losing face.
- If all else fails, try to forget the situation and move on to other things.

REASONS FOR NOTING PSI BETA MEMBERSHIP ON COLLEGE TRANSCRIPTS and WEARING GRADUATION REGALIA (HONOR CORDS, STOLES, MEDALLIONS, TASSELS) AT GRADUATION

There are important reasons for including Psi Beta on student transcripts (which can also apply to seeking permission to allow honor students to be recognized in the program and on stage by wearing a Psi Beta honor cord, medallion and/or cap tassel during the graduation ceremony). If you are requesting that Psi Beta be on student transcripts (or that students be recognized as Psi Beta honor students during graduation), you may use the following information and rationale to seek permission from the college president or registrar.

Psi Beta recognizes outstanding psychology students and promotes excellence in scholarship, leadership, research and community service. Once a student has earned the honor and been inducted, membership is for life. When a student is committed to excellence and hard work, and the Psi Beta faculty advisor has devoted valuable time to motivate the student, having the accomplishments acknowledged at graduation and on the student’s transcript rewards both.

The Association of College Honor Societies (ACHS) regulates eligibility requirements for establishing college chapters and for admitting student members. In 1994 Psi Beta was the first community college honor society accepted for membership in the ACHS. Because of the ACHS membership, a student's Psi Beta membership has the unique benefit of meeting one of the requirements for entrance at the GS-7 level (usually two levels higher than otherwise qualified) in numerous occupations in the Federal Service. Also, since higher educational institutions and future employers request transcripts, the college and the student are held in higher esteem when Psi Beta (and any other campus honor society memberships) are noted on the transcript.

The policy for most campuses that include honor societies on the transcript is to include all the honor societies on campus. Some colleges enter Psi Beta on the transcripts by computer, while others use a rubber stamp or seal. Community college honor societies that are members of ACHS are Alpha Beta Gamma and Psi Beta. These societies are held accountable to high, regulated standards of excellence.

THE CHAPTER ADVISOR

ADVISOR'S RESPONSIBILITIES

- An advisor can register as a member of Psi Beta by following the same registration process used to register students as members.

- Identify and certify qualifications of student candidates for membership.

- Induct new members annually. Register the new members online with the national office. Verify registrations by checking the chapter membership file download (available to your primary advisor via the advisor portal on the Psi Beta website).

- Provide leadership training for officers. Guide the chapter officers in planning and implementing goals and projects/activities.

- Follow the school calendar to determine how the chapter can participate in scheduled activities.

- Motivate officers to plan educational programs and field trips on psychology.

- Schedule regular meetings.

- Plan a membership drive. Open Induction Date online at advisor.psibeta.org for students to register.

- Schedule an induction ceremony.

- Plan some social activities (include faculty members occasionally).

- Plan fund-raising to subsidize:

    - attending state, regional and national psychological association conventions when feasible, and/or

    - establishing a Psi Beta scholarship.

- Encourage community service.

- Attend chapter meetings and activities.

- Encourage all psychology faculty (full and part-time) to attend your Psi Beta meetings.

- Encourage member attendance at meetings.
- Stimulate participation in projects.
- Assist in developing group cohesiveness.
- Motivate students to pursue psychology and to excel academically.
- Publicize Psi Beta's national competitions and awards (display posters) and encourage members to submit projects and papers written in APA style.
- Encourage faculty members to develop rapport with Psi Beta members.
- Assign an officer (Chapter Delegate) to submit activities report online to national office annually, and to stay in communication with the national office.
- Abide by the national Psi Beta bylaws and policies and the APA Code of Ethics.

LETTER OF UNDERSTANDING FOR PSI BETA FACULTY ADVISORS

As a Psi Beta Advisor, I understand and agree to the following guidelines:

- I will become a registered member of Psi Beta.
- I shall abide by the national Psi Beta Bylaws and policies and the APA Ethical Principles of Psychologists and Code of Conduct.
- I shall identify, invite and register eligible students as Psi Beta members at least once a year.
- I shall inform officers of duties, provide them with the *Officers* section of the Psi Beta handbook and work with them to develop leadership skills.
- I, or a chapter officer (e.g., the Chapter Delegate), will report chapter activities to the national office every year.
- I shall notify chapter officers when I receive ballots for National Council elections.
- I shall inform Psi Beta members of announcements from the national office, such as deadlines for awards available and dates of conferences.
- I shall supervise the planning of and participate in projects that enhance the purpose of Psi Beta.
- I shall implement strategies suggested by the national office to fulfill goals of Psi Beta.
- I shall attend and encourage students to attend regional and national psychological conferences when possible.
- As needed, I shall update my college and advisor information stored in the Psi Beta advisor portal.
- I shall respond to advisor surveys in order to contribute to strategic planning for Psi Beta

ALUMNI CHAPTERS

The purpose of an alumni chapter is to support the local Psi Beta chapter in its activities, mentor new members, and nurture fellowship.

Psi Beta alumni chapters may be formed by Psi Beta alumni and be officially recognized by registering with the national office. Registration can be accomplished by sending an email to the Executive Assistant with this information: the date organized, officers' names, and the name, address and telephone number of the liaison with the national office. The chapter will be named after its local chapter(s).

Below is a checklist of information to include in the registration of a Psi Beta alumni chapter. Information may be updated anytime by sending an email to the Executive Assistant. Submissions for the newsletter are welcome and may be submitted on the Web site under electronic forms. www.psibeta.org

- Psi Beta Chapter affiliation
- Date for Charter Registration
- Name of President/Organizer, date of induction and Psi Beta chapter
- Alumni chapter contact person information
    - Name
    - Telephone Number
    - Email Address
- Names of Offices and Officers
- Names of all members of the Alumni Chapter

For additional information, email the Executive Assistant using staff contact information available on the Psi Beta website.

CHAPTER EVENTS

CANDLELIGHT CEREMONY FOR INDUCTING NEW MEMBERS

–"Honor is the reward of merit." — Cicero

A keynote speaker may precede the ceremony. Popular choices for speakers include the college president, dean, faculty, Psi Chi or Psi Beta advisors, Psi Beta council members, psychology professors from nearby universities to talk about their research, non-academic psychologists (e.g., school psychologist, human factors, etc.) to talk about their jobs, and Psi Beta chapter alumni who are now taking upper division coursework or in a graduate (e.g., MA or PhD) program.

Items needed:

- Candles with holder for each inductee, implement for lighting candles.
- Psi Beta honor cord, medallion, stole and/or tassel for each inductee. (These items must be purchased in advance from the Psi Beta store.)
- Certificates of membership and pins. (These are sent in a single mailing to the chapter's primary advisor, and are scheduled to arrive prior to the induction.)
- Registration book and pen.
- Psi Beta banner *(from national office)* or a sign in royal blue and gold.
- Thank you card and/or gift of appreciation for the keynote speaker (Psi Beta pen set – order from Psi Beta store, or gift cards are appropriate gestures of appreciation).
- Flowers with blue ribbons: arrangement on stage, small corsages on inductees before the ceremony begins *(optional).*

Depending on the space, line up the Psi Beta Advisor(s), psychology faculty, Chapter President, all officers at back of the stage. Dim or turn down room lights. Call inductees by name either singly or in a group to come forward to the front.

CEREMONY

INDUCTION OFFICER: ***Inductee (full name), come forward to receive the congratulations of your peers.*** Give each inductee a candle. If you can use battery operated candles, all the better. The faculty advisor lights the first candle, and the flame can be passed to each inductee.

Inductees, please repeat after me: [NOTE: It is recommended that you pass out a copy of this induction script and have the inductees read together, out loud, the induction script that follows – see directly below.]

INDUCTEES IN UNISON: ***I, (stating full name), attest that I possess all the requirements for active membership in Psi Beta National Honor Society in Psychology for Community Colleges. In accepting membership in Psi Beta, I understand and accept the responsibilities which membership entails. On my honor I pledge to maintain the ideals for which Psi Beta stands to the best of my ability. I further pledge as a member of Psi Beta to actively cooperate in activities and support Psi Beta with my time and resources as may be required.***

INDUCTION OFFICER: ***Honor is the reward of merit. Because of your merit, you have earned the reward of honor. May this candle light your pathway as you seek your goal of academic excellence. Congratulations and welcome to Psi Beta.***

Psi Beta pins can be given together by the faculty advisor and officers with the membership certificate at this time.

END OF CEREMONY

Refreshments or dinner for Psi Beta members and guests usually follow the ceremony.

SAMPLE INDUCTION CEREMONY INVITATION

Psi Beta
The National Honor Society in Psychology
for Community Colleges

cordially invites you

to the Induction Ceremony of

(name of school)

Psi Beta Chapter Candidates

(date and time)

(place)

Please R.S.V.P. by
(date)
(phone number or
email)

HONORARY MEMBER CRITERIA

Honorary Member of a Psi Beta Chapter

- The individual must be nominated by a chapter.
- The candidate's name, credentials, and qualifications must be submitted as a nomination to the National Council.
- The candidate must be approved, by majority vote, by the National Council.
- The person should be a known scholar or an exemplary supporter of psychology and the Psi Beta chapter.
- Honorary member distinction is not open to students, current or former active Psi Beta members.
- There is no registration fee.
- Honorary member will receive a special honorary member certificate.
- It is acceptable to induct an honorary member as part of a regular candlelight induction ceremony.
- The honorary member may wear Psi Beta insignia.
- The honorary member's name is not placed in the lifetime membership database.

Honorary Member of National Psi Beta

- Nominated by chapters or the National Council.
- Candidate's name, credentials, and qualifications must be submitted with the nomination to the National Council.
- Approved by the National Council, majority vote.
- Known nationally or internationally as an outstanding psychologist who has contributed to psychology and Psi Beta.
- Not open to active or alumni members of Psi Beta.
- No membership fee is required.
- The honorary member will receive a special honorary member certificate.
- Inducted by the national president presenting the certificate at a national convention.
- May wear the Psi Beta insignia.

CANDLELIGHT CEREMONY FOR INDUCTING HONORARY CHAPTER MEMBER (optional)

"Candlelight Ceremony"

To be performed immediately before or after induction ceremony for the regular students and faculty members.

1. Items needed:
    - Candle with holder for honorary inductee
    - Certificate of honorary membership

2. Faculty advisor, officers, faculty members of Psi Beta, and induction officer should line up behind the head table or on stage for ceremony.

3. Room lights are either turned off or dimmed.

4. Call honorary member to the head table or stage by the faculty advisor, chapter president, or induction officer.

CEREMONY

1. The Induction Officer reads biography of honorary member candidate.

2. "(Name of honorary member), please come forward to receive recognition from (Name of College) Psi Beta members for your outstanding contributions and devotion to the field of psychology and Psi Beta."

3. "Honor is the reward of merit." (Light candle and pass it through the hands of Psi Beta members present at head table.)

4. "Because of your dedication to the field of psychology and Psi Beta, you have been granted the title of Honorary Member of the (Name of College) Psi Beta Chapter. May this candle light your pathway as you continue to dedicate your life to psychology and education." (Hand candle to Honorary Member.)

5. "Congratulations and welcome to Psi Beta. As an honorary member, you may wear the Psi Beta insignia." (Pin can be given together with the membership certificate at this time. The induction officer reads certificate before presenting it.) "(And you may vote at our Psi Beta chapter meetings!) Please sign the Psi Beta Book of Membership."

CEREMONY FOR THE INSTALLATION OF NEW CHAPTERS AND THE INDUCTION OF CHARTER MEMBERS (optional)

PRELIMINARY REMARKS BY THE INSTALLATION OFFICER

Psi Beta, the national honor society in psychology for community and junior colleges, was founded in 1981 to recognize the scholastic achievements and interests in psychology of two-year college students. Psi Beta provides national recognition and serves as an aid for stimulating interest in psychology as an academic and professional field of endeavor. The knowledge gained from the study of psychology is applicable to any career the student may choose. Through Psi Beta, students feel a sense of community with others in psychology as they learn more about the larger field of psychology. Members are eligible to win national awards in research and community service. But above all, membership in Psi Beta is a well-respected credential for achievement and acknowledges interest in psychology early in one's educational career. Psi Beta recognizes five classes of members: active, honorary, alumni, inactive, and faculty. The core of any chapter is its active members. These members must be enrolled in a two-year college with a Psi Beta chapter and must have completed at least 12 semester hours total college credit. *(If the chapter's eligibility criteria are more stringent than required by national Psi Beta, the appropriate changes should be noted in this paragraph.)* Also, members must have an overall grade average of 3.25 or higher, or the equivalent of ranking in the top 35% of enrolled students, whichever standard is higher. Active members are privileged to vote, to hold office and to participate in all Psi Beta activities, including a variety of Psi Beta competitions.
and national award competitions. They may wear the emblem of the society.

Local chapters elect a president, vice-president, secretary, treasurer, chapter delegate and any other officers necessary to plan and implement the chapter's programs and activities. The duties of these officers are those customarily performed by such officers in any organization. While fulfilling their responsibilities, chapter officers also must maintain their scholastic average in order to hold office and vote. With guidance from the national office, members develop their leadership abilities and reach out to serve their communities.

Inevitably, the active ranks each year will be depleted by graduation and transfers to four-year colleges. This fact emphasizes the importance of having an interested faculty advisor who will serve as guardian of the chapter and officers to mentor the incoming officers.

To be granted a Psi Beta charter is an honor. The charter speaks for the psychology curriculum, the training of the faculty, the college as an institution of higher learning, and the students for their serious and conscientious study of, and interest in, psychology. Eligibility standards are monitored by the Association of College Honor Societies, of which Psi Beta is a member.

I, personally, feel honored to participate in this historic event during the formation of the Psi Beta Chapter at *(name of college)*.

NEW CHAPTER INSTALLATION AND
CHARTER MEMBER INDUCTION CEREMONY
(optional)

Installation Officer: Will the advisor of the charter group of Psi Beta come forward? *(Advisor approaches and stands before the table in front of the installation officer.)* You have heard the procedure for obtaining the right to establish a chapter of Psi Beta?

Advisor: I have.

Installation Officer: You have heard the requirements for active membership?

Advisor: I have.

Installation Officer: Do the members whose names appear on the petition meet these requirements?

Advisor: They do.

Installation Officer: You have consented to act as faculty advisor for the group upon its establishment as a regularly organized chapter?

Advisor: I have.

Installation Officer: Do you possess the qualifications required for this trust? Are you interested in maintaining a viable chapter of Psi Beta? Do you understand and agree with the guidelines in the Letter of Understanding for Faculty Advisors?

Advisor: I do.

Installation Officer: Then I welcome you as faculty advisor of the *(name of college)* Chapter of Psi Beta. You will now take into your charge the materials belonging to the office of the chapter.
(The advisor should have a permanent bound registration book to keep a list of members. The officer materials are handed to the advisor by the Installation Officer—a gavel and chapter copy of Robert's Rules of Order [optional] for the president; a notebook for chapter programs and activities for the vice-president; a notebook for the agendas, minutes, and committees for the secretary; a book for chapter financial records for the treasurer; a scrapbook for the historian. The advisor takes a seat at the table to the right of the Installation Officer.)

Installation Officer: The members of the charter group have been vouched for by the advisor; we shall now proceed with their induction as active (and alumni) members of Psi Beta. The advisor will now present the candidates for induction.

(The following short induction ceremony is presented for use before the induction of officers when a chapter is being installed, in order that all will first become members.)

Installation Officer: Members of the proposed *(name of college)* Chapter of Psi Beta, we are here to induct into the fellowship of the national organization this group of candidates whose chapter is a member of Psi Beta. Will the advisor present the candidates?

Advisor: *(Name of installation officer),* I wish to present to you, as installation officer representing the national organization of Psi Beta, the following candidates who will become active (or alumni) members of the *(name of college)* Chapter of Psi Beta. I recommend these candidates to you because I believe they possess interest in the science of psychology and show promise in the field by their academic records. *(Advisor reads the names of candidates. As the names are read, candidates take their place before the installation officer and the advisor.)*

Installation Officer: Candidates, please repeat after me:

Candidates: I, (*stating full name*), attest that I possess all the requirements for active membership in Psi Beta National Honor Society in Psychology for Community and Junior Colleges. In accepting membership in Psi Beta, I understand and accept the responsibilities which membership entails. On my honor, I pledge to maintain the ideals for which Psi Beta stands to the best of my ability. I further pledge as a member of Psi Beta to actively cooperate in activities and support Psi Beta with my time and resources as may be required.

Installation Officer: You are now members of the *(name of college)* Chapter of Psi Beta in evidence of which you will receive a membership certificate, card, and pin. In assuming the privileges and responsibilities of your memberships and offices, you have created this chapter. Those of you who are becoming members at this date are the charter members of this chapter. Evidence of the existence of this chapter is embodied in this charter, granted by Psi Beta and signed by the National President and Executive Director, which I present to your chapter.
(Present the charter to the advisor.) To you is entrusted the care of this charter. When your term of office expires, you will entrust it to your successor, and so on down the line as long as the chapter exists. May your chapter always be guided by capable leaders.

(Induction of chapter officers takes place at this time. The following form is used for all officers, the only variation being in the enumeration of the duties of the office. Historian and Student Senate Representative format was submitted by the North Central Missouri College Psi Beta Chapter.)

CEREMONY FOR THE INDUCTION OF OFFICERS (OPTIONAL)

Installation Officer: Members of the *(name of college)* Chapter of Psi Beta, we are about to install in office those members of the group whom you have chosen to represent and to lead you. Leading is an honor and along with any honor goes responsibility. Only the person who accepts the responsibility together with the honor is truly happy and truly effective.
(Turning to the advisor): Faculty advisor, has the group selected a ***historian?***

Advisor: It has.

Installation Officer: Ask the historian of the chapter to come forward to be installed into office. *(The advisor reads the name of the elected historian who stands before the installation officer.)*

Installation Officer: As historian, you are required to maintain accurate records of the chapter's activities throughout the year and present to the chapter an annual report at the last regularly scheduled meeting. You are required to maintain the chapter's scrapbook and have the book ready and available for display at chapter activities. Are you prepared to assume and to discharge these responsibilities?

Historian: I am.

Installation Officer: The faculty advisor will now deliver to you the chapter scrapbook. (The *advisor hands the historian the chapter scrapbook.)*
I now declare you duly installed as the historian of the *(name of college)* Chapter of Psi Beta. Faculty advisor, has the group selected a ***student senate representative?***

Advisor: It has.

Installation Officer: Ask the student senate representative of the chapter to come forward to be installed into office. *(The advisor reads the name of the elected student senate representative who stands before the installation officer.)* As the student senate representative, you become a voting member of the Student Senate. You are to represent the members of Psi Beta at all Senate meetings and to present a Senate report at chapter meetings. You are to effectively communicate any questions or concerns of chapter members to the Senate, and above all, be responsive to decisions that will benefit the campus community. Are you prepared to assume and to discharge these responsibilities?

Student Senate Representative: I am.

Installation Officer: I now declare you duly installed as the student senate representative of the *(name of college)* Chapter of Psi Beta.
Faculty advisor, has the group selected a ***Chapter Delegate?***

Advisor: It has.

Installation Officer: Ask the chapter delegate of the chapter to come forward to be installed into office. *(The advisor reads the name of the elected Chapter Delegate who stands before the installation officer.)* As the Chapter Delegate, you become the official liaison between the chapter and National Council. You represent your Psi Beta chapter members by bringing all national ballots and surveys to Psi Beta meetings for a vote by active members. You record the official vote of the majority and submit it to the National Council as directed. Are you prepared to assume and to discharge these responsibilities?

Chapter Delegate: I am.

Installation Officer: I now declare you duly installed as the Chapter Delegate of the *(name of college)* Chapter of Psi Beta. Faculty advisor, has the group selected a ***treasurer?***

Advisor: It has.

Installation Officer: Ask the treasurer of the chapter to come forward to be installed into office. *(The advisor reads the name of the elected treasurer who stands before the installation officer.)* As treasurer, you are to hold the funds of the chapter and to pay them out only on the order of the Society. You are required to present to the Society an annual report showing the amount on hand at the beginning of the year, amount collected and spent, to keep accurate records of these several items so that an accurate check can be made at any time by the Society, and to see that the membership fees are sent to the national office before the induction ceremony takes place. Are you prepared to assume and to discharge these responsibilities?

Treasurer: I am.

Installation Officer: The faculty advisor will now deliver to you the equipment of your office. *(The advisor hands the treasurer the chapter financial records.)* I now declare you duly installed as the treasurer of the *(name of college)* Chapter of Psi Beta. *(The treasurer is assigned a chair at the installation table.)* Faculty advisor, has the group selected a ***secretary?***

Advisor: It has.

Installation Officer: Ask the secretary of the chapter to come forward to be installed into office. *(The advisor reads the name of the elected secretary who stands before the installation officer.)* As secretary, you are required to keep an accurate record of the proceedings or "minutes" of each meeting in the form prescribed in Robert's *Rules of Order;* to have them ready for inspection by any member of the Society at any time; and to read them at meetings of the Society; to prepare an order of business for the president or chairperson; to keep a list of all committees; to have custody of all papers of the Society not in the custody of other officers; to see that registration cards are properly filled out and sent to the national office before an induction takes place; to send news of the chapter activities regularly and the elections of officers as they take place. Are you prepared to assume and discharge these responsibilities?

Secretary: I am.

Installation Officer: The faculty advisor will now deliver to you the equipment of your office. *(The advisor hands the secretary the chapter records of minutes and memberships.)* I now declare you duly installed as the secretary of the *(name of college)* Chapter of Psi Beta. Faculty advisor, has the group selected a ***vice-president?***

Advisor: It has.

Installation Officer: Ask the vice-president of the chapter to come forward to be installed into office. *(The advisor reads the name of the elected vice-president who stands before the installation officer.)* As vice-president, you are required to be ready to assume duties of the regularly elected president in the absence of that officer. You also are to serve as program chair. As go the programs, so goes the interest in your meetings. You are to introduce speakers at meetings and to be responsible for obtaining speakers and meeting facilities, as well as arranging entertainment features of meetings. Are you prepared to assume and discharge these responsibilities?

Vice-President: I am.

Installation Officer: The faculty advisor will now deliver to you the equipment of your office. *(The advisor hands the vice-president the program records.)* I now declare you duly installed as the vice-president of the *(name of college)* Chapter of Psi Beta. *(The vice-president is assigned a chair at the installation table.)*
Faculty advisor, has the group selected a ***president?***

Advisor: It has.

Installation Officer: Ask the president of the chapter to come forward to be installed into office. *(The advisor reads the name of the elected president who stands before the installation officer.)* As president, you will find a detailed statement of your duties in *Robert's Rules of Order.* In general, you are expected to call the meetings to order, to preside at all the meetings, to announce the business before the Society, to preserve order and decorum, to be familiar with parliamentary procedures so as to decide all questions before they arise, and to assist the development of leadership skills in all of your officers. The conduct, value, and contribution to *(name of college)* exhibited by this chapter rest upon your shoulders more than upon the shoulders of any other officer or member of the Society. Are you prepared to assume and discharge these responsibilities?

President: I am. *(The advisor hands the president the gavel.)*

Installation Officer: I now declare you duly installed as the president of the *(name of college)* Chapter of Psi Beta. You are now officers of the *(name of college)* Chapter of Psi Beta. In assuming the privileges and responsibilities of your offices, you are responsible for this chapter. *(To the president):* May the chapter always be guided by capable leaders. *(President is seated at an appropriate place at the table with the other officers.)* Since the officers have been invested with their duties of office, I declare the *(name of college)* Chapter of Psi Beta properly installed. On behalf of the national office of Psi Beta, I welcome you and now, with best wishes for success, I put the meeting into the hands of the president.

(Installation officer leaves the table and takes a seat with the audience.)

COMMUNITY SERVICE PROJECT: HEATHER'S BEARS

In memory of Heather Hemenway, daughter of Psi Beta Alumna Arleen Wood

The National Council supported the Presidents' Summit for America's Future through a three-year commitment, 1997-2000, to "help create conditions for the success of American youth." The council encourages chapters to continue to participate in this community service project, or their own versions, which places thousands of new teddy bears into the arms of traumatized children. (One chapter collected baseball caps for children undergoing chemotherapy. Another chapter collected a variety of stuffed animals.)

The purpose of the project is to:

- express love, hope, kindness, compassion and tenderness symbolized by teddy bears distributed to traumatically ill children of ages up to 18 years old in emergency situations,
- encourage all Psi Beta members to participate by contributing their unique talents, and
- encourage the terminally ill or traumatically injured children to communicate with their families and caretakers about their feelings and the psychodynamics of trauma, death and dying through the use of an object, the teddy bear.

HOW TO IMPLEMENT THE PROJECT

- ✓ Psi Beta chapter members and faculty advisor vote to approve participation, then select dates and drop-off locations for holding the drive. Follow college procedures for receiving administrative approval.

- ✓ Contact public relations of nonprofit facilities/services dealing in emergency traumatic situations with children of ages up to 18 years old to enthuse and arrange the approval, the number of teddy bears wanted, and a procedure for the delivery and distribution of the new teddy bears.

- ✓ Set a goal for the number of new (never used) teddy bears the chapter aims to collect or purchase from cash contributions in the drive, based on the numbers suggested by the facilities/services accepting the donations.

- ✓ Send news releases and arrange special publicity with local, college and hospital newspapers and television and radio stations. Send flyers for display to businesses, organizations, schools and associations.

- ✓ Involve the entire Psi Beta campus by publicizing, displaying exhibits about teddy bears and inviting other student organizations to participate.

- ✓ Schedule students to regularly collect, count and store or deliver the new teddy bears. These students report to one member responsible for keeping the total count.

- ✓ Deliver the new bears to designated facilities as prearranged. Arrange publicity for this event. Please send photographs of chapter members collecting and delivering bears to Psi Beta for a scrapbook and to publish in the newsletter.

- ✓ Report the tally of bears collected and distributed in the annual report to the Psi Beta National Office.

INTRODUCING THE GIVING AWAY PSYCHOLOGY PROJECT (GAPP)

A HIGH IMPACT SERVICE LEARNING AND RESEARCH PROGRAM

Psi Beta membership can be much more than receiving a certificate and the right to wear Psi Beta honor cords, stole, and/or medallion at one's graduation ceremony. Effective chapters provide members with activities that promote learning typically unavailable from traditional classroom instruction. These activities can be thought of as experiential learning activities that promote leadership, teamwork, research, civic engagement, as well as a deeper knowledge of psychology. The Giving Away Psychology Project (GAPP) is an example of a high impact experiential learning activity. GAPP's primary purpose is to help bridge the gap between psychology's knowledge base and the application of that knowledge to help others thrive. Participation in GAPP is a highly enriching experience for members, and promotes the value and appreciation for psychology and Psi Beta on campus and in the community.

Background - GAPP grew out of Phil Zimbardo's Heroic Imagination Project (HIP). The Heroic Imagination Project's primary goal is to empower ordinary people to take effective action in challenging situations. In 2013, several Psi Beta chapters purchased rights to the HIP module on the bystander effect. Teams of Psi Beta students then formed and presented bystander effect workshops that were received well by several high school and college classes. Aside from the bystander effect lesson, HIP offers lessons on several other topics (e.g., conformity, mindset, discrimination). The participating chapters found the bystander effect lesson content to be excellent. However, training the teams, scheduling presentations, and evaluating the impact on the audiences required some additional work. Psi Beta highly recommends that chapters consider purchasing the Heroic Imagination Project modules directly from the Heroic Imagination office. The HIP website URL is http://heroicimagination.org/ You will not be disappointed. Also, we will share project support planning check-sheets and forms developed to support HIP presentations conducted previously at Irvine Valley College.

The Giving Away Psychology Project (GAPP) differs from HIP in several important ways. GAPP's topics focus on the application of cognitive strategies to help students, especially first year college students, thrive rather than just survive in college and beyond. A second difference is that GAPP lessons intentionally combine service learning with applied research. Each GAPP lesson includes set of pre- and post-measures and an evaluation plan to provide the Psi Beta presenters with research experience. Finally, GAPP lessons are provided at no charge to active Psi Beta chapters with the agreement that chapters using the lessons will submit their data to a national aggregate database created by Psi Beta's national office.

Here are brief descriptions of the GAPP lessons available and/or undergoing pilot testing for release to chapters in the near future. First-year freshmen enrolled in introductory psychology courses are the target participants, but the lessons can benefit many others.

A. *Academic Self-Efficacy* – The "treatment" includes having students complete the Study Skills Inventory, watch several short video clips, complete an academic efficacy scale, then create a WOOP plan in which they commit to behaviors that should help them perform well in their introductory psychology class. This workshop will become available in November, 2017.
B. *Effective Interpersonal Communication* – The treatment includes mini-lectures, video clips, and small group exercises about key aspects of communication (e.g., non-verbal, listening, assertion, and making small talk). This workshop will become available by February, 2018.
C. *Expert Learning* – Students are taught ways to use the six cognitive strategies shown by research to improve learning and memory. This workshop will be available in April, 2018.

As mentioned earlier, aside from the curriculum used for HIP or GAPP presentations, many background tasks are involved in preparing student teams, scheduling their presentations, and evaluating the impact of the presentations.

Here are some tips derived from pilot testing conducted by the Irvine Valley College (CA) Psi Beta chapter.

1. Screen Students Who Serve on Your First Team – Have tryouts for identifying students. Eventually, most students will do fine with practice. Three types of students have been problematic for forming strong presentation teams: 1) the overly shy, self-conscious student who is not yet ready to speak in front large audiences; 2) the student who goes "way off script" and presents his/her own material, despite requests to avoid doing that; and 3) the student who uses more time than allocated, therefore denying a team member sufficient time to present their part.
2. Schedule Practice Sessions – Once the team(s) has been formed, and after they've completed required background reading on the topic, they should deliver a few practice presentations to live audiences. We've found it easy to recruit students to serve as pilot

audience members. We prepare the audience by telling them it is a practice session and we hope they'll offer constructive feedback to the presenters at the end.

3. Target Introductory Psychology Students – Many students enroll in Introductory Psychology during their first year in college. [The Office of Institutional Research at Irvine Valley College found that 45% of the students who enroll in Introductory Psychology sections are in their freshmen year. This population is perfect for all of the GAPP topics, since they include academic success strategies.]
4. Schedule a Room, Day and Time for Presentations – The presentation must, of course, be scheduled at a time when all four team members are available. Rather than sending teams to visit classes, we've found it much easier logistically to schedule the presentation at a time when all team members are available and invite participants to attend at that time. In other words, the audience comes to the presentation. Another approach is to train a roster of Psi Beta students to serve as presenters, develop an availability schedule showing days and hours in which each team member is available, then recruit team members available to present to regularly scheduled Introductory Psychology classes or classes at local high schools. [Going off campus to local high schools may present some challenges. See #13 below.]
5. Have Participants Apply to Attend – We recommend using Google Forms to create an on line application form. This allows you to capture the applicant's name, email address, and the course for which the student may be earning extra credit for his or her participation. The application process allows you to monitor the number of sign ups and to prevent having too many participants report for a presentation.
6. Acquire IRB Approval – GAPP is a form of applied research in which data are gathered from the participants, and the findings may be presented at a conference. IRB approval is recommended.
7. Use Name Plates – As participants arrive, the team can give them 8" X 5" index cards. Each participant is instructed to fold the card in half lengthwise, use a marker to print to print his or her first name, and to set the "name plate" on the front of the desk. The side having the student's first name should face the front of the classroom so presenters can see their names. The name plates send audience members an expectation they will pay close attention, and make it easier for presenters to call on members of the audience.
8. Don't Let Presenters Bunch Up – Once the presenters introduce themselves to the audience, team members may have a tendency to stand together in a group at the front. This can look really awkward. Only the current presenter should be up front. The others should sit along the side or back of the room.
9. Use a PowerPoint – We've found it essential to use a well-designed PowerPoint to help structure the presentations. Individual slides can display discussion prompts and links to video clips. Both are helpful for smooth and engaging presentations. Psi Beta will make a PowerPoint for each GAPP topic available for chapters to adapt and use.
10. Team Must Work Together to Facilitate Small Group Discussions – Each GAPP presentation includes points at which the audience members are asked to form into

groups of four and engaged in a discussion about the topic. It is helpful for the team members to circulate around the room to help the small groups to form and stay on topic. Audiences will vary in terms of enthusiasm. For particularly UN-enthusiastic audiences (rare, but it sometimes happens), team members can join the small group discussions to keep them moving along and encourage participation.

11. Advisor Should Help Team with Data Analyses and Interpretation – Each presentation generates a lot of data. The Psi Beta team will need a faculty advisor to guide them as they prepare, analyze, and draw conclusions from the data.
12. If Good Measures Can't Be Found, Create Them – Very likely, one or more faculty advisors has the expertise needed to create and psychometrically validate measures. Chapter can also work together to acquire larger datasets by sharing data.
13. High School Visits – Sending a team to a high school can be an excellent way to promote the college because the teams consist of highly successful honors students. However, you'll need to get the team to the high school, find a high school teacher (usually someone who teaches psychology) who will make class time available for a presentation, require parental or guardian approval if you are gathering research data, and be ready for technical issues unless you bring along your own laptop, projector, and video clips. Also, some high schools lock down Internet access, so playing YouTube videos may not be possible, unless you find a way to download a copy of the clip so Internet access is not needed.
14. Treat Team Members Well – Serving on a GAPP team can be an educationally enriching experience for the presenters, but also requires a significant amount of their time and work. As a way to acknowledge our teams, we found a way to provide them with blazers having Psi Beta insignia. Polos or t-shirts are another option.
15. Protect GAPP Curriculum and Materials – The GAPP curriculum, PowerPoints, and all supporting forms and training documents have been developed expressly for Psi Beta chapters. Please do not distribute any GAPP materials to anyone, on or off campus, who is not affiliated with Psi Beta. Doing so will compromise and confound GAPP's research component. All GAPP presentation materials are proprietary and copyrighted.
16. GAPP, the APA (2.0) Guidelines, and the Psychology Department's SLO Assessment Effort – As mentioned above, GAPP is designed to be a high impact experiential learning program for Psi Beta members. Departments may want to include a description of their chapter's GAPP activities in their SLO and Program Review reports. Below is a summary of GAPP's outcomes in relation to APA's Guidelines.

<u>Goal 1 – Knowledge Base in Psychology</u>

- 1.3a&b - Describe applications of psychology to everyday life, and psychological factors that can influence pursuit of a healthy lifestyle.

<u>Goal 2 – Scientific Inquiry and Critical Thinking</u>

- 2.1b – Use psychology concepts to explain personal experiences.
- 2.4d – Replicate or design simple scientific studies (e.g., correlational or two-

factor) to confirm a hypothesis based on operational definitions.

Goal 3 – Ethical and Social Responsibility in a Diverse World

- 3.1D – Complete an IRB application that adheres to ethical standards.
- 3.3f – Accept opportunity to serve others through civic engagement, including volunteer service.

Goal 4 – Communication

- 4.2Bb – Deliver brief, complex presentations within appropriate constraints (e.g., time limit, appropriate to audience).

Goal 5 – Professional Development

- 5.2A – Design deliberate efforts to produce desired self-management outcomes (e.g., self-regulation, hardiness, resilience).
- 5.2d – Describe self-regulation strategies (e.g., reflection, time management).
- 5.4A – Collaborate successfully on complex group projects.
- 5.4Dd – Assess strengths and weaknesses of team performance on a complex project.
- 5.5D – Actively seek and collaborate with a mentor [the chapter advisor].

While all GAPP presentations will include measures chosen or developed to assess the impact on the participants, an additional set of measures are being assembled to help assess the GAPP's positive impact on the Psi Beta team members. These measures will be shared as they become available.

MODEL FOR HOSTING A PSYCHOLOGY CAREER DAY

A committee should be appointed to work closely with the Psi Beta faculty advisor and executive committee to plan and implement the program. Tasks should be assigned with specific deadlines. Involve as many club and chapter members as possible. Make the Psychology Day as simple or as extravagant as your funds, energy, and schedule permits!

I. Identify the Target Audience
   A. Faculty: high school, community college, four-year institutions
   B. Students: high school, community college, four-year institutions
   C. Honor societies: high school, community college, four-year institutions
   D. Administrators: president, vice-president, deans, directors, chairpersons, coordinators of honors and mentoring programs
   E. Community-at-large

II. Logistics
   A. Request permission from the administration and reserve the date.
   B. Plan program and invite participants (See III).
   C. Schedule meeting room(s).

D. Determine budget (See IV).
E. Arrange for physical facilities: chairs, tables, podium, microphones, audiovisual equipment, Internet access.
F. Reserve parking area.
G. Determine registration desk/area and supplies: badges, programs or packet of materials.
H. Plan costs and preparations of meals/refreshments.
I. Determine costs and deadlines for printing materials and the final program.
J. Arrange hotel accommodations for guests, if applicable.

III. Structure/Format for the Conference
A. Keynote address: speaker, renowned psychology scholar, if possible.
B. Opening address or during a luncheon or dinner.
C. Panels: faculty and student panels. May schedule one panel at a time utilizing one auditorium or schedule several panels at the same time in various locations.
D. Topics & formats
1. Career options in psychology—clinical as well as research emphasis
2. Open discussions—allow ample time for interaction with the audience
3. Videos followed by discussions

IV. Budget/Funding
A. Determine necessary expenses that must be funded by the chapter, college and/or a registration fee. Try to raise additional funds in order to improve the programming and to cover unanticipated expenses.
B. Ask the Psi Beta/Psychology Club members to approve funds from their treasurers or to raise funds.
C. Contact Activities Director, Department Chair and Development Office for funds and ideas.
D. Contact publishers of psychology textbooks and tests for funding.

V. Invitations and Registrations
A. Send announcements and invitations to target audiences
B. Call the high schools and colleges for names of people in charge of the target audiences. Send invitations to them.
C. Follow-up with a phone call and seek permission to make a presentation to invite the target audiences.
D. Registration information should be enclosed with invitations.
E. Determine if there should be a registration fee, such as $5.
F. Determine if meeting and parking space and the food preparations require a mail in deadline for registrations. (One college let guests register at the door and pay

$5 as they entered the auditorium. Following registration and head count, pizzas were ordered for an informal lunch.)

VI. Publicity

K. Consult your public relations department and contact the development office.

L. Send press releases.

M. Contact local press, radio and television for coverage. Ask a talk show host for air time.

VII. Evaluation. In your registration packet include evaluation materials that geared toward all members of the target audience.

VIII. Appreciation. Send thank you notes, computerized thankyou cards/flyers or certificates of appreciation to everyone who helped. Be sure to include speakers, panelists and administrators such as the president, dean, public relations, dean of student activities.

MODEL FOR HOSTING A MINI-CONFERENCE

In 1993 the North Central Missouri College Psi Beta Chapter hosted the first psychology conference in America for two - year colleges. The conference was cosponsored with three other Psi Beta chapters in the Midwestern region. Later, Irvine Valley College hosted the first conference of this kind for southern California. Donna Stuber, PhD, the North Central Missouri College Psi Beta faculty advisor who founded the Mid-America Psychology Conference for Community and Junior Colleges, and Jerry Rudmann, PhD, Irvine Valley College Psi Beta faculty co-advisor who initiated the Southern California Psychology Conference for Community Colleges, compiled their suggestions and resources for implementing a mini-conference in a model with samples of their posters, schedules, evaluation sheets, call for papers, invitations and instructions on how to prepare and deliver poster presentations. For a complete copy of *How to Host a Student Psychology Conference at Your College (1999),* see the Office of Teaching Resources in Psychology (OTRP).

Below is an example of a one day mini-conference program.

Schedule of Events

8:45 am Registration and Textbook Exhibits

9:15 am Welcome and Announcements

9:20 am Concurrent Sessions:

- Careers in Psychology
- Psychology Videos
- Computer Demonstrations

10:30 am Keynote Address:

Noon Lunch provided by Psi Beta chapters

1:00 pm Concurrent Sessions:

- Careers in Psychology
- Psychology Videos
- Computer Demonstrations

2:00 pm Poster Judging
Psychology Spelling Bee
Psych Follies - Psychology makes fun of itself
Psych-ademics chapter competition – topic: Developmental Psychology

3:00 pm Psi Beta Chapter Exchange

3:45 pm Awards Presentations

HOW TO ORGANIZE, IMPLEMENT, AND/OR PARTICIPATE IN POSTER SESSIONS AT REGIONAL CONFERENCES

Jaye Van Kirk
Former Psi Beta National President

Student poster sessions are a meaningful way to involve community colleges in regional psychology conferences. The Western region is very fortunate to have faculty who are actively involved in various aspects of convention programming. Their familiarity with key individuals is helpful for establishing a working relationship between community colleges, universities, and those who plan the WPA conference (e.g. regional president, executive director, etc.). Our region has extensive collaboration between Psi Beta and the Council of Representatives. Presence within these groups allows community college interests to be heard. Support of colleagues from universities is critical in how "welcome" and included community college students and faculty are in the convention programming.

Begin by contacting the regional executive director to discuss opportunities for programming time. For the western region, Psi Beta events include: Innovative Teaching sessions for faculty (90 min), Psi Beta social hour and chapter exchange (90 min), Psi Beta poster session (1 hour), and sometime an invited speaker (60 min). Psi Beta poster sessions are often assigned times & dates within the regular convention time. Sometimes they are combined with Psi Chi poster sessions. Be aware that the "prime times" are usually dedicated to the major invited speakers, symposia, and other events.

Recruiting poster presenters comes next. An easy introduction to poster presentation is to have Psi Beta chapters put together a poster highlighting their most successful activities. It allows several members to work collaboratively and provides them with the experience of working as a team to create and present the product. The increase in research at regional community colleges now enables our WPA poster sessions to emphasize primarily research based posters. The next step is to identify colleges that offer the research methods course and encourage faculty to have their students present. This can also encourage Psi Beta chapters and their advisors to attend and participate in the conference. If colleges don't have chapters or research courses, invite them to attend anyway so that the faculty can begin exposing students to conferences. Invite them to attend Psi Beta sessions to learn about what chapters do. This is also a useful recruitment tool since they can meet and speak with members and faculty advisors.

Once the poster session is scheduled, mail out notices to advisors & chapters within the region announcing opportunities to present posters. Provide details about deadlines, specific requirements, and forms. In the Western Region, we've have two approaches for abstract submissions & deadline setting. Coordinate with regional convention executive director what deadline can be suitable to have poster presenter's names included as an addendum in the convention program. The poster titles and authors are included separate from regular programming. This deadline provides students with longer time to complete their research and posters (which is typically several months after the regular convention deadline). In this situation, it is important to determine what is necessary to make the addendum printing deadline. The second option is to have the poster presentation titles and authors printed along with regular programming. Each regional VP must arrange a working agreement with the conference executive director to determine what deadline is suitable for the Psi Beta poster presenters to be included in the regular conference program (typically it is two months after the regular convention programming deadline).

The students feel enormous pride at having their names and titles of their posters included with the official conference program. Poster presenter information is also maintained as part of the permanent records of convention programming that is often accessible as a hard copy or on the web. This option also provides students with longer time to complete their research and posters.

It is important that faculty are actively involved in the submission process. The Western region only accepts posters from students who are Psi Beta members. Faculty serve to encourage poster submission and also help ensure that the quality of research maintains the rigor expected at scientific conferences. Faculty and student(s) should sign off on forms indicating that the student is a Psi Beta member, all student authors are appropriately recognized for their contributions, the research was conducted by the student and the student received appropriate faculty advising throughout the research process.

IRB approval may be appropriate for studies extending beyond content analyses or analyses performed on archived data. If students are gathering data from human participants from outside the research class, and they intend to present their data in a public venue (i.e., the regional conference), their study should have IRB clearance. If the college doesn't have an IRB, the faculty mentor should assure that study included gathering of informed consent and has met the ethical guidelines ensured by an IRB review.

Next, the regional Psi Beta VP receives all the poster application submissions and reviews them for their inclusion in the session. A list of authors, titles,

institutional affiliations, advisors, contact information should be maintained for follow up. The VP then communicates back to students and faculty informing them of acceptance into the convention program.

A form is needed to support the poster application process. The VP can use Survey Monkey, Google Forms, or another survey software to create and deploy an electronic application form. The form should gather names of author(s), the research project title, institutional affiliation, faculty advisor's name, and assurance that the applying student(s) are Psi Beta members.

Faculty from the region are invited to serve as judges for the student poster presentations. It is also a good idea to determine what community colleges are near the convention city and invite their faculty to serve as judges. Some VP's provides judges with a rubric. Judges can either assess all posters or be assigned to a subset so that all students have the opportunity to receive feedback on their research design, data analysis, conclusions, etc. Judges should be advised to provide positive encouragement and constructive suggestions on ways to enhance the design of the investigation. The students often find that when people express interest in their work, their efforts are validated. Students take pride in being able to answer questions pertaining to their particular area of investigation and their familiarity with the literature.

Next comes getting students to the convention. Each college has its own regulations pertaining to student travel. It is important to obtain information from your own Associated Student office or Student Affairs office detailing within or out of state travel requirements. Travel arrangements often require extensive organization so plan well in advance before approaching campus organizations for their support. Two to three month turn-around time may be required for completion of forms at campus, administration and district level. Determine what sorts of funding are available from your campus to support student travel to conferences. Some sources can often include: Associated Student funding, chapter fund raising activities, sponsors and benefactors. Determine what regulations for travel are required from your individual campuses. College campuses may have a resource to obtain travel discounts. Students often share rooms to reduce costs. Faculty and students should look into campus regulations on travel accommodations. While accommodations are more affordable further away from the conference hotel, the convenience of staying at the hotel where the conference is held helps advisors and students get the most from the conference.

The convention experience can often serve as a critical transformative event for a student's academic development. When community college students conduct and

present research in their sophomore year, it provides them with a distinct advantage of gaining familiarity with the skills necessary to be successful in their junior and senior years as well as preparing them for possible graduate work or as a more competitive candidate for employment. These students are better prepared to continue their involvement in research and thus are able to demonstrate a track record of their involvement as young scientists. With a poster presentation to add to their developing vitae, students also have an important index of their sophistication in knowledge about the field of psychology that is valuable for future opportunities in work or graduate school. We hope that you will consider providing this extraordinary learning experience and opportunity to your students.

HOW TO ATTEND A REGIONAL OR NATIONAL CONVENTION

Convention Registration. Psi Beta students can join psychological associations at a special rate and pre-register for their regional or national conventions. Members benefit by receiving newsletters and paying less for registration. Soon after arriving at the convention, go to the registration desk to pick up your identification badge and convention packet. The badge allows you to attend all activities, visit the exhibit hall, and ride the convention shuttle if one is provided.

Convention Program. The program lists and describes every activity scheduled for the convention. It is organized into several sections. The opening section includes announcements and special events, hosts, and convention policies among other information. The body of the program lists the events by day, hour, and location. Each entry contains the title of the activity and presentation, plus the name and affiliation of the presenters. The appendix contains an alphabetical listing of every presenter and a listing of programs by subject. Programs usually contain a summary chart of presentations as well as a map of the convention floor(s).

Invited Addresses. Prominent psychologists are “invited” to present papers on the latest research findings and theoretical ideas. You, however, do not have to be invited to attend the address.

Poster Session. Numerous presenters display the highlights of their research studies, including charts and tables, mounted on bulletin boards arranged in rows. Presenters stand by their posters as attendees stroll along the rows, reading the posters and discussing them with the authors. These researchers will have copies of their papers available.

Invited Symposia. Several authorities in a research area of psychological interest present a brief paper or short lecture. After the presentations, they discuss the

issues involved by commenting and critically evaluating each other's papers. The chair invites comments and questions from the audience. This can be a lively session.

Paper Reading Session. A chairperson introduces several presenters who present short lectures covering their research. Following the presentations, the audience may ask questions. Most of the material is technical and assumes some knowledge of the subject matter.

Exhibitors. A large hall is set aside for publishers and equipment vendors to display their books and supplies. You can place orders and sometimes purchase the products on the last day of the exhibit.

Film Festival. Videos dealing with topics of interest to psychologists are presented in a special viewing room.

Special Events. Special events and social hours are held by various divisions and other professional groups in conjunction with the convention. These are listed in the convention program.

Dress. There is no formal dress code; however, it is expected that everyone will dress in professionally appropriate clothing. Comfortable shoes will make the day more enjoyable!

Planning a Personal Schedule. Go through the convention program and highlight the presentations you are interested in attending. Then make a day-by-day schedule of the times and rooms of these presentations. Do not hesitate to mark several simultaneous presentations. If you cannot make up your mind, list all of them.
Then, if you are dissatisfied with your first choice, you may leave the session and go to your next choice. You are free to enter or leave any session at any time, but as unobtrusively as possible.

DOING RESEARCH

Some community colleges are located in states in which their psychology departments are expected to offer introductory research methods and statistics courses. Psi Beta chapters in these states may have a small advantage over states in which the first research methods and statistics courses are offered only at the four-year universities. Now however, despite their location, all chapters and members have options for participating in research. These options include forming a chapter Research Committee in which research teams design and conduct small

studies. Chapters also can participate in Psi Beta's annual national research project. Chapter advisors, because they are psychologists, have plenty of training in research. Moreover, many of the regional psychology conferences and the APA conference provide poster sessions specifically for Psi Beta students!

Psi Beta began offering an annual national research project in 2008. Most annual projects incorporate an online questionnaire that contains sets of measures chosen to test several hypotheses. Chapters participate by recruiting a minimum of 30 participants. Participating chapters are then given a copy of the final research database to analyze, test hypotheses, and present at a conference poster session. More can be learned about the national research project by visiting the Psi Beta website or contacting Psi Beta's Executive Director. In the meantime, the following articles focus on the why and how of engaging in research.

HOW TO PARTICIPATE IN THE PSI BETA RESEARCH PAPER COMPETITION

- Students, get to know your advisors, their research interests, their goals for you. Establish a personal relationship with your advisor so he/she is personally invested in you and your success in psychology.
- Advisors, get to know your students–their "big questions'' in life, their personal goals. Establish a personal relationship with your students so that you might appropriately mentor their research and educational objectives.
- Students, do you have any papers lying around that might be revised into a research project? Members have done successful research based on papers originally written for Sociology, English, History, and Psychology courses.
- Advisors, what kind of papers are you assigning in your classes? Students often feel more comfortable delving into research on topics for which they have already done some investigation and for which they have received feedback from you.
- Students, get to know your school librarian. This person will be a great help to you in finding resources for your introductory section and for learning APA style.
- Advisors, take your classes to the library and teach them to use systems such as PsycLit and PsycINFO. Show them how the journals are accessed, and instruct them in reading journal articles. These articles serve as a model for research layout as well as provide information to be used by your students.
- Students, set aside a particular time during each week to do your research. Consider this time as sacred as the time spent in classes in which attendance is mandatory. Be disciplined in your efforts.
- Some chapters form Research Committees that meet before or following the regular Psi Beta meetings. Students form into small (four to five) research groups to design and conduct a study together. After gathering and analyzing

their data, they prepare reports or posters about their study. Each group works under the guidance and supervision of a psychology professor / co-advisor. This model is especially helpful for colleges that cannot offer courses in behavioral research methods.

- Students, do not be afraid to ask for help.
- Advisors, do not be afraid to point out places in which the student might benefit from more guidance.
- Students, choose a topic about which you care. This research might turn into your senior honors thesis, so be sure that you choose a topic that will not bore you too soon.
- Attend poster sessions at local and regional conventions–see what others are doing. Involve your family in the excitement of your project–especially if you have children who have homework and projects of their own to do. Email local and national experts and ask for advice.
- Students and advisors, be sure all papers submitted to the Psi Beta student research competition comply with the most current version of the APA style manual. All paper submissions are screened for APA style before they are forwarded to the judges. Also, your studies must involve gathering of data. IRB approval may be required if the topic is of a sensitive nature, and you plan to present the findings at a conference.

Why Do Research?

Kenneth Gray, PhD, former Psi Beta Midwestern Vice-President
College of DuPage, Illinois

If you intend to get a PhD (or even a Masters) in Psychology or a related field, there is something I think you should know. You should be doing research. Now. I believe that research is the most important academic experience community college students generally neglect. I can convince many students that research would be fun, interesting, and useful; but most cannot fit it into their busy schedules. What students do not realize is that research experience is necessary if they want to attend graduate school in psychology.

How important is research? APA's book, *Getting In: A Step-by-Step Plan for Gaining Admission to Graduate School in Psychology*, estimates that research is the second most important non-objective criterion, behind letters of recommendation. I contend that research is even more important than that, however. First of all, I can think of no better way to get a fantastic letter of recommendation than to do research with a faculty member. Second, research is particularly useful for discriminating (in the positive sense of the word) between students. Nearly everyone having a serious shot at graduate school has a great

GPA and strong GRE scores. But those who have the best chance of getting in have gone the extra mile and done research. Now, just suppose for a moment that you are attending community college because you do not test well; in short, the SAT or ACT did not reflect your high ability. Sadly, the GRE is looming, ready to pronounce “predicted failure” again. These students especially need to be outstanding in all other respects in order to compensate for a possible weakness on the standardized test. Again, research is key.

Approximately 6% of students who earn a Bachelor’s degree in Psychology go on to earn a PhD, even though over 30% of beginning students believe that they will do so. We should offer research as an opportunity to beginning students for at least two reasons. First, and most obviously, a strong research record will help a student become one of the 6%. Second, it gives students an early taste of what graduate school might be like; maybe they would be happier as one of the 94%!

Why start now? Many, if not most, community colleges do not even teach research methods. So, isn’t it okay to wait until you transfer? I don’t think so. Think about the timing. You show up at your transfer school, planning to earn a degree within two years. You don’t have two years, though. You will be applying to graduate schools during the fall of your senior year. Upon arrival, your first task is to meet faculty members and get to know them and their work well enough to approach them with a research idea. All this while you are trying to get used to a very different academic setting. It would be a challenge to establish a relationship with a faculty member and begin a project before winter semester, January at the earliest. This gives you at most nine months to complete a project (four months to design your study and collect your data before your subject pool leaves for the summer). If you think that sounds like enough time, it isn’t (at least for most people). Remember, your classes will be challenging, and you may be taking very full course loads. Also, what if the project doesn’t work? Most projects do not work on the first try. What if you don’t like it and would like to try something else? You may not get a second chance. Wouldn’t it be better to get your first taste of research now? You can begin the process now and put yourself solidly on the road to establishing a strong undergraduate research record.

I hope I have motivated you to think about doing research while in community college. In the next article, I offer some advice about how to get started doing research.

How to Do Research

Kenneth Gray, PhD, Psi Beta Midwestern Vice-President
College of DuPage, Illinois

In my prior article, I offered reasons why you should do research while still at your community college. Now, I will tackle the more challenging problem of suggesting how to do research. I should state at the outset that it is extremely difficult to conduct research without an institutional infrastructure to support it. You must be extremely committed and willing to put forth a great effort. Here, then, are a few key pieces of advice.

Come up with an idea: KISS (Keep It Simple, Student)

Many beginning researchers choose a too-ambitious project, one designed to answer many questions on a given topic. You need to have realistic expectations. All research is constrained by the paramount practical issue: can you reasonably accomplish it? You simply cannot do a longitudinal study of the environmental and genetic influences on alcoholism while you are a community college student. You must scale your idea down to something manageable. By the way, this is the way research is done in general. Individual research projects are typically not designed to answer grand questions. Scientific progress occurs in small steps. Think of it as the “divide and conquer” strategy. Solve one piece of the problem today; leave other pieces to another day or another researcher. The mass of research literature on a topic provides the answers to the big questions. Your job is to identify an interesting topic and generate a research proposal that is a modest advance of some previous research. If you cannot accept that this is reasonable and useful scientific progress, you will never be satisfied doing research.

Learn how to collaborate

Many honors students prefer working alone. They may even eschew assistance from faculty members in the belief that they are expected to know and do everything independently. You are a novice researcher, however. Research skills develop best under the apprenticeship system of learning. Consequently, you should hope to receive assistance from experienced researchers. Even as your expertise increases, you will often work with and learn from peers and advisors. Examine some journal articles. Many of them have Author’s Notes acknowledging the contributions of others (many of the articles themselves are co-authored, clearly demonstrating that they were collaborative). Research is a creative enterprise. It is a myth that creative work usually emerges from the mind of a solitary creative genius. Rather, creativity typically results from embedding oneself in a collaborative, creative environment.

Realize that this is your responsibility

By now you know how important research is. It will be a tremendous boon to your academic record for you to complete an original research project as an undergraduate. So, although you should learn to work with and count on others, you must realize that the primary responsibility for the project is yours. There will be no one to assign homework to help structure the work. Any deadlines will have to be self-imposed. If you take a month break from doing the research, NOTHING gets done. All of this seems obvious now, but it is striking how quickly people overlook the long-term benefit of research when class deadlines and work responsibilities loom.

Look for other support for your efforts

It takes extraordinary vision and discipline to see the value of research and to commit to completing a project. Again, you need not rely solely on your own resources. Look for resources at your college that will support your efforts. For example, if your school offers Research Methods, take the course, even if it will not transfer. Perhaps you can complete your project as an Independent Study course. This will allow you to schedule regular time to complete the work, and might even reward your faculty advisor with a stipend for supervising your project. Devote some of your Psi Beta meetings to research. Members can brainstorm, discuss their ideas, and begin collaborative relationships. Invite professors from nearby 4-year colleges/universities to present their research at your campus (or attend talks at their campus). Finally, set a goal for yourself. For example, plan to enter your research project in the Psi Beta Research competition or to present it at a regional conference.

I wish you the best in starting and completing your research projects. I know it will be difficult, but don't give up; it will be worth the effort.

PSI BETA'S NATIONAL RESEARCH PROJECTS

To facilitate undergraduate research, Psi Beta has successfully conducted a series of national research studies over the past nine years. The studies have helped chapters satisfy the research component of Psi Beta's mission, and have provided research opportunities for students attending community colleges that do not offer a lower division research methods course. Each study has included multiple variables, thereby encouraging testing of several hypotheses.

Table 1 provides an overview of the national studies. Links to non-public pages on the Psi Beta website follow the table. When the studies were underway, these pages were provided to assist participating chapters. By clicking each link, one can navigate to the pages (the attached PDF is a copy of these website pages).

Overview of Psi Beta's National Research Projects (2008 – 2017)

Year	Research Topic	Measures	Project Consultants
2008-09	Shyness and College Connectedness	1. Shyness 2. College Connectedness 3. Big 5	Bernardo Carducci, PhD, Indiana University Southeast Kari Tucker, PhD, Irvine Valley College Jerry Rudmann, PhD, Psi Beta
2009-10	Subjective Happiness	1. Appreciation 2. Gratitude 3. Subjective Happiness 4. Satisfaction with Life 5. Self-Esteem 6. Optimism	Kari Tucker, PhD, Irvine Valley College Jerry Rudmann, PhD, Psi Beta
2010-11	Campus Connectedness	1. Revised College Connectedness Scale[1] 2. Shyness Scale 3. Big 5	Kari Tucker, PhD, Irvine Valley College; Bernardo Carducci, PhD, Indiana University Southeast Jerry Rudmann, PhD, Psi Beta
2011-12	Mobile Phone Use	1. Mobile Phone Addiction Scale 2. Mobile Phone Usage Scale 3. Big 5 4. Leisure/Boredom Scale 5. Self-Esteem Scale	Bernardo Carducci, PhD, Indiana University Southeast Katherine Wickes, PhD, Blinn College Michael Cassens, Professor, Irvine Valley College Kari Tucker, PhD, Irvine Valley College Netta Schroer, PhD, Palomar College Sulki Kim, PhD, Irvine Valley College Jerry Rudmann, PhD, Psi Beta
2012-13	International Situations Project – Psi Chi / Psi Beta Collaboration	Online questionnaire made available by UC Riverside. Data gathered included location, time of day, and the social situation in which the participant was involved at that moment.	Jon Grahe, PhD, Psi Chi and Pacific Lutheran University
2013-14	Time Perspective, Mindset, & Subjective Happiness	1. Time Perspective 2. Mindset 3. Subjective Happiness	Mike Cassens, Irvine Valley Jennifer Uhlman, CSUF
2014-15	The Impact of Self-Regulation on Mindset and Interpersonal Relationships	4. PUMP Scale (mobile phone addiction) 5. Mindset Scale 6. The COPE Inventory 7. Romantic Belief Scale 8. Self-Control Scale	Nathan DeWall, PhD, University of Kentucky

2015-16	Academic Self-Regulation: Baseline Establishment	1. Goal Orientation Scale 2. Mindset Scale 3. Satisfaction with Life 4. Self-efficacy for Self-Regulated Learning 5. Subjective Happiness Scale	Jerry Rudmann, PhD Psi Beta Kari Tucker, PhD, Irvine Valley College
2016-17	Relationship Between Academic Self-Regulation, GRIT, Measures of Positive Affect	1. Academic Self-Regulation 2. GRIT 3. Subjective Happiness 4. Gratitude	Katherine Wickes, PhD, Blinn College Jerry Rudmann, PhD, Psi Beta

Notes: [1]The College Connectedness Scale is an unpublished scale developed by Tucker and Rudmann, Irvine Valley College.

Psi Beta National Research Archive

Plans are underway to give chapters and members access to data from past studies. Chapters and members will be able to download and explore data. Because the data files have been stripped of information that could identify the participants, IRB approval would not be needed to present posters based upon any downloaded data. Files from the archive will soon become available.

INFORMATION ABOUT THE PSI BETA NATIONAL ORGANIZATION

PSI BETA NATIONAL COUNCIL AND STAFF

The Psi Beta National Council consists of a National President, President-Elect, and Past-President. Together, these three form the Executive Committee. Rounding out the National Council are five regional Vice-Presidents. The regions are the Western/Rocky Mountain, Eastern, Midwestern, South Eastern, and South Western

The Psi Beta National Staff consists of the Executive Director, Executive Assistant, Financial Officer, and Director of Chapter Operations. All staff members are part-time employees.

The current Psi Beta National Council and Staff can be found at this link to the Psi Beta website http://psibeta.org/site/about/staff

Psi Beta National Committees and Task Forces

Standing Committees

- The Executive Committee – President, Past-President, President-Elect
- Nomination Committee – Past-President and several members of the Presidents Circle. Assignments is to Nominate the National President-Elect
- APA Program Committee – Chaired by the President
- APS Program Committee – Chaired by the President
- Student Research Committee – Staffed by several National Council members. Judges student research paper submissions each year
- Awards judging Committee – Judges applications for all Psi Beta award competitions, except the Student Research Paper Award

Task Forces (Formed to implement strategic priorities)

- Scholarship Development
- Research
- Advisor Support and Chapter Resources

Psi Beta's Regions

Eastern: CT, DE, DC, ME, MD, MA, NH, NJ, NY, PA, RI, VT
Midwestern: IL, IN, IA, KS, MI, MN, MO, NE, ND, OH, SD, WI
Southeastern: AL, FL, GA, KY, MS, MC, SC, TN, VA, WV
Western / Rocky Mountain: AK, AZ, CA, CO, HI, ID, MT, NV, OR, UT, WA, WY
Southwestern: AR, LA, NB, OK, TX

PSI BETA'S WEBPAGE – http://psibeta.org

OTHER WEB PAGES

Association of College Honor Societies (ACHS)
www.achsnatl.org

American Association of Community Colleges (AACC)
www.aacc.nche.edu

American Psychological Association (APA)
www.apa.org

Association for Psychological Science (APS)
www.psychologicalscience.org

Committee and Associate and Baccalaureate Education (CABE)
http://www.apa.org/ed/precollege/undergrad/committee.aspx

Discussion group for community college teachers of psychology
www.psychteachers.com

Office of Teaching Resources in Psychology
http://teachpsych.org/otrp/index.php

Society for the Teaching of Psychology (STP)
http://teachpsych.org/

Psi Chi
www.psichi.org

BYLAWS OF PSI BETA®, INC.

A Tennessee Not-for-Profit Corporation

Last revised and approved by the National Council on May 15, 2016

ARTICLE I. NAME

The name of the Corporation is Psi Beta, Inc.

ARTICLE II. PURPOSES

The purposes of this Corporation shall be as provided in its Charter and shall be organized on a membership basis. The aims of this Corporation are to be carried out through any and all lawful activities, including others not specifically stated in the Charter but incidental to the stated aims and purposes, both directly and through contributions to any other corporation, trust, fund or foundation whose purposes are religious, charitable, scientific or educational, provided that any such activity or contribution shall conform to any applicable restrictions or limitations set forth in the Corporation's Charter or which are imposed on a corporation described in section 501(c)(3) of the Internal Revenue Code and the regulations thereunder, or on any corporation to which contributions are deductible under section 170(c)(2) of the Internal Revenue Code and to the final regulations thereunder. References to sections of the Internal Revenue Code include those provisions as currently enacted or as they may be amended, or corresponding provisions in any future Internal Revenue Act, and to final regulations promulgated pursuant to such provisions.

ARTICLE III. MEMBERSHIP

The members of the Corporations within the meaning of section 48-601 of the Tennessee General Corporation Act shall be the Chapters (established pursuant to Article VIII). Each chapter shall have one vote in all cases in which a vote of the membership is required. The vote of a chapter shall be determined by a majority vote of the active members (defined in Article IX) of a chapter who are present at a duly called meeting of the chapter. The ballot of a chapter shall be executed and certified by an officer of the chapter and delivered to the secretary of the National Council within the time required by resolution of the National Council.

ARTICLE IV. NATIONAL COUNCIL

4.1 **General Power.** The business and affairs of the Corporation shall be managed by a Board of Directors known as the "National Council." The duties of the National Council shall include:
   a. Developing policy;
   b. Member liaison;
   c. Evaluating applications and admitting chapters;
   d. Determining financial policy and overseeing all Psi Beta assets.
   e. Keeping the membership informed.

4.2 **National Council** Members of the National Council, except for the Executive Director, must be active student or faculty advisor members of Psi Beta. The National Council is composed of the president, president-elect, past-president, regional vice-presidents and Executive Director. Members of the National Council must be at least eighteen (18) years of age, but need not be residents of Tennessee.

4.3 **Presiding Officer.** The president shall preside over meetings of the National Council and shall not vote, except to break a tie vote. The president-elect shall preside in the president's absence.

4.4 **Vacancies in Board.** A vacancy occurring in the National Council for any reason need not be filled unless the remaining National Council members are fewer in number than that required by law; any vacancy may be filled by vote of a majority of the National Council members then in office or by the chapters, at the discretion of the National Council. The National Council member so chosen shall

serve the remainder of the term. If the office of the president should become vacant, the president-elect shall fill the vacancy. At that time the Nominating Committee will hold a new election to fill the office of president-elect.

4.5 **Resignation.** Any National Council member may resign at any time by giving written notice to the president, the secretary, or the National Council. Such resignation shall take effect at the time specified therein, or, if no time is specified, at a time determined by the National Council.

4.6 **Removal.** Any Council member may be removed with or without cause by a two-thirds (2/3) vote of the National Council whenever, in the sole opinion of a majority of the voting members of the National Council, the best interests of the Corporation will be served by such removal.

4.7 **Committees.**

A. Executive Committee. The executive committee shall consist of the president, the president-elect, and the immediate past-president. The Executive Director shall be an ex-officio member without vote. The committee shall have general supervision of the society between meetings of the National Council, shall administer the policies, programs, and activities of the society as formulated by the National Council, and is vested with full power to conduct all business of the society between meetings of the National Council.

B. Standing and Special Committees. The National Council may establish standing and special committees. Committees shall have at least three members, and committee members need not be members of the National Council. Committee chairs and members shall be appointed by the president with the approval of the National Council, with the exception of the nominating committee, which shall be elected by the Council.

4.8 **Annual Reports.** Each officer shall file an annual report with the Executive Director no later than July 31 in a form prescribed by the Executive Director. All reports shall be presented to the National Council at the annual business meeting. Failure to file the annual report by July 31 may result in removal from the National Council.

ARTICLE V. NATIONAL COUNCIL MEETINGS

5.1 **Meetings of the Council and Committees.** The Council shall hold an annual meeting each year at a time and place designated by the National Council. At the meeting the election results shall be announced and new officers installed. A report of national finances covering the period for the immediately preceding year shall be presented. By resolution, the Council may establish a date or dates on which regular meetings of the Council or of any committee shall be held between annual meetings. A committee of the Council may meet on the dates so established or, if none, on the date set at its previous meeting or when earlier called by the president, the Executive Director, or by a majority of the committee members. Special meetings of the Council may be called at any time by the president, the Executive Director, or a majority of the Council.

5.2 **Place of Meetings.** Meetings of the Council shall be held at such time and location, either within or without the State of Tennessee, as the Council may designate.

5.3 **Notice Requirements.** Written notice by any usual means of communication setting forth the place and day and hour of the meeting of annual and other regular meetings and of any special meetings, shall be given to each Council member at least five (5) days before the meeting. Neither the business to be transacted at, nor the purpose of, any regular or special meeting need be specified in the notice or any waiver of notice.

5.4 **Waiver of Notice.** Attendance by a Council member at a meeting shall constitute a waiver of notice of the meeting, except where a Council member attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Whenever the Council or any committee of the Council is authorized to take any action after notice to any

person or persons, or the lapse of a prescribed period of time, the action may be taken without such requirements if at any time before or after the action is completed the person or persons entitled to such notice or entitled to participate in the action to be taken submit a signed waiver of such requirement.

5.5 **Quorum.** At all meetings of the Council, fifty (50) percent of the number of Council members then in office shall constitute a quorum for the transaction of business. The presence of a majority of the membership of a committee of the Council shall be required for the transaction of business. When a quorum is once present to organize a meeting, it is not broken by the subsequent withdrawal of any of those present. A meeting may be adjourned despite the absence of a quorum. Notice of an adjourned meeting need not be given if the time and place to which the meeting is adjourned are announced at the meeting at which the adjournment is taken.

5.6 **Voting.** The vote of a majority of the members present at a meeting at which a quorum is present shall be required for all questions decided by the National Council, except as otherwise specified in these bylaws.

5.7 **Presumption of Assent.** A Council member who is present at a meeting of the National Council, or any committee thereof, shall be presumed to have concurred in any action taken at the meeting, unless that member's dissent to such action shall be entered in the minutes of the meeting or unless that member shall submit a written dissent to the person acting as secretary of the meeting before the adjournment of the meeting or shall deliver or send such by registered or certified mail to the secretary no later than three business days after the adjournment of the meeting. Such right to dissent shall not apply to a Council member who voted in favor of such action. A Council member who is absent from a meeting of the Council, or any committee thereof, at which such action is taken shall be presumed to have concurred in the action unless that member shall deliver or send by registered or certified mail a dissent to such action of the secretary or shall cause such dissent to be filed with the minutes of the proceedings of the Council or committee within 14 calendar days after the minutes are mailed.

5.8 **Action by Consent.** The National Council may take any action which it is required or permitted to take without a meeting on written consent of the Council members, which includes signature by facsimile, setting forth the action so taken and signed by all the Council members. Consensus and approval may be given by council members via email and electronic ballots. Such actions should be summarized in annual reports and the minutes.

5.9 **Telephone Meetings Allowed.** Participation by members of the Council or any committee designated by the Council in any telephone meeting of the Council or committee by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other shall be permitted. Participation in such a meeting pursuant to this section 5.9 shall constitute presence in person at such meeting. The Council members shall be promptly furnished with a copy of the minutes of any Council meeting held under this section.

ARTICLE VI. COMPENSATION OF NATIONAL COUNCIL MEMBERS

National Council members/officers shall not receive any compensation for their services as National Council members/officers, except for the Executive Director, but the Council may, by written resolution, authorize reimbursement of expenses incurred in the performance of their duties. The Council shall determine the compensation to be paid to the Executive Director, which shall be only for actual service rendered. Any authorization for reimbursement of expenses may prescribe the procedure for approval and payment of such expenses by designated officers of the corporation. Nothing herein shall preclude a National Council member/officer from serving the corporation, with prior approval of the Council, in any other capacity and receiving

compensation for such services. The corporation shall make no loans of money or property to any member of the National Council.

ARTICLE VII. OFFICERS

7.1 **Titles of Officers.** The Corporation shall have a president, past-president, president-elect, a secretary-treasurer who shall also serve as Executive Director, and a vice-president for each region of the national organization. One person may be elected to more than one office, except that the offices of president and secretary-treasurer may not be held by the same person.

7.2 **Election.** Each region of the national organization shall select, by vote of the chapters in that region, a regional vice-president. The president-elect shall be nominated by the Nominating Committee and elected by the chapters. To be eligible for nomination and election to the office of president-elect, a candidate must have served as vice-president and have attended at least one National Council annual meeting while serving as vice-president. A majority vote of those chapters returning ballots by a date clearly specified on the mail ballot shall determine the election results. The secretary-treasurer (Executive Director) shall be appointed by the National Council.

7.3 **Term of Office.** The National President shall be elected a six (6) year cycle that includes serving a two (2) year term as President-Elect, two (2) years as National President, and two (2) years as Past-President. A President may serve only one (1) two-year term within any fifteen (15) year period. The term of office of the regional Vice-President is two (2) years. A Vice-President is eligible to serve a consecutive two (2) year term if she/he chooses, but may not serve more than two (2) two-year terms within any ten (10) year period. Each officer shall hold office until the expiration of the term to which elected or thereafter until a successor has been elected or appointed and qualified.

7.4 **Nominating Committee.** At the annual meeting of the National Council, a nominating committee of three shall be elected by the Council. It shall be the responsibility of this committee to nominate at least one candidate for each office and committee vacancy to be filled. A member of the Nominating Committee may not be nominated for any office or committee vacancy without resigning as a member of the Nominating Committee.

7.5 **Duties.** All officers as between themselves and the Corporation shall have such authority and perform such duties in the management of the Corporation, in addition to those described in these Bylaws, as usually appertain to such officers of corporations not for profit, except as may be otherwise prescribed by the Council.

ARTICLE VIII. CHAPTERS

8.1 **Chapters.** A chapter may be established at a two-year college which grants associate degrees and verifies the institution's accreditation by the appropriate national or regional accrediting agency. Such agencies include the New England Association of Schools and Colleges, the Middle States Association of Schools and Colleges, the North Central Association of Schools and Colleges, the Southern Association of Schools and Colleges, the Northwest Association of Schools, Colleges and Universities and the Western Association of Schools and Colleges. Two-year vocational, technical, and career institutions offering only general or specialized programs for career opportunities shall not be eligible.

8.2 **Establishment.** An application for a charter shall be made to the Executive Director by the petitioning group of psychology students and their faculty advisors at two-year colleges and shall consist of:

a. Name and address of the college, including the name of the department(s) in which the psychology curriculum is taught.
b. Validation of the institution's accreditation.

c. Supporting signatures of the president and dean of the college.
d. A Letter of Understanding signed by the faculty advisor(s).
e. A statement accepting Psi Beta's Bylaws and policies signed by each member of the petitioning group.
f. A list of psychology courses offered.
g. For each student of the petitioning group, a list of the psychology courses taken and grades received and the psychology courses in which the student is currently enrolled. College alumni, who would have qualified for Psi Beta while enrolled, may join as charter members.
h. A list of current faculty teaching psychology, their degrees, specialization, when and where obtained.
i. A payment of the charter fee.

8.3 **Approval.** The application for a charter shall be approved upon an affirmative vote in writing by the National Council.

8.4 **Installation.** The installation officer of a new chapter shall be chosen by that chapter and approved by the Executive Director. The expenses incidental to the installation shall be paid by the chapter.

8.5 **Charter.** Upon the approval of a petition by the National Council, the Executive Director will issue a charter to the chapter to be retained by the college.

8.6 **Active Chapters.** Active chapters shall be those which have been granted a charter, which abide by the Bylaws and policies of Psi Beta, which hold elections to membership at least annually, except in national emergencies, which include active student members, and which file an annual report to the Executive Director on or before June 30 of each year.

8.7 **Chapter Officers.** Each chapter shall elect its own officers from among its active members in accordance with normal rules of parliamentary procedure. The officers shall include a president, a vice-president, secretary, treasurer, chapter delegate, and as many others as desired by the chapter to carry out the usual functions of the chapter.

8.8 **Faculty Advisor.** Each chapter shall have at least one (1) faculty advisor who is chosen from the local institution's faculty in a manner to be prescribed by the chapter and the psychology faculty, and approved by the local college administration. The faculty advisor(s) shall be responsible for the guidance of the local chapter. The faculty advisor(s) shall have a responsibility to the psychology department, the college, and the national office for maintaining the Psi Beta chapter. The faculty advisor must be a registered member of Psi Beta.

8.9 **Chapter Bylaws.** Each chapter shall prepare a set of Chapter Bylaws stating such rules as are needed for conducting the business of the chapter. The National Bylaws shall take precedence over Chapter Bylaws, and no provision in the Bylaws of any chapter shall be contrary to the National Bylaws.

8.10 **Inactive Chapters.** Inactive chapters are those in which no members have been added during a two (2) year period. Any chapter which has added no members for a period of five (5) years may be dropped from the listing of active and inactive chapters. Inactive chapters may not nominate or vote in national elections. An inactive chapter may reactivate by registering new members with the national office.

ARTICLE IX. MEMBERSHIP IN CHAPTERS

9.1 **Types of Members.**

a. **Active**. An active member is a student who is enrolled in a college with a Psi Beta chapter, who has received a written invitation to membership from an official chapter and maintained the chapter qualifications, whose national registration fee has been paid and registration information filed with the national office, and who has been inducted into Psi Beta.
b. **Alumni**. An alumnus member is a former active member who has terminated active membership in good standing, because the student is no longer enrolled in a college with a Psi Beta chapter. Alumni members do not vote or

hold office, but may attend chapter meetings and functions by invitation from the Psi Beta chapter. By re-enrolling in the college, however, an alumnus may resume active status.

c. **Honorary**. A person may be nominated by a chapter or by the National Council for honorary status because of outstanding contributions to psychology and Psi Beta. The name and qualifications shall be submitted to the National Council for approval by a majority vote of the Council and an invitation. Honorary membership is not open to students or Psi Beta active or alumni members. Honorary members may wear the Psi Beta insignia.
   1. National honorary member. Must be known nationally or internationally as an outstanding psychologist or scholar who has contributed to psychology and Psi Beta.
   2. Chapter honorary member. Must be known as a scholar and a supporter of Psi Beta or is an earnestly interested supporter of psychology and Psi Beta. After approval by the National Council, the chapter can honor and recognize the honorary member. There is no membership fee and the honorary member is not entered into Psi Beta's database of lifetime members.

d. **Faculty members**. Faculty members of the department(s) sponsoring the Psi Beta chapter who have earned at least a MA or MS degree may register as Psi Beta members and pay the national membership fee at the national office.

e. **Inactive**. A student member whose GPA has fallen below the eligibility requirement may not vote or hold office until the student's grades are brought into compliance with the chapter's eligibility requirements.

9.2 **Eligibility.**

a. Minimum qualifications for student membership are:
   1. Enrollment at a two-year college with a Psi Beta chapter.
   2. An overall Grade Point Average of 3.25 GPA) or better, **or** a cumulative GPA in the top 35% of one's college, whichever is higher, and at least a B in a college course in psychology. The Psi Beta faculty advisor is responsible for verifying through the registrar's office the scholastic eligibility of candidates for membership.
   3. Accumulated the number of credit hours used by the institution to designate full-time status with at least 12 semester hours or the equivalent quarter hours total college credit in courses leading to the associate degree.
   4. High standards of personal behavior and integrity may be considered with objective criteria as the chapter deems relevant or appropriate.
   5. Demonstrates a genuine interest in psychology as determined by the chapter.
   6. Election approved by the faculty advisor and/or three-fourths (3/4) affirmative vote of the membership present at a regular meeting of the chapter.

b. The local chapter may establish higher scholastic requirements than those listed in this Article.

9.3 **Cancellation.** Membership obtained on the basis of false information may be voided at any time by the National Council.

9.4 **Enrollment of Members.**

a. Procedure for induction of members shall be:
   1. Each prospective member shall receive a written or electronic invitation to membership from the chapter, shall complete registration information, and submit registration fee online to the national office.
   2. Alternatively, the chapter can choose to make one payment to Psi Beta's financial officer to cover all registration fees for the induction.
   3. An official membership certificate in the name of each new member shall be forwarded to the chapter for proper distribution.

b. A copy of the induction ceremony provided by the national organization, or a revision approved by the faculty advisor, shall be used by the chapter to induct members into Psi Beta.
c. Membership shall be complete when the registration information has been filed at the national office, the national registration fee has been paid, the induction ceremony has been completed, and the membership certificate issued.
d. A chapter may admit to active status a member from another Psi Beta chapter upon the presentation of satisfactory credentials.

ARTICLE X. MISCELLANEOUS

10.1 **Seal.** The Corporation may have a corporate seal which may be altered at pleasure, but the presence or absence of such seal on any instrument, or its addition thereto, shall not affect its character or validity or legal effect in any respect.

10.2 **Indemnification.** The Corporation shall indemnify all National Council members, including ex-officio members, in accordance with Section 48-58-501, et seq of the Tennessee Code Annotated.

10.3 **Principal Office.** The principal office of the Corporation in the State of Tennessee shall be located at any such place as shall be lawfully designated by the National Council. The Corporation may have such other offices, either within or without the State of Tennessee, as the National Council may designate or as the affairs of the Corporation may require from time to time.

ARTICLE XI. PARLIAMENTARY AUTHORITY

The rules contained in the current edition of *Robert's Rules of Order Newly Revised* shall govern the society in all cases to which they are applicable and in which they are not inconsistent with these Bylaws or any other rules the Psi Beta National Council may adopt.

ARTICLE XII. AMENDMENT

These Bylaws may be amended or repealed, and new Bylaws may be adopted, by the chapters. An amendment approved by the National Council by a two-thirds vote may be submitted to the active chapters by mail to be acted upon at a regular or special meeting of each chapter. Adoption shall be by a two-thirds vote of those chapters returning ballots by a date clearly specified on the mail ballot. The resulting Bylaws may contain any provision for the regulation and management of business of the Corporation not inconsistent with law and the Charter. Any amendment of the Charter inconsistent with these Bylaws shall operate to amend the Bylaws pro tanto, and those Bylaws or parts of Bylaws which merely summarize or restate the provisions of the Charter or the provisions of the Tennessee General Corporation Act or other law applicable to the Corporation shall be operative with respect to the Corporation only so far as they are descriptive of existing law and of the Charter as amended.

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Bylaw change history -

1. Bylaw changes must be approved via Psi Beta Chapter Delegates - March 2005.

2. Psi Beta Bylaws Appendix C were revised to be in compliance with ACHS. Approved by National Council August 2005.

3. Membership Eligibility Requirements Clarified, Approved by National Council on 8/5/2011

4. Presidential terms lengthened from 1 to 2 years, Approved by National Council on April 15, 2016 and approval of Psi Beta Chapters Delegates on May 1, 2016.

ORGANIZATION OF PSI BETA

CHAPTERS

- Administered by faculty advisors and student officers.
- Each active chapter has one vote in national elections. The Chapter Delegate registers the chapter vote by ballot.
- Constitution, Bylaws, and policies of chapters must be compatible with the national Charter, Bylaws, and policies and with the institution's policies and procedures.
- The chapter is coordinated by:
- Faculty Advisor(s), Student Officers (Executive Council or Committee), Members, Committees (e.g., screening, steering).
- Reports to the National Office.
- Faculty Advisors appointed as State Liaisons touch base with chapters and two-year colleges in state and report to regional vice-presidents

NATIONAL OFFICE

- Policies are implemented and finances are managed by executive director.
- Executive director edits newsletter and works with other organizations
- Executive director works with the Distribution Center fulfillment responsibilities, Webmaster and Director of Chapter Relations.
- Reports to the National Council.

NATIONAL COUNCIL

- Establishes policies and goals of Psi Beta.
- The National Council is composed of the following:
- *President-Elect*—Nominated from eligible former and present vice-presidents by the Nominating Committee and elected bi-annually by the chapters in the spring for a two-year term followed by two years as president and two years as past-president.
- *President*—Two-year term following term as president-elect.
- *Past-President*—Two-year term following term as president.
- *Regional Vice-President*—One from each of the five regions nominated and elected by the chapters in his/her region for a two-year term. Nominations in January, elections by April.
- Odd year elections: Midwestern, Southeastern
- Even year elections: Eastern, Southwestern, Western/Rocky Mountain
- *Executive Director*—Appointed by the National Council.
- Reports to the chapters.

AFFILIATIONS

- American Psychological Association (APA)
- Association for Psychological Science (APS)

ALLIANCES

- Committee on Associate and Bachelor Education (CABE) and the APA Education Directorate
- Division Two of APA/Society for the Teaching of Psychology (STP)
- Psi Chi
- Psychology Partnerships Program (P3) and College Teachers of Undergraduate Psychology (CTUP)

MEMBERSHIP

- Association of College Honor Societies (ACHS)

PSI BETA POLICIES

- Only registered members may order and wear the Psi Beta insignia.

- Courses required to meet qualifications for membership in Psi Beta includes courses offered by the department(s) which sponsor(s) the local Psi Beta chapter and are part of the psychology department's curriculum. These courses must be transferable to a four-year institution.

- The Psi Beta official colors are royal blue and gold. Blue is the color of wisdom and truth. Golden yellow represents science and research.

- The council shall hold an annual meeting for reporting national election and award results and the national finances at the time and place of the APA national convention.

- It is Psi Beta's policy not to possess, sell, use and/or consume alcoholic beverages or any illegal drugs or controlled substances at any chapter sponsored or endorsed event.

- No chapter may conduct activities that create embarrassment, harassment, or ridicule, nor any other activities which are not consistent with the regulations and policies of the educational institution.

- Psi Beta chapters that have been consistently active for 15 consecutive years shall be recognized and inducted into the Psi Beta Hall of Fame.

- The Psi Beta charter fee shall be $150.

- The Psi Beta lifetime membership registration fee shall be $50, which includes a plated Psi Beta logo pin and a membership certificate.

- The Presidents Circle, comprised of all former Psi Beta national presidents, is available to serve as an advisory board to the Psi Beta National Council.

- May 15 is the deadline for student research papers to be received in the Psi

Beta national office via digital submission. June 1 is the deadline for all other competition submissions to be received in the Psi Beta national office. Specific submission requirements are included in the award criteria.

- Psi Beta publishes a fall and spring newsletter annually. More current Psi Beta news is always available on the Psi Beta website in the “What’s Hot” area.

- Psi Beta approved a revised Privacy of Information Policy to be enforced and available to students and faculty registering for membership.

- Beginning 2006, the National Council expanded the Carol Tracy Community Service award to two categories: Chapter and Individual, each rewarded with a certificate and $100.

Psi BETA
HISTORY

Psi Beta, the national honor society in psychology for community and junior colleges, was founded and incorporated in the state of Tennessee by Carol Tracy and eleven charter chapters on November 5, 1981. Ruth Cousins who served as the Psi Chi executive director for thirty-three years, inspired the founding of Psi Beta by convincing her daughter, Carol Tracy, to create the society. Psi Chi members teaching at two-year colleges were eager to offer the advantages of honor society membership to their students, but Psi Chi was not permitted by the Association of College Honor Societies (ACHS) to charter chapters at two-year colleges. Ms. Tracy's husband suggested the name Psi Beta, because the honor society was the second national honor society in psychology and Beta is the second letter in the Greek alphabet.

In 1981, Psi Beta began publishing the *Psi Beta Newsletter,* which continues to be published three times a year—fall, winter and spring. In 1982 the Psi Beta National Council elected the first national president, Jim Hail, EdD, of McLennan Community College in Waco, Texas. Dr. Hail worked closely with Ms. Tracy, the National Council, and the chapters in finalizing the bylaws and approving the logo and the design for Psi Beta jewelry. The official colors of gold and royal blue were adopted for the society.

The second national president, Professor Alan Schultz of Prince George’s Community College in Largo, Maryland, was elected by the council to serve 1983–84. The first council meeting was held by conference call in 1983. Psi Beta jewelry became available for members to order. In 1984 Psi Beta chapters were divided into five regions and vice-presidents were elected by the chapters in their respective regions to serve on the National Council as well as to head their regions. Also in 1984, Psi Beta President Schultz was the first to represent Psi Beta as a participant in a psychology convention program.

Psi Beta's third national president, Margaret S. Martin, PhD, Piedmont Technical College, Greenwood, South Carolina, was elected to three one-year terms, 1984–85, 1985–86, and 1986–87. During Dr. Martin's three years as president, she emphasized the recruitment of chapters and designed an attractive brochure which was distributed to prospective chapters. The first *Psi Beta Handbook* was published for the 1986–87 year, and honor cords for members to wear at graduation, in recognition of their scholastic achievements, were designed in Psi Beta's colors of royal blue and gold.

Dr. Martin, as a member of the American Psychological Association (APA), enhanced Psi Beta's image in the psychology community. She served a three-year term on the APA Committee on Undergraduate Education (CUE) and served on the APA Educational Affairs Division's Advisory Board of *Network.* In addition, Psi Chi (Psi Beta's sister honor society in psychology for senior colleges and universities) invited Psi Beta President Martin and Executive Director Carol Tracy to participate for the first time in a Psi Chi national convention held in conjunction with the 1986 APA annual convention in Washington, DC. Psi Beta launched its first research award in 1987.

The Psi Beta National Council elected Ann E. Garrett Robinson, EdD, South Central Community College (later renamed Gateway Community-Technical College) in New Haven, Connecticut, as Psi Beta National President for the 1987–88, 1988–89, and 1989–90 terms. Dr. Robinson continued to serve on the council as past-president, 1990–91, and served as the first historian, 1991–92. As incoming president, Dr. Robinson attended Psi Beta's second national convention in New York in 1987 with President Martin and Executive Director Tracy. They met B. F. Skinner, who autographed a copy of Psi Beta's first handbook.

President Robinson's first goal was to apply for Psi Beta's affiliation with APA, which was approved and announced during the APA convention in Atlanta, August 1988. At that convention Psi Beta was assigned its first room and time for a National Council business meeting. Also during President Robinson's first term, she sought to recognize the founders of Psi Beta. As a result, the National Council named the Psi Beta research paper award after cofounder Ruth Cousins and established the first annual Carol Tracy Community Service Award in honor of Psi Beta's other cofounder and executive director. In November 1987 Psi Beta welcomed the Psi Chi national headquarters to Chattanooga, Tennessee.

During President Robinson's 1988–89 term, the Psi Beta National Council amended the bylaws. The amendments included the change from a one-year term for the president to a three-year term, to be served as president-elect, president, and past-president. At the 1989 APA convention in New Orleans Psi Beta presented to Ruth Cousins, cofounder and mentor of Psi Beta, the society's first honorary membership. Also, in 1989, Psi Beta banners in gold and blue with the Psi Beta seal were made available for chapters to purchase.

At the 1990 APA convention in Boston, the Psi Beta/Virginia Staudt Sexton National

Faculty Advisor Award was presented to the first recipient. The award was established by Virginia Staudt Sexton, PhD, a former president of Psi Chi. In 1991 Dr. Sexton would be granted the second national honorary membership in Psi Beta. President Robinson's council voted to apply for affiliation with the American Psychological Society (APS). Psi Beta had 100% of the council present at the annual business meeting for the first time. Dr. Robinson installed the new council members, including Richard E. Miller, PhD, Navarro College, Corsicana, Texas, as president.

During President Richard Miller's leadership, 1990–91, Psi Beta's affiliation with APS was approved. HarperCollins Publishers established three Psi Beta awards totaling $1,000, to be presented in 1992 for winning research papers on the teaching/learning process. President Miller and the Psi Chi president sought ways to develop a closer working relationship. As a result, in July 1991 the Psi Beta headquarters moved from Carol Tracy's home Psi Chi's headquarters and Carol Tracy served as Psi Beta's executive director while sharing time as Psi Chi's financial officer. Psi Beta celebrated its 10th anniversary at the 1991 APA convention in San Francisco. Former presidents Hail and Martin participated in a symposium with the serving council members on the history of Psi Beta. The council honored Ruth Cousins, retiring executive director of Psi Chi, by naming the distinguished lecture series after her, beginning in 1992. Sandra Ladd, West Valley College, Saratoga, California, was installed as Psi Beta national president.

President Ladd devoted her 1991–92 term to networking with Psi Chi and writing an ethnic minority mentoring proposal, Diversity Project 2000 (DP 2000), which was proposed to APA and the National Institute of Mental Health during the 1992 Annual APA National Convention in Washington, DC. During the convention the Psi Beta and Psi Chi National Councils held their first joint meeting where they drafted a mission statement and a formal policy for the two societies, creating a plan of cooperation, which was adopted by both councils in January 1993. The National Council members honored Executive Director Carol Tracy with a contribution to the Gold Circle Club and an APA medallion in celebration of APA's Centennial. The inscription on the plaque—located in the lobby of the new APA building where the council held a brief ceremony—is "Carol Cousins Tracy, Founder and Executive Director, PSI BETA." President Ladd installed Donald B. Irwin, PhD, Des Moines Area Community College, Ankeny, Iowa, as Psi Beta national president. In September Psi Chi and Psi Beta moved their national offices to a new location in Chattanooga.

An outstanding achievement of 1992 was the APA centennial publication, *Teaching Psychology in America: A History*, in which Chapter 18 of the book, entitled "Psi Chi and Psi Beta: The Two National Honor Societies in Psychology," was written by Ruth Hubbard Cousins, Carol Tracy, and Peter Giordano. Under President Irwin's leadership, the Diversity Project 2000 continued to be developed by the Task Force and the Bylaws Committee worked with a parliamentarian, attorney, and the

Association of College Honor Societies (ACHS) to propose amendments to the Psi Beta bylaws. In 1993 Psi Beta held its second Chapter Information Exchange at the APS national convention in Chicago. The 1993 APA national convention was held in Toronto, Ontario. The National Council held its business meeting in the Neill-Wycik Hotel where it approved the amendments to the Psi Beta Bylaws and policies proposed by the Bylaws Committee. Two major changes approved were that active chapters would elect future presidents-elect and vote on bylaw amendments. Psi Beta Council members collaborated to produce a leadership handbook for Psi Beta chapter officers. During the Psi Beta National Council annual meeting Dr. Miller, the outgoing historian, installed the 1993–94 president, JoAnn Brannock, PhD, Fullerton College, Fullerton, California.

On February 19, 1994, Psi Beta was approved for membership in the Association of College Honor Societies as the first two-year college honor society member. Through President-Elect Stuber's vision and guidance, the chapters approved renaming and redistributing the Psi Beta regions to match Psi Chi's regions, effective August 11, 1994. The first Diversity Project 2000 Summer Institute and Program was implemented in cooperation with APA, the Center for Mental Health Services (CMHS) and the Center for Substance Abuse Prevention (CSAP) at the APA national convention in Los Angeles. Through President Brannock's efforts, for the first time, Psi Beta cosponsored a workshop with Division Two at the convention. Outgoing Past-President Irwin installed the 1994-95 National Council, with Donna Stuber, PhD, North Central Missouri College, Trenton, Missouri, as national president.

At the beginning of President Stuber's term, Allyn & Bacon Publishers replaced HarperCollins as the sponsors of the research paper competition and gave the national office free email and Internet access through America Online. Medallions bearing the Psi Beta seal and gold-kase Psi Beta pins became available through the national office for Psi Beta members to wear for induction ceremonies and graduations. Also, Psi Beta qualified for a nonprofit bulk rate mail permit, for the first time. On December 13, 1994, the Psi Beta trademark registration was officially registered with the U.S. Patent and Trademark Office. Eastern Vice-President Robin Hailstorks was appointed to the APA Commission on Ethnic Minority Recruitment, Retention and Training in Psychology. Through the newsletters, Psi Beta sought monetary contributions to support the increasing number of programs and awards. The vice-presidents sponsored programs at seven regional psychology meetings. The second Diversity Project 2000 Summer Institute was held in New York City at the APA national convention with Sandy Ladd serving as director. Outgoing past- president Brannock installed the incoming president, Ann Ewing, PhD, Mesa Community College, Mesa, Arizona, and her council.

Highlighting Dr. Ewing's 1995-96 presidency, were preparations to celebrate Psi Beta's 15th anniversary. A Psi Beta Hall of Fame was established for chapters chartered and consistently active for 15 years. A National Community Service

Project, Heather's Teddy Bear Drive, and a National Psi Beta Song were adopted in honor of the anniversary. Also, the National Council held its first retreat in Nashville, Tennessee, with a professional facilitator to vision, evaluate the Psi Beta mission and develop long-term goals and strategies for Psi Beta. The Psi Beta national office moved to Psi Chi's second floor and purchased a computer system. A toll-free number and voice mail were established to better serve the chapters. Psi Beta tee shirts and sweatshirts became available for chapters to purchase. The third DP 2000 summer institute was funded by the National Institute on Drug Abuse (NIDA) in Toronto, Ontario, Canada, in conjunction with the APA convention. Robin Hailstorks, PhD, Prince George's Community College, Largo, Maryland, was installed as national president.

Dr. Hailstorks devoted her 1996-97 term increasing Psi Beta's visibility and networking with APA, APS, EPA, CTUP, NIDA, AACC, and CMHS, as well as co-directing the DP 2000 program. Her executive committee met at the Psi Beta national office in June 1997 to develop strategies for the upcoming year. She invited the APA Education Directorate to meet with the National Council during APA to develop cooperative programs. Jerry Rudmann, PhD, Irvine Valley College, Irvine, California, was installed as Psi Beta's 1997-98 national president.

Dr. Rudmann enhanced the Psi Beta web page, which he had constructed while president-elect. He negotiated with the Office of Teaching Resources in Psychology (OTRP) to make available for community college faculty two models created by Psi Beta council members. Rudmann's council began working with the APA's Education Directorate's Community College Work Group (CCWG) to develop cooperative programs within the different regions. Dr. Rudmann represented Psi Beta at an APS Summit. On June 30, 1998, the seven-year plan with Psi Chi ended. Psi Beta's Executive Committee met in Chattanooga to plan the annual business meeting agenda and to evaluate Psi Beta's situation since Psi Chi no longer had space for Psi Beta's headquarters. The committee moved the Psi Beta National Office once again to the home of the executive director, which would be rent-free and could use the existing Psi Beta telephone numbers. The fifth DP 2000 Summer Institute was held with the 1998 APA convention in San Francisco. The National Council met with Education Directorate and Psi Chi officials and attended a Psychology Partnerships Project (P3) meeting to further develop relationships and programs. L. William Cheney, EdD, Community College of Rhode Island, Warwick, Rhode Island, became the 1998–99 Psi Beta National President.

Immediately, Dr. Cheney's council budgeted for new three-ring loose-leaf Psi Beta chapter handbooks, an updated database program, and necessary equipment for the new headquarters. In February the office changed location with the executive director's home, but retained the same post office box and telephone numbers. To enable members to order merchandise more quickly, the national office began accepting all major credit cards throughout the year. For the first time the vice-presidents and the CCWG implemented their cosponsored functions/programs in

each of the five regions. Past-president Rudmann represented Psi Beta and community colleges at the meeting of the APS Work Group on Education and Training in Psychological Science where he submitted a position paper about service learning. The work group concluded that higher education needed to totally change and began developing a plan for the process. President Cheney and president-elect Robbye Nesmith co-chaired the Psi Beta program at the 1999 APS convention in Denver, Colorado.

Under President Cheney's leadership, Psi Beta National Council members participated in the P3 Forum in June 1999. The P3 mission was to "...identify, establish, and nurture partnerships to promote the teaching of psychology and to encourage lifelong learning in a diverse, changing world." Present and former Psi Beta council members continue to serve on the nine P3 committees. Representatives of Psi Beta and Psi Alpha, a high school psychology club/honor society in progress, initiated discussion on establishing a formal working relationship. During the 1999 APA convention in Boston, Psi Beta's National Council met with representatives of the Education Directorate and Teachers of Psychology in Secondary Schools (TOPSS) to discuss better supporting each other. Carol Tracy was inducted as the third national honorary member of Psi Beta. For the first time Harcourt Brace College Publishers presented $300 to the winner of the Outstanding Psi Beta Chapter award. Past-presidents Sandra Ladd and Robin Hailstorks were co-directors of the sixth DP 2000 summer institute held in conjunction with the APA convention. President Cheney passed the gavel to incoming president Robbye Nesmith, Navarro College, Corsicana, Texas.

President Nesmith's council established the Presidents Circle, an advisory committee composed of all former Psi Beta national presidents. Their first task was to help plan and seek funding for Psi Beta's 20th anniversary celebration in 2001. Finally, all council members and the national office had email and communicated with each other regularly and with Psi Beta chapters, psychological associations, and community college faculty. About 2/3 of the chapters had email addresses. Eastern vice-president Tonja Ringgold launched the Psi Beta newsletter online, linked to the Psi Beta home page.

President Nesmith and president-elect Murphy represented Psi Beta at the 2000 APS convention in Miami Beach, Florida. Former Psi Beta president Ann Ewing chaired the CCWG, which continued to cosponsor regional programs with Psi Beta and invited Psi Beta to co-host a reception for two-year college faculty during the next APA convention. In the spring APA co-published with Oxford University Press the *Encyclopedia of Psychology,* which included an article on the history of Psi Beta written by the executive director. Sandy Ladd and Robin Hailstorks with assistants Tawa Witko and Orville Jackson, both 1994 DP 2000 participants, co-directed the seventh DP 2000 summer institute at the APA convention in Washington, DC. Former president Ann Robinson made a generous contribution that established the Ann Garrett Robinson College Life Award to be initially presented in 2001. For the

first time a matching grant was generously donated to Psi Beta anonymously in memory of Vincent Roth, a former Psi Chi advisor and fan of Ruth Cousins, and in celebration of Psi Beta's upcoming 20th anniversary. Psi Beta and Division Two invited the Board of Educational Affairs (BEA) to co-host their seventh APA workshop on Innovative Teaching Methods. During the National Council annual meeting held in the APA Building, Robbye Nesmith turned the Psi Beta presidency over to David Murphy, EdD, Waubonsee Community College in Sugar Grove, Illinois.

Dr. Murphy began planning the Psi Beta programs for the 2001 APA convention immediately. He and his council worked with the Presidents Circle to make plans for Psi Beta's 20th anniversary celebration at APA. The council worked with the executive director to subcontract Psi Beta's merchandise orders and registrations with SyCom-Systems, beginning July 2001. The membership registration fee was raised to $50 on January 1, 2001, which included a membership pin. A record-breaking $10,000 was contributed by friends and council members, and matched by a generous friend, to sponsor the new College Life award and the 20th birthday activities at the convention. Psi Beta provided its first hospitality suite where it held three receptions. Publishers contributed to the Philip Zimbardo reception following his distinguished lecture and the birthday party. APA's Education Directorate provided for the community college faculty reception co-hosted by the CCWG and Psi Beta in the suite. President Murphy presented Philip Zimbardo, PhD, of Stanford University and Harold Takooshian, PhD, of Fordham University national honorary Psi Beta memberships. Psi Beta's logo was renewed for ten years with the US Patent and Trademark Office. Beverly Burton, MSW, Piedmont Technical College, Greenwood, South Carolina, was installed as Psi Beta president.

Barely two weeks after our National Council meeting in San Francisco, the events of September 11, 2001 irrevocably changed all of our lives. The tragic loss of life and the enormity of the destruction in New York and Washington caused by radical Islamic terrorists numbed the entire nation. Psychologists from around the world were mobilized and were consulted on how to deal with the individual and collective trauma that these events produced.

Indeed, the young psychologists being trained on our campuses today will be having to deal with new psychological concerns and problems that will arise out of the continuing threat of terrorist acts against the people of the United States. Our world has been changed forever and psychology will command center stage in teaching us how to adapt to these changes. Our discipline is more important now than ever before and I'm glad we're a part of it. Our thoughts and our prayers go out to the victims and their families.

In celebration of Psi Beta's 20th anniversary, Phil Zimbardo was introduced by Dave Murphy as the Ruth Hubbard Cousins Distinguished Lecturer. Phil was the distinguished lecturer for Psi Beta's 10th anniversary as well. The overflow crowd

followed Phil to Psi Beta's Hospitality Suite for a reception in his honor. At the reception, both Phil Zimbardo and Harold Takooshian were presented with honorary Psi Beta memberships. Psi Beta's hospitality suite was fully utilized to host a reception for community college faculty that was sponsored by the Community College Working Group, along with Psi Beta's 20th birthday celebration and the annual National Council meeting. Former Psi Beta National President Donna Stuber-McEwen and her husband Michael inaugurated the new web-based distribution center through their company SyCom Systems. The benefits of the new distribution center were many, but the primary benefit of this web-based system was the ease of use for Psi Beta advisors in enrolling new members and ordering merchandise. This outsourcing of the work that Carol Tracy used to do enabled her to reduce her workload and provided a much faster turnaround time, not to mention the reduction in paperwork and postage costs. Donna made Psi Beta's website a virtual, one–stop shop for all things related to Psi Beta. Perhaps the best part of all of these changes was the fact that Donna was still involved with Psi Beta!

Tonja Ringgold, EdD, Baltimore City Community College, Baltimore, Maryland, was installed as Psi Beta president on August 24, 2002, during the Psi Beta National Council meeting at the APA convention in Chicago. We were once again honored to introduce Dr. Robert J. Sternberg as a lecturer at APA. He was our first Distinguished Lecturer in 1990, and was the 2002 Ruth Hubbard Cousins Distinguished Lecturer in Chicago. He spoke on "The Best Advice I Have to Give: How Can Students Use Psychology to Make the Most of Their Lives?" He was later honored at a reception in the Psi Beta suite, sponsored by Allyn & Bacon Publishers. During the reception Dr. Sternberg was presented with a national honorary Psi Beta membership. The awards ceremony was also held in the Psi Beta suite. The Psi Beta Hospitality Suite was also used for a reception for Community College

Faculty sponsored by PT@CC and Psi Beta, and for a workshop "Managing Your Psi Beta Chapter Online" presented by Dr. Donna Stuber-McEwen and Michael McEwen. During the National Council Meeting in August 2002, David Murphy completed his term with the Council. He was master of the ceremony to induct the national officers. Bill Cheney (Eastern Region), Sharon Burson (Southwestern Region), and Jaye Van Kirk (Western/Rocky Mountain) were installed as Vice Presidents. Kenneth Gray was installed as the National President-elect, and Tonja Ringgold as the National President of Psi Beta. A National Council 2002 Retreat in Memphis, TN was held for a strategic planning session facilitated by Dorothy Mitstifer. November 15 – 17 several council members, Dorothy, and Executive Director Carol Tracy created a strategic plan for Psi Beta operations.

Worldwide 2002-03 was a difficult economic, political, and medical year, which could have had a devastating impact on Psi Beta. In November 2002 the United

Nations Security Council unanimously adopted a resolution for inspection of Iraq's disarmament. By March 2003 the United States initiated military strikes against Iraq. In April an alert was posted for Toronto Travel – host to the 2003 APA Convention. The alert ceased on July 8, 2003. Through all of these crises, Psi Beta continued to increase memberships, chapters, and sales. At one point it was questionable whether APA would hold its convention and if so, would Psi Beta participate or move the National Council meeting to Tennessee. Happily, the meetings took place in Toronto as planned. Kenneth Gray was installed as the National President and Jaye Van Kirk became the president-elect while continuing to serve as the Western/Rocky Mountain vice-president.

During Gray's presidency, the council created its first online survey for chapters and the first online newsletter to replace the winter newsletter. Psi Beta continued to publish the fall and spring newsletters. Dr. John Hogan, St. John's College (NY), accepted Psi Beta's invitation to serve as Psi Beta's historian for the 25th anniversary celebration. The busy council also worked on a Privacy Information Policy, Governance Policy, revised Bylaws, and Virtual Server Agreement. The APA and National Council meetings were held in Honolulu, Hawaii. For the first time in many years, four of the east coast council members (outgoing and incoming) did not attend because of the distance and expense. Those in Hawaii celebrated Psi Chi's 75th anniversary on a Psi Chi cruise. Jaye Van Kirk was installed as the 2004-05 National President.

During President's Van Kirk's tenure the world and the US were beset by political and natural turbulence: war in Iraq involving US troops, terrorist bombs on London's public transportation system, highest oil prices ever, and a tsunami in the Indian Ocean. She concentrated on developing liaisons with other national, regional and local organizations and especially focused on diversity. Fortunately, President Van Kirk and her Search Committee had been working on a plan for hiring a new executive director in 2006. In June 2005, Carol Tracy requested early retirement in order to spend more time with her family, including two soon-due grandchildren. Dr. Jerry Rudmann consented to serve as the Interim Executive Director. Tracy retired on July 1 and the National Council met with Dr. Rudmann at APA in Washington, DC. Sharon Burson was installed as the 2005-06 National President of Psi Beta.

Hurricane Katrina devastated the Gulf Coast, especially New Orleans, in August. Burson and her council offered chapters opportunities to help the Katrina victims. The war in Iraq and on terrorism continued, plus North Korea and Iran caused international unrest. Oil prices continued to rise. For the first time Psi Beta hired a CPA to provide monthly financial reports to the council. During Dr. Burson's presidency the council held more business meetings by conference calls, which included planning the 25th Psi Beta anniversary celebration for APA. A professional DVD on the history and functions of Psi Beta was commissioned for the celebration

held in New Orleans on August 12, 2006.

Dr. Harold Takooshian, a Psi Beta mentor, helped with the history and a DVD. The council also voted to increase the Carol Tracy Community Service Award number and award amount in celebration of the 25th anniversary. A special program followed by a reception was held to honor Carol Tracy and Ruth Hubbard Cousins, the co-founders, and Ferber Tracy, who assisted them. Special guests who joined the celebration were past-presidents Ladd, Ewing, Hailstorks, Rudmann, Cheney, Nesmith, and Van Kirk. Also present were APA President Gerald Koocher, APA's Martha Boenau, Psi Chi Executive Director Ginny Mathie, Michael Wertheimer, Harold Takooshian and PT@CC members Bob Johnson, Skip Talbert, Donna Duffy and Cerritos College members. Dr. Alberta Johnson was installed as the 2006-07 National President.

In 2005 Carol Tracy, Psi Beta's Executive Director, submitted her resignation. Jerry Rudmann, chapter advisor at Irvine Valley College and former National President, became the second person to serve as Psi Beta's Executive Director. During his term of office, Rudmann worked with National Council members to implement the following changes: online member registration, annual national research projects, a new website, fall and spring online newsletters, the Giving Away Psychology Project (a combined service-learning and research project in which teams of Psi Beta students present personal effectiveness workshops on academic self-efficacy, interpersonal communication, and research based learning and memory strategies). Rudmann also represented Psi Beta and community college psychology by serving as board president of the Association of College Honor Societies, and as a member of several APA and STP task forces (e.g., APA Guidelines 1.0 and 2.0), and was a charter member of PT@CC (now the Committee on Associate and Baccalaureate Education, or CABE).

The PRESIDENTS' CIRCLE HALL OF FAME
NATIONAL PSI BETA PRESIDENTS

1982-1983	Jim Hail, EdD	McLennan Community College (TX)
1983-1984	Alan Schultz, MA	Prince George's Community College (MD)
1984-1987	Margaret S. Martin, PhD	Piedmont Technical College (SC)
1987-1990	Ann G. Robinson, EdD*****	Gateway Community-Technical College (CT)
1990-1991	Richard E. Miller, PhD*****	Navarro College (TX)
1991-1992	Sandra L. Ladd, MS*****	West Valley College (CA)
1992-1993	Donald B. Irwin, PhD	Des Moines Area Community College (IA)
1993-1994	JoAnn C. Brannock, PhD*****	Fullerton College (CA)
1994-1995	Donna Stuber McEwen, PhD	North Central Missouri College (MO)
1995-1996	Ann Ewing, PhD*****	Mesa Community College (AZ)
1996-1997	Robin Hailstorks, PhD*****	Prince George's Community College (MD)
1997-1998	Jerry Rudmann, PhD*	Irvine Valley College (CA)
1998-1999	L. William Cheney, EdD	Community College of Rhode Island (RI)
1999-2000	Robbye Nesmith, MA	Navarro College (TX)
2000-2001	David R. Murphy, EdD*****	Waubonsee Community College (IL)
2001-2002	Beverly Burton, MSW	Piedmont Technical College (SC)
2002-2003	Tonja Ringgold, EdD*****	Baltimore City Community College (MD)
2003-2004	Kenneth Gray, PhD	College of DuPage (IL)
2004-2005	Jaye Van Kirk, MA*****	San Diego Mesa College (CA)

2005-2006	Sharon Burson, EdD	Temple College (TX)
2006-2007	Alberta Johnson, PhD	Georgia Highlands College (GA)
2007-2008	Heather LaCost, PhD	Waubonsee Community College (IL)
2008-2009	Laura Bittner, MA	Carroll Community College (MD)
2009-2010	Fernando Ortiz, PhD	Santa Ana College (CA)
2010-2011	Sheri Chejlyk, PhD	Manatee Community College (FL)
2011-2012	Robin Musselman, PhD	Lehigh-Carbon Community College (PA)
2012-2013	Kris Leppien-Christensen, PhD*	Saddleback College
2013-2014	Melanie Arpaio, MA,	Sussex County Community College, NJ,
2014-2015	Katherine Wickes, PhD	Blinn College (TX)
2015-2016	Kathleen Hughes, PhD	Pasco-Hernando State College (FL)
2016-2017	Kathleen Hughes	Pasco-Hernando State College (FL)
2017-2018	Jennifer O'Loughlin-Brooks, MS*	Collin College (TX)
2017-2018	Jennifer O'Loughlin-Brooks, MS*	Collin College (TX)
2018-2019	Kimberley Duff, PhD*	Cerritos College (CA)
2019-2020	Kimberley Duff, PhD*	Cerritos College (CA)

*****Recipients of the APA Division Two National Teaching Excellence Award in the two-year college category.

PAST NATIONAL COUNCILS

First Council 1981-1984 (Charter Members)
Todd Gaffaney, PhD, Cerritos College, CA
Irene Osthoff, PhD, Cottey College, MO Sharon
Mikeworth, Lincoln Trail College, IL
Jim Hail, EdD, McLennan Community College, TX, **1981-1983 National President**
Margaret S. Martin, PhD, Piedmont Technical College, SC **1984-1987 National President**
Alan Schultz, Prince George's Community College, MD, **1983-1984 National President**
Ann Garrett Robinson, EdD, South Central Community College, CT (later became Gateway Technical Community College) **1987-1990 National President**

1984-1985
Margaret S. Martin, PhD, Piedmont Technical College, SC, National President

NE	Wallace O'Shell, Community College of Allegheny County College, Center-North, PA
NC	Sharon Mikeworth, Lincoln Trail College, IL
SC	Juan A. Mercado, PhD, McLennan Community College, TX
SE	Margaret S. Martin, PhD, Piedmont Technical College, SC
W	Norman Garrett, PhD, Los Angeles City College, CA

1985-1986
Margaret S. Martin, PhD, Piedmont Technical College, SC, National President

NE	Wallace O'Shell, Community College of Allegheny County College, Center-North, PA
NC	Donald B. Irwin, PhD, Des Moines Area Community College, IA
SC	Juan A. Mercado, PhD, , McLennan Community College, TX
SE	Margaret S. Martin, PhD, Piedmont Technical College, SC
W	Norman Garrett, PhD, Los Angeles City College, CA

1986-1987
Margaret S. Martin, PhD, Piedmont Technical College, SC, National President

NE	Ann Garrett Robinson, EdD, South Central Community College, CT
NC	Donald B. Irwin, PhD, Des Moines Area Community College, IA
SC	Richard E. Miller, PhD, Navarro College, TX
SE	Margaret S. Martin, PhD, Lander College, SC
W	Norman Garrett, PhD, Los Angeles City College, CA

1987-1988
Ann Garrett Robinson, EdD, South Central Comm. College, CT, National President
Margaret S. Martin, PhD, Lander College, SC. National Past-president

NE	Ann Garrett Robinson, EdD, South Central Community College, CT
NC	Janet A. Simons, PhD, Des Moines Area Community College, IA
SC	Richard E. Miller, PhD, Navarro College, TX
SE	Sandra Reeves, PhD, Tri-County Technical College, SC
W	Norman Garrett, PhD, Los Angeles City College, CA

1988-1989
Ann Garrett Robinson, EdD, South Central Comm. College, CT, National President
NE Ann Louise Dailey, PhD, Community College of Allegheny County College, Center-North, PA
NC Janet A. Simons, PhD, Des Moines Area Community College, IA
SC Shirley Pritchett, EdD, Northeast Texas Community College, TX
SE Sharold Overton, J. Sargeant Reynolds Community College, VA
W Sandra Ladd, West Valley College, CA

1989-1990
Ann Garrett Robinson, EdD, South Central Comm. College, CT, National President Richard E. Miller, PhD, Navarro College, TX, President-Elect
NE Ann Louise Dailey, PhD, Community College of Allegheny County College, Center-North, PA
NC Donald B. Irwin, PhD, Des Moines Area Community College, IA
SC Shirley Pritchett, EdD, Northeast Texas Community College, TX
SE Sharold Overton, J. Sargeant Reynolds Community College, VA
W Sandra Ladd, West Valley College, CA

1990-1991
Richard E. Miller, PhD, Navarro College, TX, National President
Sandra Ladd, West Valley College, CA, President-Elect
Ann Garrett Robinson, EdD, South Central Comm. College, CT, National Past-President
NE David DiFabio, PhD, Mohawk Valley Community College, NY
NC Donald B. Irwin, PhD, Des Moines Area Community College, IA
SC Shirley Pritchett, EdD, Northeast Texas Community College, TX
SE Sharold Overton, J. Sargeant Reynolds Community College, VA
W JoAnn Brannock, PhD, Fullerton College, CA

1991-1992
Sandra L. Ladd, West Valley College, CA, National President
Donald B. Irwin, PhD, Des Moines Area Community College, IA, President-Elect Richard E. Miller, PhD, Navarro College, TX, National Past-President
Ann Garrett Robinson, EdD, South Central Comm. College, CT, Historian
NE David DiFabio, PhD, Mohawk Valley Community College, NY
NC Alice Tate, Kankakee Community College, IL
SC Shirley Pritchett, EdD, Northeast Texas Community College, TX
SE Beth Demro, J. Sargeant Reynolds Community College, VA
W JoAnn Brannock, PhD, Fullerton College, CA

1992-1993
Donald B. Irwin, PhD, Des Moines Area Community College, IA, National President
JoAnn Brannock, PhD, Fullerton College, CA, President-Elect
Sandra Ladd, West Valley College, CA, National Past-President Richard E. Miller, PhD, Navarro College, TX, Historian
NE Allison Caveglia Barash, Community College of Allegheny County College, Center-North, PA
NC Alice Tate, Kankakee Community College, IL
SC Donna Stuber, PhD, North Central Missouri College, MO
SE Beth Demro, J. Sargeant Reynolds Community College, VA
W Ann Ewing, Mesa Community College, AZ

1993-1994
JoAnn C. Brannock, PhD, Fullerton College, CA, National President
Donna Stuber, PhD, North Central Missouri College, MO, President-Elect
Donald B. Irwin, PhD, Des Moines Area Community College, IA, National Past-President Sandra Ladd, West Valley College, CA, Historian
NE Robin Hailstorks, PhD, Prince George's Community College, MD
NC Susan Harris-Mitchell, PhD, College of DuPage, IL
SC Sharon Burson, EdD, Temple Junior College, TX
SE Bernice Harshberger, Carteret Community College, NC
W Ann Ewing, Mesa Community College, AZ

1994-1995
Donna Stuber, PhD, North Central Missouri College, MO, National President
Ann Ewing, Mesa Community College, AZ, President-Elect

JoAnn C. Brannock, PhD, Fullerton College, CA, National Past-President
E Robin Hailstorks, PhD, Prince George's Community College, MD
MW Susan Harris-Mitchell, PhD, College of DuPage, IL
SW Robbye Nesmith, Navarro College, TX
SE Bernice Harshberger, Carteret Community College, NC
W/RM Jerry Rudmann, PhD, Irvine Valley College, CA

1995-1996
Ann Ewing, PhD, Mesa Community College, AZ, National President
Robin Hailstorks, PhD, Prince George's Community College, MD, President-Elect
Donna Stuber, PhD, North Central Missouri College, MO, National Past-President
E L. William Cheney, EdD, Community College of Rhode Island
MW Sharon Lansing, PhD, Cottey College, MO
SW Robbye Nesmith, Navarro College, TX
SE LaurieAnn Drogin, Jefferson Community College, KY
W/RM Jerry Rudmann, PhD, Irvine Valley College, CA

1996-1997
Robin Hailstorks, PhD, Prince George's Community College, MD, National President
Jerry Rudmann, PhD, Irvine Valley College, CA, President-Elect
Ann Ewing, PhD, Mesa Community College, AZ, National Past-President
E L. William Cheney, EdD, Community College of Rhode Island
MW Sharon Lansing, PhD, Cottey College, MO
SW Robbye Nesmith, Navarro College, TX
SE LaurieAnn Drogin, Jefferson Community College, KY
W/RM Callista Lee, Fullerton College, CA

1997-1998
Jerry Rudmann, PhD, Irvine Valley College, CA, National President
L. William Cheney, EdD, Community College of Rhode Island, President-Elect
Robin Hailstorks, PhD, Prince George's Community College, MD, National Past-President
E Sidney Hochman, PhD, Nassau Community College, NY
MW David Murphy, EdD, Waubonsee Community College, IL
SW Robbye Nesmith, Navarro College, TX
SE Beverly Burton, Piedmont Technical College, SC
W/RM Callista Lee, Fullerton College, CA

1998-1999
L. William Cheney, EdD, Community College of Rhode Island, National President
Robbye Nesmith, Navarro College, TX, President-Elect
Jerry Rudmann, PhD, Irvine Valley College, CA, National Past-President
E Tonja Ringgold, Baltimore City Community College, MD
MW David Murphy, EdD, Waubonsee Community College, IL
SW Shirley Clay, EdD, Northeast Texas Community College
SE Beverly Burton, Piedmont Technical College, SC
W/RM Callista Lee, Fullerton College, CA

1999-2000
Robbye Nesmith, Navarro College, TX, National President
David Murphy, EdD, Waubonsee Community College, IL, President-Elect
L. William Cheney, EdD, Community College of Rhode Island, National Past-President
E Tonja Ringgold, Baltimore City Community College, MD
MW Kenneth Gray, PhD, College of DuPage, IL
SW Shirley Clay, EdD, Northeast Texas Community College
SE Beverly Burton, Piedmont Technical College, SC
W/RM Callista Lee, Fullerton College, CA

2000-2001
David Murphy, EdD, Waubonsee Community College, IL, National President
Beverly Burton, Piedmont Technical College, SC, President-Elect
Robbye Nesmith, Navarro College, TX, National Past-President
E Tonja Ringgold, Baltimore City Community College, MD
MW Kenneth Gray, PhD, College of DuPage, IL

SW Sharon Burson, EdD, Temple College, TX
SE Beverly Burton, Piedmont Technical College, SC
W/RM Jaye Van Kirk, San Diego Mesa College, CA

2001-2002
Beverly Burton, Piedmont Technical College, SC, National President
Tonja Ringgold, EdD, Baltimore City Community College, MD, President-Elect
David Murphy, EdD, Waubonsee Community College, IL, National Past-President
E Tonja Ringgold, EdD, Baltimore City Community College, MD
MW Kenneth Gray, PhD, College of DuPage, IL
SW Sharon Burson, EdD, Temple College, TX
SE Betty Matheson, Northeastern Technical College, SC
W/RM Jaye Van Kirk, San Diego Mesa College, CA

2002-2003
Tonja Ringgold, EdD, Baltimore City Community College, MD, National President
Kenneth Gray, PhD, College of DuPage, IL President-Elect
Beverly Burton, Piedmont Technical College, SC, National Past-President
E Bill Cheney, EdD, Community College of Rhode Island
MW Kenneth Gray, PhD, College of DuPage, IL
SW Sharon Burson, EdD, Temple College, TX
SE Betty Matheson, Northeastern Technical College, SC
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Kenneth Gray, PhD, College of DuPage, IL, National President
Jaye Van Kirk, San Diego Mesa College, CA, President-Elect
Tonja Ringgold, EdD, Baltimore City Community College, MD, National Past-President
E Bill Cheney, EdD, Community College of Rhode Island
MW Heather LaCost, MA, Waubonsee Community College, IL
SW Sharon Burson, EdD, Temple College, TX
SE Alberta Johnson, PhD, Floyd College, GA
W/RM Jaye Van Kirk, San Diego Mesa College, CA

2004-2005
Jaye Van Kirk, San Diego Mesa College, CA, National President
Sharon Burson, EdD, Temple College, TX President-Elect
Kenneth Gray, PhD, College of DuPage, IL, National Past-President
E Laura Bittner, Carroll Community College, MD
MW Heather LaCost, PhD, Waubonsee Community College, IL
SW John Phelan, Western Oklahoma State College, OK
SE Alberta Johnson, PhD, Floyd College, GA
W/RM Ginger Osborne, PhD, Santa Ana College, CA

2005-2006
Sharon Burson, EdD, Temple College, TX, National President
Heather LaCost, PhD, Waubonsee Community College, IL, President-Elect
Jaye Van Kirk, San Diego Mesa College, CA National Past-President
E Laura Bittner, Carroll Community College, MD
MW Heather LaCost, PhD, Waubonsee Community College, IL
SW John Phelan, Western Oklahoma State College, OK
SE Alberta Johnson, PhD, Floyd College, GA
W/RM Ginger Osborne, PhD, Santa Ana College, CA

2006-2007
Alberta Johnson, PhD, Floyd College, GA, National President
Heather LaCost, PhD, Waubonsee Community College, IL, President-Elect
Sharon Burson, EdD, Temple College, TX, National Past-President
E Laura Bittner, Carroll Community College, MD
MW Heather LaCost, PhD, Waubonsee Community College, IL
SW John Phelan, Western Oklahoma State College, OK
SE Don Devers, MA, Northern Virginia Community College

W/RM Fernando Ortiz, PhD, Santa Ana College

2007-2008

Heather LaCost, PhD, Waubonsee Community College, IL, National President
Laura Bittner, Carroll Community College, MD, President-Elect
Alberta Johnson, PhD, Floyd College, GA, National Past-President
E Laura Bittner, Carroll Community College, MD
MW Heather LaCost, PhD, Waubonsee Community College, IL
SW Jennifer L. O'Loughlin-Brooks, M.S., Collin County Community College
SE Sheri Chejlyk, PhD, Manatee Community College
W/RM Fernando Ortiz, PhD, Santa Ana College

2008-2009

Laura Bittner, Carroll Community College, MD, President
Heather LaCost, PhD, Waubonsee Community College, IL, Past-President
Fernando Ortiz, PhD, President-Elect
E Laura Bittner, Carroll Community College, MD
MW Heather LaCost, PhD, Waubonsee Community College, IL
SW Jennifer L. O'Loughlin-Brooks, M.S., Collin County Community College
SE Sheri Chejlyk, PhD, Manatee Community College
W/RM Fernando Ortiz, PhD, Santa Ana College

2009-2010

Fernando Ortiz, PhD, Santa Ana College, National President
Laura Bittner, Carroll Community College, Past-President
Sheri Chejlyk, PhD, Manatee Community College, President-Elect
E Robin Musselman, PhD, Lehigh Carbon College, PA
MW Scott Hollenback, Waubonsee Community College, IL
SW Jennifer L. O'Loughlin-Brooks, M.S., Collin County Community College
SE Sheri Chejlyk, PhD, Manatee Community College
W/RM Kris Leppien-Christensen, PhD, Saddleback College

2010-2011

Sheri Chejlyk, PhD, Manatee Community College, National President
Robin Musselman, PhD, Lehigh-Carbon CC, President-Elect
Fernando Ortiz, PhD, Santa Ana College, Past-President
E Melanie Arpaio, MA, Sussex County Community College, NJ
MW Scott Hollenback, MA, Waubonsee Community College, IL
SW Katherine Wickes, PhD, Blinn College, TX
SE Kathleen Hughes De Sousa, PhD, Pasco-Hernando State College, FL
W/RM Kris Leppien-Christensen, PhD, Saddleback College, CA

2011-2012

Robin Musselman, PhD, Lehigh-Carbon CC, National President
Kris Leppien-Christensen, PhD, Saddleback College, CA, President-Elect
Sheri Chejlyk, PhD, Manatee Community College, Past-President
E Melanie Arpaio, MA, Sussex County Community College, NJ
MW Scott Hollenback, MA, Waubonsee Community College, IL
SW Katherine Wickes, PhD, Blinn College, TX
SE Kathleen Hughes De Sousa, PhD, Pasco-Hernando State College, FL
W/RM Kris Leppien-Christensen, PhD, Saddleback College, CA

2012-2013

Kris Leppien-Christensen, PhD, Saddleback College, CA, President
Melanie Arpaio, MA, Sussex County Community College, NJ, President-Elect
Robin Musselman, PhD, Lehigh-Carbon CC, Past-President
E Samvel Jeshmaridian, PhD, College of Technology TCI, NY
MW Olga Ruiz, MA, Truman Community College, IL
SW Katherine Wickes, PhD, Blinn College, TX
SE Kathleen Hughes De Sousa, PhD, Pasco-Hernando State College, FL
W/RM Diana Joy, MA, Denver Community College, CO

2013-2014
Melanie Arpaio, MA, Sussex County Community College, NJ, President
Katherine Wickes, PhD, Blinn College, TX, President-Elect
Kris Leppien-Christensen, PhD, Saddleback College, Past-Pres
E Samvel Jeshmaridian, PhD, College of Technology TCI, NY
MW Olga Ruiz, MA, Truman Community College, IL
SW Jennifer L. O'Loughlin-Brooks, M.S., Collin County Community College
SE Kathleen Hughes De Sousa, PhD, Pasco-Hernando State College, FL
W/RM Diana Joy, MA, Denver Community College, CO

2014-2015
Katherine Wickes, PhD, Blinn College, TX, President
Jennifer L. O'Loughlin-Brooks, M.S., Collin County Community College, President-Elect
Melanie Arpaio, MA, Sussex County Community College, NJ, Past-Pres
E Samvel Jeshmaridian, PhD, College of Technology TCI, NY
MW Open
SW Jennifer L. O'Loughlin-Brooks, M.S., Collin County Community College
SE Kathleen Hughes De Sousa, PhD, Pasco-Hernando State College, FL
W/RM Kimberley Duff, PhD, Cerritos College, CA

2015-2016
Kathleen Hughes De Sousa, PhD, Pasco-Hernando State College, FL
National President
Jennifer L. O'Loughlin-Brooks, M.S., Collin County Community College, President-Elect
Katherine Wickes, PhD, Blinn College, TX, Past-President
E Samvel Jeshmaridian, PhD, College of Technology TCI, NY
MW Bryan Gerber, PhD, Stark State College, OH
SW Jennifer L. O'Loughlin-Brooks, M.S., Collin County Community College
SE Kathleen Hughes De Sousa, PhD, Pasco-Hernando State College, FL
W/RM Kimberley Duff, PhD, Cerritos College, CA

2016-2017
Kathleen Hughes De Sousa, PhD, Pasco-Hernando State College, FL
National President
Jennifer L. O'Loughlin-Brooks, M.S., Collin County Community College, President-Elect
Katherine Wickes, PhD, Blinn College, TX, Past-President
E Michael Colbert, PsyD, LPC, Camden College, NJ
MW Bryan Gerber, PhD, Stark State College, OH
SW Jennifer L. O'Loughlin-Brooks, M.S., Collin County Community College
SE Todd Allen Joseph, Hillsborough Community College, FL
W/RM Kimberley Duff, PhD, Cerritos College, CA

2017-2018
Jennifer L. O'Loughlin-Brooks, M.S., Collin County Community College, President
Kimberley Duff, Cerritos College, CA, President-Elect
Kathleen Hughes De Sousa, PhD, Pasco-Hernando State College, FL, Past-President
E Michael Colbert, PsyD, LPC, Camden College, NJ
MW Bryan Gerber, PhD, Stark State College, OH
SW Liza Veliz, MA, South Texas College, TX
SE Todd Allen Joseph, Hillsborough Community College, FL
W/RM Kimberley Duff, PhD, Cerritos College, CA

2018-2019
Jennifer L. O'Loughlin-Brooks, M.S., Collin County Community College, President
Kimberley Duff, Cerritos College, CA, President-Elect
Kathleen Hughes De Sousa, PhD, Pasco-Hernando State College, FL, Past-President
E Michael Colbert, PsyD, LPC, Camden College, NJ
MW Bryan Gerber, PhD, Stark State College, OH
SW Liza Veliz, MA, South Texas College, TX

SE Todd Allen Joseph, Hillsborough Community College, FL
W/RM Kimberley Duff, PhD, Cerritos College, CA

2019-2020
Kimberley Duff, PhD, Cerritos College, CA, President
Jennifer L. O'Loughlin-Brooks, M.S., College County Community College, Past-President

SAMPLE PSI BETA® CHAPTER BYLAWS

Article I. Name

The official name of this honor society in psychology, recognized by the Student Government Association, is the (college name) Psi Beta Chapter.

Article II. Purpose

The purposes of this organization are:

A. To serve as a means of national recognition of the student's early interest in and dedication to the field of psychology and to scholastic achievement.
B. To provide opportunities to become acquainted with and involved with the larger field of psychology.
C. To provide a forum for developing one's perspective about psychology and for building a sense of community and identity with others in the field.
D. To enhance leadership skills and encourage research.
E. To provide greater opportunity for student/faculty interaction outside the classroom.
F. To benefit the campus and community through programs and services.

Article III. Members

Section 1. All full-time and part-time students enrolled at (college name) are eligible for membership in the (college name) Psi Beta Chapter if they meet the following requirements:

A. Have earned a cumulative grade point average of at least 3.25, including all transfer credits, **or** a ranking in the top 35% of enrollment by the date of induction – whichever is higher.
B. Have earned a "B" or higher in a college psychology course.
C. Have completed at least one introductory psychology course and 12 semester hours total college credit and accumulated the number of credit hours used by the institution to designate full-time status in courses leading to the associate degree.
D. High standards of personal behavior and integrity.
E. Have a 3/4 affirmative vote of the membership attending a regular chapter meeting.
F. Have received a written invitation to membership from the official chapter.

Section 2. New members shall be registered at the national office annually and inducted in the fall and spring. This organization may consist of up to five classes of members: active, inactive, faculty, honorary, and alumni members.

A. Active members are students who have been registered and inducted into membership, have paid chapter dues, have maintained eligibility requirements, have attended at least one Psi Beta meeting per semester, and are still enrolled in school.
B. Only active members may vote and hold office.

C. Inactive members are students registered and inducted into membership, who have not maintained their GPA eligibility for Psi Beta or paid their local chapter dues. Inactive members cannot hold office or vote until they are in compliance with Psi Beta membership and chapter requirements.
D. Alumni members are invited to all regular chapter meetings, programs and activities. They may not vote unless enrolled in school and reactivated as a chapter member.
E. Faculty members are registered and inducted the same as student members, but faculty members may not vote or hold office.
F. Honorary members are nominated by the chapter and approved by the Psi Beta National Council. They are registered the same as faculty members and inducted in a special ceremony provided in the handbook.

Article IV. Officers

Officers shall be elected by a majority vote of the membership present at the first chapter business meeting in May and installed in the spring induction ceremony. Only members are eligible to serve as one of the officers described in IV A through D. While only members can serve as a Psi Beta officer, members or non-members are permitted to serve as committee chairs (examples of committees include research, recruitment, fund-raising, community service, service-learning). The term of office shall be one year (or one semester). Each outgoing officer shall mentor the incoming officer. If an officer cannot fulfill the duties of office, the officer must resign. The chapter will elect a new officer, except in the case of the president who will be replaced by the vice-president. All officers shall perform duties common to the role of the office.

A. The President shall plan agendas, preside at all meetings, appoint committees, communicate regularly with the faculty advisor and other officers, and vote in a tie.
B. The Vice-President shall take over all duties of the president during the president's absence and serve as Program Chair for the chapter.
C. The Secretary shall keep minutes and agendas of all business meetings in a notebook, handle all correspondence approved by the faculty advisor relating to the chapter, and maintain a list of all active members and committees in the notebook.
D. The Treasurer shall collect all membership fees and dues, deposit the funds in the chapter (or school) account, keep financial records, disperse funds as directed by the faculty advisor, and submit monthly and annual reports to the chapter.
E. Chapter Delegate shall serve as the main communication channel between the chapter's members and the Psi Beta National Office. The Chapter Delegate will submit chapter votes on national elections, submit "how-we-did-it" reports to the national office so this information can be shared with other chapters, and regularly visit one or more of Psi Beta's social media accounts (e.g., FaceBook, Twitter, Instagram, LinkedIn). The Chapter Delegate should have good writing and technical skills.

Article V. Meetings

A. The chapter shall hold a regular meeting at least once per month.

B. Active members can vote.

C. The majority vote of active members attending a meeting shall determine the chapter vote for national elections/ballots.

D. The chapter shall sponsor at least one campus-wide program per semester.

E. The chapter shall sponsor at least one field trip for chapter (and psychology club) members per semester.

F. The officers shall participate in at least one leadership training workshop following their installation and preceding the first chapter meeting of the school year.

Article VI. Executive Board

The Executive Board shall consist of the elected officers and faculty advisor(s)

Article VII. Finances

A. New members must pay via credit card or Pay Pal the once-in-a-lifetime, tax deductible, national membership fee of $50 by the deadline, preceding the induction ceremony, determined by the chapter.

B. Each inductee shall receive a membership certificate, Psi Beta lapel pin, and a welcome letter from the national office.

C. The chapter has the option of collecting $5 from each student at the beginning of each semester. The advisor, chapter president, and chapter treasurer will assure that all $5 contributions are used for chapter operations (e.g., refreshments, thank you cards for guest speakers, or other uses as deemed appropriate for the chapter's good).

Article VIII. Parliamentary Authority

All rules and regulations established by the national Psi Beta Charter, Bylaws and policies, the Student Government Bylaws, and (college name)'s policies and procedures must be adhered to over and above the local chapter Bylaws. Business meetings shall be conducted by Robert's Rules of Order.

Article IX. Amendments

These Bylaws may be altered, amended, or repealed by a majority of the active members, following a second reading, so long as the changes follow the national Psi Beta Charter, Bylaws and policies and the institution's policies and procedures.

Psi Beta Chapter Activities

APA Goals and Sub-goals		Leadership (officers & chairs)	Community Service	Giving Away Psychology Project (GAPP)	National Research Project	Conference Attendance	Guest Speakers & Field Trips	Poster Presentations
Goal 1	**Knowledge Base in Psychology**							
1.1	Key concepts and themes			✓	✓	✓	✓	
1.3	Applications of psychology			✓		✓	✓	
Goal 2	**Scientific Inquiry and Critical Thinking**							
2.4	Interpret, design, and conduct basic research			✓	✓			✓
Goal 3	**Ethic and Social Responsibility**							
3.2	Build an enhance interpersonal relationships	✓	✓	✓		✓		
Goal 4	**Communication**							
4.2	Exhibit effective presentation skills	✓	✓	✓				✓
4.3	Interact effectively with others	✓	✓	✓	✓	✓		✓
Goal 5	**Professional Development**							
5.4	Enhance teamwork capacity	✓	✓	✓	✓			