

Draft Minutes of the CABE Meeting March 13-14, 2026

Participants: David Kreiner, PhD, co-chair; Ngoc Bui, PhD; Darshon Reed, PhD; Heather Schoenherr, MS; Alisa Beyer, PhD; Albee Mendoza, PhD; and Liza Veliz, MA.

APA staff: Emily Leary Chesnes, MBA; Allison Garibaldi, PhD; and Beth Schwartz, PhD.

Visitors: Des Robinson, MS; Debra Kawahara, PhD; Kenneth Polishchuk; Hideko Sera, PsyD; Emily Whitcomb; Wendi Williams, PhD; and Linda Woolf, PhD.

1. Draft Minutes of the February 27, 2026, CABE Meeting

CABE reviewed an amendment to the minutes, to specify chairs for each CABE session at APA Convention.

CABE approved the amended minutes of the February 2026 meeting.

2. Future CABE Meetings

CABE will meet on the following dates in 2026:

- April 24, 3:00-5:00 PM eastern
- May 15, 3:00-5:00 PM eastern
- June 26, 3:00-5:00 PM eastern
- July 22, 3:00-5:00 PM eastern
- September 4, 3:00-5:00 PM eastern
- October 2, 3:00-5:00 PM eastern
- November 6, 3:00-5:00 PM eastern
- December 4, 3:00-5:00 PM eastern (December 11 was suggested as a back-up date)

3. CABE Nominations

CABE reviewed the nominations submitted for the 2027-2029 term of office. The CABE slate will include nominees to fill two openings for representatives at baccalaureate degree-granting institutions.

ACTION:

CABE will submit its slate of nominees to BEA and subsequently to the Board of Directors for approval by May 15.

4. Planning to Implement APA Undergraduate Education Policies

CABE identified the need to support undergraduate psychology programs, departments, and educators in the implementation of APA policies promoting high quality educational programs and courses in psychology in its 2026 work plan. A CABE subcommittee charged with supporting educator adoption of a specific component of the *APA Guidelines for the Undergraduate Psychology Major 3.0* met during the March meeting to plan priority actions and next steps to advance this work in 2026. The subcommittee made the following suggestions for pursuing the work this year:

- The CABE Teaching Resources Award could focus on how instructors have incorporated AI into authentic learning assignments for students (e.g., describe how a certain AI tool can best demonstrate learning).
- CABE should consider a fall webinar and/or ACT proposal focused on teaching statistics and research methods at community colleges, with an intended audience of department heads.
- CABE members should consider developing posters, webinars, conference presentations, and newsletter articles to broadly disseminate the *Guidelines 3.0* to faculty.
- CABE could approach the PsychSessions podcast hosts to ask if they would consider having a limited series focused on promoting personal and professional development, with CABE members as guest hosts.

The subcommittee also reviewed its work plan goals and recommended key steps and timeline and made additional suggestions for its work for 2026.

5. Value of a Psychology Degree

As part of its 2026 work plan, CABE identified the need for continued discussion on improving students' understanding of the value of an undergraduate degree in psychology. A CABE subcommittee charged with supporting educators in communicating the value of the psychology degree met during the March meeting to plan priority actions and next steps to advance this work in 2026. The subcommittee made the following suggestions for pursuing the work this year:

- A comprehensive toolkit should be developed to support teaching, advising, and recruitment. The toolkit would strengthen the connection between the skills developed through psychology education and their application across diverse careers and different disciplines. This positions psychology as a high-impact, career-relevant field and reinforces that psychology is essential in preparing a skilled workforce.
- The CABE Student Competition could focus on psychology at work or the value of psychology in students' personal or professional lives and invite students to submit a photo as part of a non-traditional essay competition.

The subcommittee drafted a working document outlining the goals and scope of the toolkit as mentioned above. CABE will discuss the student competition at an upcoming CABE virtual meeting.

6. Leveraging CABE's Expertise to Support Undergraduate Psychology Education

CABE reviewed plans aimed at how it can continue to promote APA resources and opportunities for educators and recognize excellent undergraduate educators for their contributions to APA and the field. Several key audiences were identified for targeted promotion:

- APA's Large University Undergraduate Teaching Advisory Group (LUUT-AG)

CABE explored the idea of using the LUUT-AG as a pilot focus group to assess where psychology educators are finding resources and what might be the best platforms to disseminate resources on.

For this pilot focus group, CABE identified a few key questions to ask:

- Where do you find your teaching resources?
- Where would you like to find teaching resources?
- Do your adjuncts also teach at 2-year institutions?

- Adjunct Faculty

CABE discussed the challenges in reaching adjunct faculty. Potential strategies for this audience included connecting with institutional Centers for Teaching and Learning, leveraging the LUUT-AG to connect with adjuncts at their universities, and connecting with community college teaching associations.

- Honor Societies, Regional Psych Associations, and State, Provincial, and Territorial Associations (SPTA's)

E-blasts to the honor society and regional psychological association listserv were identified as opportunities to reach this audience. CABE also discussed connecting with SPTA's, potentially as a way to connect these communities with non-HSP psychologists, to demonstrate the value of the degree beyond clinical careers.

- Psychology Department Chairs

CABE discussed AHDP, a currently inactive group for Psychology Department Chairs. As AHDP has not been active for some time, re-establishing the group was identified as an opportunity for CABE and APA to pursue.

- Graduate Student Instructors

CABE identified graduate student teaching assistants and instructors as an audience that could benefit from awareness of CABE's resources. The LUUT-AG and APAGS were suggested as potential avenues to reach this audience.

As part of promotion to these audiences, CABE discussed the idea of a one-page decision tree to illustrate which resources would be most beneficial to which audience. CABE also agreed that promotion will require different messaging for each audience.

CABE also discussed how to recognize excellent undergraduate educators for their contributions to APA and the field. Potential award nominees were identified for several awards. CABE members also discussed reviewing fellows from regional and honor societies for potential nominees, as well as promoting the awards to the LUUT-AG, regional and honor societies, and department chairs.

7. Resources for Educators

CABE revisited recommendations made last year regarding several CABE resources and publications. CABE agreed on the following next steps:

- Create an evaluation form for assessing resources in terms of value, required updates, uniqueness, and connection to other resources.
- Guide to Online Teaching: Review using evaluation form
- Adjunct Faculty Resource Manual: This may be added to another resource (e.g., toolkit) but it does not need to be a standalone document. CABE suggested considering rebranding this manual as a "New Faculty Resource Manual."
- IRB Guide: This guide is valuable due to its uniqueness, especially to 2-year faculty, but needs updating. CABE will wait to hear feedback from APA's Science unit staff.
- Preparing to Use Your Bachelor's Degree Poster/Website: This site should be archived when the new toolkit is ready, but CABE recommended requesting analytics from the APA web team on how much traffic the page gets.
- College Teaching Guide: Review and revise, but without added content on AI. Instead, CABE suggested waiting for upcoming APA resources on AI to be completed and use as needed to revise.
- 2008 web page on the Puget Sound undergraduate conference: Archive
- Online Psychology Laboratory (OPL): CABE did not recommend any changes but noted that OPL needs better promotion. CABE members agreed that OPL contains many "evergreen" experiments, so it may be valuable to brand it as a resource for "classic" psychology experiments. It might be helpful to develop a one-page resource that maps each of the OPL experiments to specific topics.

CABE also discussed the Precollege and Undergraduate webpage on apa.org. CABE suggested adding the September webinar on jobs to the Resources for Teachers section and adding descriptions of webinars, CE opportunities, and training to the page. CABE began a document for tracking issues with the APA website, for APA staff to share in discussions with the web team.

8. Future Priorities for 2027 CABE Work Plan

CABE was asked to reflect on its 2026 workplan and reflect on the needs of undergraduate educators and undergraduate students, discuss pressing issues, and brainstorm possible priorities for 2027.

CABE suggested including the revision of the older College Teaching Guide on its 2027 workplan. CABE might also want to focus on equipping educators with skills (i.e., assessment) tools for students to inform themselves about their own skills and to make them aware of the *Guidelines 3.0* and Skillful Psychology Student resources. CABE engaged in discussion on developing or recommending chatbots that can serve as student coaches or using the Skillful Psychology Student as an assessment to inform students what skills they might want to work on. An online tool could be posted through Project Assessment.

9. CABE 2025 Annual Report

CABE received its 2025 Annual Report.

10. CABE 2025 Work Plan Update and Outcomes

CABE discussed work plan outcomes from 2025 to inform the Committee's implementation of current initiatives and future planning. CABE determined that no additional discussion was necessary, but that the 2025 workplan should be referenced during subcommittee discussions.

Appointment of a new CABE Member and Co-Chair

CABE was informed that Victoria Taylor is stepping down from CABE, necessitating an immediate 2-year faculty replacement and a co-chair replacement. Des Robinson was suggested as a replacement for both roles; he was contacted and accepted. Staff will forward his name and CV to the Board of Educational Affairs and Board of Directors for approval.

Visitor Reports

Ideation strategy discussion with Emily Whitcomb, Senior Director, Social Innovation

CABE participated in an ideation strategy discussion led by Emily Whitcomb. CABE engaged in brainstorming to identify the top priority areas where CABE can have the greatest impact in advancing psychology students' personal and professional development. CABE will follow up on this discussion as part of its plans for the 2027 work plan.

Visit with Kenneth Polishchuk, Deputy Chief for Education and Training Policy, APA Advocacy Office

Kenneth Polishchuk visited CABE to discuss advocacy issues affecting undergraduate education.

Visit with Wendi Williams, PhD, APA President; Linda Woolf, PhD, APA president-elect; and Debra Kawahara, PhD, APA past president

CABE discussed how improving the APA website could help better connect educators to available resources with the presidential trio.

Meeting with the Board of Educational Affairs (BEA)

David Kreiner provided an update to BEA on priorities, 2025 work, and upcoming 2026 work. CABE and BEA members engaged in discussion on areas of mutual interest (e.g., internships, training for teaching research methods and statistics).

Meeting with TOPSS Committee

CABE and the APA TOPSS Committee held a joint meeting to discuss mutual areas of interest. Topics discussed included webinar collaboration, professional development modules, high school and college teacher networking, outreach and communication strategies, the APA Convention and the STP Annual Conference on Teaching (ACT), and the APA Website. Both committees agreed that a meeting between the TOPSS and CABE chairs would be a good starting point for planning future initiatives.