

TOPNEWS-Online

*Newsletter of the Society for the Teaching of Psychology,
Division 2 of the American Psychological Association*
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Send inquiries or news items for upcoming issues to stp@teachpsych.org

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Candidates for STP Offices

The STP Elections & Appointments Committee is pleased to announce the candidates who will appear on the upcoming ballot for STP offices:

- **President-Elect:** David Kreiner & Susan Nolan
- **Vice President for Recognition & Awards:** Keli Braitman & Megan Sumeracki
- **APA Council Representative:** Yadira Sanchez, Randy Smith, & Jodie Ullman

All STP members are eligible to vote for President-Elect and the Vice Presidential position. APA membership is required to vote for the Council Representative. Read candidate statements [here](#).

RICK MILLER'S PRESIDENTIAL INITIATIVES

(reprinted from Rick Miller's January 4, 2019 letter)

Dear members of STP:

I have come up with seven Presidential Initiatives that will provide opportunities for more of you to get involved with STP. We will be formalizing the process by which we will address these initiatives next month so in the meantime, if any of these interest you, please get in touch. I can be reached at richard.miller@tamuk.edu. **Send me a brief statement of your interest and a copy of your CV, by February 15, 2019. Here are my Presidential Initiatives:**



1. I want to broaden our base to increase membership from and **provide resources to underserved groups**. At the present time, our membership seems to be concentrated at regional universities and liberal arts colleges. Working with our Membership Committee, Diversity Committee, International Relations Committee, GSTA, and TOPSS, as well as COGDOP, I want to reach out to **high school teachers** beyond those involved in TOPSS and AP, **faculty and graduate students at R1 institutions**, as well as those **teachers that represent diversity and internationalization**. To assist with this effort, we will conduct a new member survey but will also survey representatives from the underserved groups who are not members. Outreach mechanisms could include monthly mail outs about programs that fill specific needs, and presentations at meetings and conferences organized by allied organizations, for example IACCP, COGDOP, High school state organizations, etc.
2. **STP Program Evaluation**. We offer a wealth of resources to assist teachers and I am confident that these resources are well received. In addition, we support several conferences and pre-conferences on teaching. It would be good to have a process to formally assess the impact of these programs from year to year. Dr. Jane Halonen has agreed to chair a task force to review our current assessment processes and where needed, create mechanisms to better assess the impact of our current programs and services. She will be reaching out to known assessment gurus and if you are interested in working with her and the directors of our various programs, please let me know.
3. Sometimes teaching goes well beyond the classroom. To recognize this, I will be working with the Awards Committee to **implement an award for (1) mentoring beginning faculty and to develop an award to recognize (2) civic involvement**. I welcome your input on how to structure these awards and the criteria we should use in the selection process.
4. Explore ways to expand and improve on what is called **undergraduate research**. Work with CUR to expand outreach and use of existing resources. Create a task force report that defines what a good undergraduate research experience looks like at both the associate and baccalaureate levels. Develop a rubric for evaluating student researchers. Create an appendix of conferences where dissemination of undergraduate of research is encouraged.
5. **SOTL**. Create a task force to collect what we know about evidence-based teaching from a full range of sources, and organize by topic area. Create an ongoing clearinghouse for faculty to go to in order to find out what is already available and what is in the works.
6. **Teaching-tips Revised**. Work with Aaron Richmond to create a process for members to review exercises and demonstrations published in *Teaching of Psychology* that didn't work as expected. Submissions would describe and reference the exercise, describe the manner in which it was implemented including type of class, type of students, etc., and speculate as to why it did not work with suggestions that might make it work.
7. Work with Tara Kuther to encourage the development of an **e-book on high impact practices** that can be implemented at the college level but more importantly at the program level and an **e-book that addresses how to translate what we know about learning and memory into classroom practices**. This could be a sourcebook that directs readers to already existing material not limited to that published by STP.

I look forward to working with you in 2019.

All the best,
Rick Miller, STP President

FEATURED ITEMS

News from the ACT Director

By Jordan D. Troisi, ACT Director



The Annual Conference on Teaching (ACT) Steering Committee and I have been hard at work and making improvements for next year based on attendee feedback, and we have lots of new information in this update!

The [ACT website](#) has a fresh new look, and loads of information for ACT 2019 in Denver, so please check it out when you have a chance! Make sure to have a look at our [keynote speakers](#) for this year. Also feel free to book your rooms now at our special [discounted rate](#) at The Curtis Hotel. Also note that, due to popular demand, we have extended the [ACT schedule](#) to include a welcome reception on Thursday, October, 17, and 2 full days of conference programming on Friday and Saturday (October 18-19).

With the launch of our new website, **we are now accepting submissions for presentations until Friday, April 19**. Please consider submitting your work for our many presentation types (symposia, posters, lunch & learn tables, the "Live from Denver" demos, and 2-hour workshops--which are new this year!). Those interested in presenting work at ACT this year can view our [submission guidelines here](#), and follow the link to the submission portal.

I can't wait to see you all again for this year's ACT, held at the [The Curtis Hotel](#) in downtown Denver, Colorado, October 17-19, 2019!

Neil Lutsky receives SPSP Teaching/Mentoring Award

We are pleased to announce that Dr. Neil Lutsky, past President of the Society for the Teaching of Psychology, is the recipient of the Society for Personality and Social Psychology's 2018 SPSP Undergraduate Teaching and Mentoring Award. Dr. Lutsky received his award at the annual SPSP Conference on February 7, 2019. To read the citation for his award, visit this [SPSP website](#) and click on the tab for Past Recipients. Other past recipients of this award include STP President Rick Miller (2016) and Editor of *Teaching of Psychology*, Drew Christopher (2017).

Congratulations, Neil!



APA Introductory Psychology Initiative Census

APA's new [Introductory Psychology Initiative](#) will provide recommendations for teaching the course, training teachers, and assessing student learning. Please join thousands of instructors from across the nation as we collect data for the first ever Introductory Psychology Census. Click the link below to share your perspectives and practices. This survey should take between 10-15 minutes to complete.

Take the APA IPI Census: <http://bit.ly/2DPNZbZ>. **The deadline is February 19, 2019.**

Regan A.R. Gurung and Garth Neufeld
Co-Chairs, APA Introductory Psychology Initiative

APA PsycShorts: Video Festival and Competition



Can you communicate a finding or concept from psychological science in just two minutes?

The American Psychological Association invites anyone 14 and older to make a short video that creatively and accurately explains a concept or finding from psychological science. In April, up to 10 jury prize winners and one audience favorite will be chosen to each receive a prize of \$1,000. **The deadline is March 15, 2019.** Visit <https://on.apa.org/PsycShorts>

GET INVOLVED

STP is committed to providing opportunities to as many members as possible to participate in STP initiatives. For all positions, STP encourages applications and nominations from colleagues who are from underrepresented groups and have diverse backgrounds and experiences. For other current opportunities, visit <http://teachpsych.org/administrative/getinvolved.php>

Contribute to Rick Miller's Presidential Initiatives!

Rick Miller articulated seven presidential initiatives (see page 2) and encouraged STP members to email him at richard.miller@tamuk.edu if interested in contributing to any of these initiatives with a brief statement of interest and a CV by **February 15, 2019**.

Call for Applications for the High School Teacher Travel Award Committee

STP seeks members interested in serving on the inaugural committee to review applications for the High School Teacher Travel Award. Under the leadership of chair Eric Castro, this committee will finalize the call for applications, set deadlines for submission, and review applications to determine award winners. This committee will also set the term for members with one member rotating off of the committee each year for three years. Members of this committee can be from any level of psychology instruction, from high school through graduate school. Please submit a resume and a letter of interest to Eric Castro (hs-travel@teachpsych.org) by **February 15, 2019**.

Call for Applications: Associate Editor of STP E-books

The Society for the Teaching of Psychology E-Books (<http://teachpsych.org/ebooks/index.php>) editorial board is comprised of one editor-in-chief and six associate editors. STP is soliciting a new associate editor who will serve for a 2-year term beginning this year. Associate editors are assigned two tasks: develop and/or edit one e-book that advances the causes of the Society, and review proposals. If interested, please submit a current CV and a cover letter explaining your interest in this position and your relevant qualifications to Tara Kuther (kuthert@wcsu.edu) by **February 28, 2019**.

Other Opportunities Outside of STP

APA Seeks Nominations for Boards and Committees

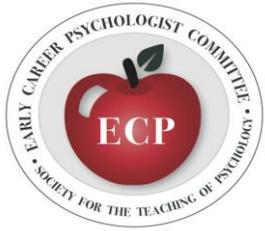
APA seeks nominations (self-nominations are encouraged) for positions on a number of boards and committees. These positions require APA membership. Information about these openings and expectations that accompany them is available at <http://apps.apa.org/nominations/Default.aspx>.

There are openings on the following APA Boards/Committees:

- Finance Committee
- Ethics Committee
- Membership Board
- Policy and Planning Board
- Publications and Communications Board
- Committee on International Relations in Psychology
- Board of Educational Affairs
- Board of Professional Affairs
- Board of Scientific Affairs
- Board for the Advancement of Psychology in the Public Interest
- Commission for the Recognition of Specialties and Proficiencies in Professional Psychology
- Committee on Rural Health

The deadline for submission of nominations for these APA positions is March 8, 2019.

Nominators or potential candidates who wish **to seek STP endorsement for a nominee** should contact Ken Keith, Chair of the Elections & Appointments Committee, at kkeith@sandiego.edu, **no later than February 15**.



Early Academic Histories of ECP Committee Members

This month, your ECP committee wants to share with you our stories of how we got our academic positions in psychology. We are currently working on professional development opportunities on this topic so we hope this will act as a springboard for our discussion!

Julie Lazzara: My love for psychology started when I was an undergraduate student. After working in a research lab, I knew I wanted to pursue graduate school. However, my plans were to become a therapist because I thought that was what you did with a degree in psychology! In graduate school, I fell in love with teaching college success classes as a TA. Once I graduated, I applied to teach adjunct psychology classes at my local community college while still working my full time job. I taught as an adjunct professor for several years and then applied for a full time faculty position when it came available. Teaching is my passion and making it my full time job was one of the best decisions I have made!



Karena Malavanti: I fell in love with higher education during my junior and senior years of college. I worked as an undergraduate research assistant in a neurophysiology lab and also served as a tutor for upper-level psychology/neuroscience courses. Working with students helped me understand that mentorship and teaching brought me joy, which was further solidified during my graduate school years. Afterwards, I joined the faculty at a small liberal arts college, where I learned the ins and outs of scholarly and evidence-based teaching. I now work as a full time lecturer at an R2 institution, where I continue to mentor undergraduate research assistants and also mentor graduate student instructors of record. My department and university are incredibly supportive of my teaching, mentoring, and research endeavours (I conduct discipline-based evidence research (DEBR, aka SoTL) studies), and I'm thrilled to get to reach so many lives through higher education.



Molly Metz: I've only ever wanted to be three things - an art teacher, a music teacher, and a psychologist. So when I fell in love with social psychology during my first year of undergrad and learned that it pretty much meant a career in academia, everything just sort of clicked. Even during my grad school interviews, I unashamedly declared my passion for teaching, and was lucky enough to find an incredible mentor who supported my goals. Though I was in a research-intensive program, I took every opportunity I could to develop my teaching - regular attendance at sessions with Instructional Development, completing our Certificate in College & University Teaching, serving as lead TA in the psychology department, and teaching or TA-ing a total of 25 courses before graduating. I always knew I wanted a teaching career, and as a proud alumna of a fabulous liberal arts school (go Otterbein Cardinals!), I assumed that was the path for me. My first job, though, was as a Visiting Assistant Professor at an R2 university nationally ranked for undergraduate education, and it was here that I discovered how wonderful a teaching-focused position in a primarily research department could be, given the support and respect of an awesome department with awesome colleagues. Now, I am a teaching-stream faculty member at an incredible university, where my primary responsibilities are in undergraduate teaching and curriculum development, but I still get to hang out with awesome research on a regular basis - in my opinion, the best of both worlds!

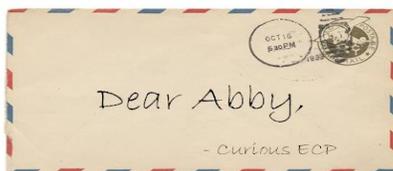


Janet Peters: My passion for teaching started as an undergraduate. The university I attended had exceptional faculty that served as strong mentors that inspired me to attend graduate school. Unfortunately (at the time), I was equally excited about the prospect of becoming an organizational consultant, and in the first few years of graduate school, I often felt torn about which path to take. In an effort to make an informed decision, I started seeking out teaching opportunities wherever I could find them - adjuncting at the local community college, guest lecturing for friends and colleagues, and eventually becoming a graduate student teaching fellow. Through these experiences, I realized teaching would always be an essential part of my job. So when I was on the job market, I primarily focused on jobs at small liberal arts colleges, since that seemed to be the best fit for my professional goals. Honestly, I had no idea that teaching-track positions at large universities existed until a colleague forwarded me a job announcement because he knew I was looking for a teaching-track position and that my family was from the area. Fast-



forward through the job application process and I now work as a teaching-track faculty at a regional campus of a large state university. My duties are primarily teaching, but as part of my job description, I have a "secondary area" that I get to define for myself - it can include service, research, or other scholarly activities. I have created a secondary area that emphasizes SOTL, both from a research and application perspective. The "secondary area" aspect of my jobs allows me to be engaged with scholarship, but not defined by it; a mix of duties that I've seen in few other places!

Daniel Storage: I've wanted to teach for as long as I can remember. (I even recall writing an essay in the 7th grade about wanting to become a professor when I got older.) It wasn't until I took my first psychology class when it all clicked--*this* is what I wanted to teach! Throughout my education, I was fortunate enough to have mentors and advisors that fully supported my enthusiasm for teaching. I was given the opportunity to TA a statistics course as an undergraduate at UC San Diego, and I instructed a total of 13 courses during my graduate program at the University of Illinois. Because I loved these experiences, I applied for teaching-focused positions during the final year of my PhD. I accepted a position as a Teaching Assistant Professor at the University of Denver, which is a dream job for me as I can pursue my research interests while having a career focused on teaching (with a promotional structure to match). I love my job!



For our monthly column, we want to research and answer questions that mean the most to you. If you have a question, chances are you are not the only one! Fill out this simple form <https://goo.gl/forms/LiPmPmgYq2VNyKGy1> and your question may be featured in an upcoming column.

Sincerely,

Your STP Early Career
Psychologists Committee

Julie Lazzara, M.C.
Karena Malavanti, Ph.D.
Molly Metz, Ph.D.
Janet Peters, Ph.D.
Daniel Storage, Ph.D.

For regular updates on ECP activities:

Follow us on Twitter (@STP_ECP)

and Facebook (<http://tinyurl.com/ECPfacebook>)

Email us at: stp-ecp@teachpsych.org

Visit our STP website: <http://teachpsych.org/ecp>



THE GSTA CORNER

Upcoming GSTA Meet-Up and Workshops

Submitted by Elizabeth Che and Jessica Brodsky

February is a busy month for the GSTA. Many of our members and former members are presenting at this year's Eastern Psychological Association (EPA) Conference taking place in New York City from Thursday, February 28 to Saturday, March 2. If you are in the New York City area, please join us!

Presenting at EPA? Let us know! Let us know the time and topic of your presentation and we'll share it on Twitter! Tweet us at @gradsteachpsych or send us an email at gsta.cuny@gmail.com.

Say hi to the GSTA! GSTA members have organized several symposia that are part of the STP's Teaching Symposium Series. On Friday March 1, we will be sharing recent tools and methods for "Scaffolding Scientific Reading and Writing" (8:00am-9:20am, Wilder Room), including using poster presentations in an experimental classroom, teaching students ways to avoid plagiarism, and helping students read and write scientifically.

Later on Friday, we will be focusing on active learning methods for "Enhancing Peer Engagement" (3:30pm-4:50pm, Wilder Room), including cooperative writing-to-learn exercises, inter-teaching methodology, computer-mediated pre-writing and peer-review activities, and teaching of ethics through group work.

On Saturday, March 2, we will be describing ways to engage students in "Thinking About Digital Media" and our ongoing efforts to assess and foster media literacy knowledge and skills (9:30am-10:50am, O'Neill Room). We will be sharing preliminary results from the national [Digital Polarization Initiative](#) on teaching college students the four moves of expert fact-checkers!

SAVE THE DATE: Upcoming GSTA Workshops: March 6, 2019

This spring we'll be offering two linked workshops on teaching quantitative skills and fact-checking strategies. The workshops will be held on Wednesday March 6, 2019 from 4:15-6:15pm in The Graduate Center, CUNY. The first workshop, "Quant Across the Curriculum" provides an overview of ways that graduate student instructors can infuse quantitative reasoning and foster development of data analytic skills in all of their undergraduate courses (and not just statistics and research methods)! The second workshop, "Teaching Students How to Vet Online Information and Sources" provides an introduction to teaching students strategies to efficiently and effectively assess digital information and sources, including benefits of teaching with Wikipedia.

Join the GSTA Blog Editorial Team!

The GSTA Blog is looking for new editors to join our team. The [GSTA Blog](#) is intended to be a forum for novice and more experienced instructors to share ideas and express their opinions about effective teaching. We welcome submission on any topic relevant to graduate students embarking on careers as teachers of psychology. As an editor, your responsibilities will include soliciting new contributions, providing timely feedback on submissions, and posting submissions. For more information, please contact: gsta@teachpsych.org

GSTA Activities and Initiatives

For regular updates on GSTA activities, follow us on [Twitter](#) (@gradsteachpsych) and [Facebook](#) (groups/theGSTA), check out and contribute to our [Blog](#), join our [listserv](#), or write to us at gsta@teachpsych.org. You can find out more about us at teachpsych.org/gsta/index.php or at the [GSTA resource website](#), where we periodically post ideas and materials.

GSTA Meet-Up at EPA! Grab a drink and join us at 5pm on Friday, March 1, 2019 at The View on the 48th floor of the New York Marriott Marquis. This is a rotating lounge and a great place to take in the lovely NYC skyline while sharing teaching tips. All are welcome, especially graduate students and early career psychologists!



While you're at the meet-up, pick up some great GSTA swag!

DIVERSITY AND INTERNATIONAL RELATIONS

STP Global Education Summit: Costa Rica, May 23-25

In 2019, STP will be hosting a global education summit at the UN mandated University for Peace, Centre for Executive Education in Costa Rica (www.centre.upeace.org). Held over three days from May 23-25, 2019 topics will include: global citizenship education, higher education in the 21st century, education for social innovation, design thinking and international perspectives in the scholarship of teaching and learning. The environment is designed to be intimate with a limited number of participants, allowing for in-depth discussion of readings, presentations by experts, and hands-on experiential exercises. STP is offering financial support for hotel accommodations for all participants. For more information, contact Kelley Haynes-Mendez at khaynes-mendez@thechicagoschool.edu. You can also find more details - including dates for upcoming information sessions - at <https://teachpsych.org/Global-Education-Summit>. Registration fee: \$925. Registration is limited to 25 participants. **The registration deadline is March 20, 2019.**

RESOURCES

New Teaching Resource: Improving Scientific Reasoning

Danae Hudson, STP Director of Teaching Resources, is pleased to announce the following resource:

Accessible Modules for Improving Scientific Reasoning in Large Introductory Psychology Classes

Authors and Affiliations:

Raechel N. Soicher, Oregon State University: Accessibility modifications to original materials and creation of tactile graphs

Kathryn Becker-Blease, Oregon State University: Creation and evaluation of original instructional materials

This resource includes a series of eight, accessible modules to teach scientific reasoning skills in Introductory Psychology. All materials were created to be accessible to students with visual impairments. The accessibility of these modules was developed according to principles of universal design and include files for tactile graphs that can be printed on a thermoform printer. The resource can be accessed at <https://teachpsych.org/page-1603066#intro>.

Note: 2017 Instructional Resource Award

GRANTS AND AWARDS

STP High School Teacher Travel Grant

STP is pleased to announce a new funding opportunity, the High School Teacher Travel Grant Program. Grant funds will be used to defray the costs of travel to psychology teaching conferences or to more general psychology conferences that have a significant teaching of psychology component.

Applicants must be members of STP, and priority will be given to applicants who have submitted, or will be submitting, a teaching-related proposal to the conference they are seeking to attend, or attending a conference hosted by Teachers of Psychology in Secondary Schools (TOPSS). STP encourages applications from colleagues at all career stages who have diverse backgrounds and experiences, or teach underserved populations. Conference travel must occur in the calendar year in which an award is granted.

The STP High School Teacher Travel Grant Program has a total of \$10,000 USD to award. We anticipate granting 20 awards at a maximum of \$500 USD each.

Policies regarding STP grant programs can be found [here](#). Applications will be evaluated on the degree to which the applicant demonstrates that the proposed conference attendance will improve the applicant's teaching of psychology.

To apply, [download the application](#) (a fillable PDF), complete it, and email the PDF to: hs-travel@teachpsych.org

Deadline for applications is February 28, 2019, 11:59 pm Eastern Standard Time. Applicants will be notified of award decisions by March 16, 2019.



Grants/Awards from APA and Other Divisions

APA - BEA Grants for Teaching Conferences

These grants are sponsored by the APA's Board of Educational Affairs in an effort to support precollege and undergraduate teaching conferences to enhance the quality of teaching and learning outcomes

Deadline: February 11, 2019

APA's Board of Educational Affairs (BEA) will award \$10,000 in grants to support conferences on enhancing the quality of precollege and undergraduate education in psychology and advancing the teaching of psychology at the secondary, two-year or four-year level. To qualify for funding, conferences must be directed by an APA member, associate or affiliate, and meet the stated criteria.

Grant recipients may use the funds to offset travel expenses of selected conference participants, registration fees of conference participants and speaker fees. Applicants may qualify for up to \$1,000 during a given year and applications for new as well as annual meetings are encouraged.

For more information, visit: <https://www.apa.org/about/awards/teaching-conferences.aspx>.

APA Division 1 (General Psychology) Awards

APA Division 1, The Society for General Psychology, seeks nominations (including self-nominations) and supporting materials **by February 15, 2019** for its seven 2019 awards. For information about each award, visit <http://www.apadivisions.org/division-1/awards/index.aspx>.

Esther Katz Rosen Precollege Psychology Grant

The Esther Katz Rosen Precollege Psychology Grant Program provides financial support up to \$15,000 to improve the quality of education in psychological science and its application in the secondary schools for high ability students. Proposals must focus on supplying education for gifted and talented high school students. Proposals will be evaluated on:

- Conformance with stated program goals
- Nature and magnitude of incremental contribution
- Capability for accomplishing the proposed work
- Likelihood of producing generalizable outcomes

Applicants must be at an educational institution, 501(c)(3) nonprofit organization, or individual affiliated with qualifying institution. Visit <http://www.apa.org/apf/funding/rosen-precollege.aspx> for more information and visit <https://www.grantinterface.com/Home/Logon?urlkey=apa&> to apply for the grant. **The deadline for applications is March 1, 2019.**

Please feel free to distribute this call as you see fit. The American Psychological Foundation welcomes applicants with diverse backgrounds with respect to age, race, color, religion, creed, nationality, disability, sexual orientation, gender, and geography.

Mary Whiton Calkins Grant

The APF/Society for General Psychology Mary Whiton Calkins grant encourages research that fits into the broad category of general psychology with a particular interest in research that combines multiple subfields within the discipline or addresses overarching themes. The strongest proposals will align with one or more of Div. 1's (Society for General Psychology) goals and will support faculty members who seek to promote coherence among psychology's subfields. One grant of \$1,500-\$3,000 to support faculty who teach at primarily undergraduate serving institutions and who identify undergraduate education as their primary focus. For more information, visit <https://www.apa.org/apf/funding/calkins-grant>. **The deadline for applications is May 1, 2019.**

CONFERENCES/INSTITUTES/WORKSHOPS

Psych One Conference Now Sponsored by STP

STP is now an official sponsor of the Psychology One Conference, an annual conference dedicated exclusively to Introductory Psychology! This sponsorship acknowledges STP's recognition of the importance of intro psychology and its commitment to those who teach the course.



PSYCHOLOGY ONE
CONFERENCE

This year's conference will be held June 27-28 at Duke University. Featured speakers include Stephen Chew and Elizabeth Marsh. **STP members will receive a discounted registration rate of \$135** (compared to \$165), which covers all materials and meals during the conference. This discount more than covers your STP membership fee for the year, yet another amazing way your STP membership works for you. If you are not already a member, please join at <http://teachpsych.org/join>. Visit www.psychoneconference.org to submit proposals (**for full consideration, submit by February 22**) and to register (**registration deadline is May 31**).

APS-STP Teaching Institute

The 26th Annual APS-STP Teaching Institute offers informative talks and practical advice from experts on the teaching of psychological science as well as poster presentations centered on this theme. The Teaching Institute starts on Wednesday, May 22 with an evening workshop, and will continue all day on Thursday, May 23. For more information and to view the program, visit <https://www.psychologicalscience.org/conventions/annual/teachinginstitute>.

Society for Cross-Cultural Research

The next meeting of the Society for Cross-Cultural Research (SCCR) will occur February 13-16, 2019 in Jacksonville, FL. SCCR is a small, interdisciplinary organization of scholars who focus on the role that culture (broadly defined) plays in the lives of humans. The majority of SCCR members are psychologists and anthropologists who work with colleagues across campuses, countries, and disciplines. It is also a warm and welcoming group, excited to welcome newcomers and students.



For more information, visit <https://campus.hws.edu/SCCR/> or email SCCR President-Elect Brien Ashdown: ashdown@hws.edu.

ICPS Teaching Institute

The International Convention of Psychology Science (ICPS) pre-conference Teaching Institute (Paris, France, Thursday March 7, 2019) is sponsored by the Association for Psychological Science and The Society for the Teaching of Psychology. The day-long pre-conference program offers informative talks and practical advice from leading experts in research on, and applications of, empirical approaches to teaching psychological science. It will include a poster session with presentations centered on this theme. Please note that the Teaching Institute requires a separate registration. For more information, visit <https://tinyurl.com/2019ICPS-Teaching-Institute>.

TIP Northwest: Registration is Now Open

The 5th Annual Conference for Teaching Introductory Psychology (TIP Northwest) will occur Friday, April 12, 2019 at Highline College, Des Moines, WA. The invited speaker is Dr. Stephen Chew. For more information, visit <http://www.tipnorthwest.org>.



National Conference on Undergraduate Research

Kennesaw State University, Kennesaw, GA, will host the 33rd Annual National Conference on Undergraduate Research (NCUR) April 11-13, 2019. NCUR is an opportunity for undergraduates from around the country to present their research as posters, oral presentations, performances, and visual arts displays. NCUR is multidisciplinary with representation from virtually every major. The conference also includes workshops for students (such as resume writing, applying to graduate school, etc.), a graduate school fair with hundreds of graduate programs in attendance, and workshops for faculty, staff, and administrators. Visit www.cur.org/ncur19.



ETOP



The 2019 Eastern Teaching of Psychology (ETOP) conference will be held June 20-21, 2019 in Staunton, VA. Dr. Daniel Willingham (University of Virginia) and Dr. Lindsay Masland (Appalachian State University) will deliver keynote addresses. A formal call for proposals as well as an invitation to register for the conference will follow soon. Visit <http://psyc.jmu.edu/etop/> or contact Jessica Irons (ironsjg@jmu.edu) or Dave Szwedo (szwedode@jmu.edu) with questions.

AusPLAT

The 2019 Australian Psychology Learning and Teaching (AusPLAT) Conference will occur September 13-15, 2019 in East Melbourne, Victoria, Australia. For more information on this conference and other news about AusPLAT, visit <https://www.facebook.com/Ausplat>. You can find information about the conference under Events.



APA's Technology, Mind & Society Conference

The Technology, Mind and Society conference will occur Oct. 3-5, 2019 in Washington, D.C. Scientists, practitioners, policymakers, industry leaders, and students from around the world are invited to participate. Visit <https://tms.apa.org/> for updates on the call for proposals, registration, featured speakers, and more.

MATOP: Call for Proposals

The Prince George's Community College Department of Psychology is sponsoring the 21st Annual Mid-Atlantic Teachers of Psychology (MATOP) conference on the teaching of psychology on Friday October 4, 2019 at PGCC outside of Washington DC. This year's conference will focus on "The Contexts of Psychology: Our History Informs Our Future" and the keynote speaker is Dr. Bernard Beins, Ithaca College, a past STP President. **The deadline for submitting individual proposals is May 30, 2019.** For information on submitting, go to: <http://academic.pgcc.edu/~dfinley/>

NECTOP: Call for Proposals



We invite you to submit proposals to the 2019 Northeast Conference for Teachers of Psychology (NECTOP) on November 8, 2019 at Southern New Hampshire University, Manchester, NH. Priority will be given to Posters and Participant Idea Exchanges **submitted between February 5, 2018 and July 1, 2018**. NECTOP will continue to receive and review posters submitted through October 1, 2018. NECTOP will also consider proposals for one-hour interactive sessions/workshops dealing with instructional methods or strategies in the teaching of psychology (**deadline: May 1, 2019**). Visit the NECTOP portal (<http://nepsychological.org/>) for information and to submit proposals. For questions, contact Elizabeth Harwood at eharwood@rivier.edu.

Calendar of Upcoming Conferences

Society for Cross-Cultural Research

February 13-16, 2019, Jacksonville, FL

<https://campus.hws.edu/SCCR/>

ICPS Pre-Conference Teaching Institute

March 7, 2019, Paris, France

<https://tinyurl.com/2019ICPS-Teaching-Institute>

National Conference on Undergraduate Research

April 11-13, 2019, Kennesaw, GA

<http://www.cur.org/ncur19>

TIP Northwest

April 12, 2019, Des Moines, WA

<http://www.cur.org/ncur19>

APS-STP Teaching Institute

May 22-23, 2019, Washington, DC

<https://www.psychologicalscience.org/conventions/annual/teachinginstitute>

Eastern Teaching of Psychology Conference

June 20-21, 2019, Staunton, VA

<http://psyc.jmu.edu/etop/>

Psychology One Conference

June 27-28, 2019, Durham, NC

<http://www.psychoneconference.org/>

Deadline for submissions: February 22, 2019

AusPLAT Psychology Learning and Teaching Conference

September 13-15, 2019, East Melbourne, Victoria, Australia

<https://www.facebook.com/Ausplat>

Mid-Atlantic Teaching of Psychology Conference

October 4, 2019, Largo, MD

<http://academic.pgcc.edu/~dfinley/>

Deadline for proposals: May 30, 2019

Northeast Conference for Teachers of Psychology

November 8, 2019, Manchester, NH

<http://nep Psychological.org/>

Proposal deadlines: May 1, July 1, Oct 1, 2019

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Regional Psychology Conferences

Eastern Psychological Association (EPA)

February 28-March 2, 2019, New York, NY

<https://www.easternpsychological.org>

Southeastern Psychological Association (SEPA)

March 20-23, 2019, Jacksonville, FL

<http://www.sepaonline.com>

Rocky Mountain Psychological Association (RMPA)

April 4-6, 2019, Denver, CO

<http://www.rockymountainpsych.com/>

Southwestern Psychological Association (SWPA)

April 5-7, 2019, Albuquerque, NM

<http://www.swpsych.org/>

Midwestern Psychological Association (MPA)

April 11-13, 2019: Chicago, IL

<https://www.midwesternpsych.org/>

Western Psychological Association (WPA)

April 25-28, 2019, Pasadena, CA

<http://westernpsych.org/>

New England Psychological Association (NEPA)

November 8-9, 2019, Hooksett, NH

<https://www.newenglandpsychological.org>

Many regional conferences are just over a month away. Please consider the dates, submission deadlines, and locations for 2019 (linked below). STP has programming at each regional conference and we encourage you to attend and present!

If you have questions about STP regional conference programming, email Garth Neufeld, Director of Regional Conference Programming:
regional-conference@teachpsych.org



Visit www.teachpsych.org/page-1862920 for additional information.

Please send announcements for upcoming conferences to stp@teachpsych.org.

MEMBERSHIP IN STP

STP has arranged for the APA Division Services Office to receive and process all new and renewal membership applications. APA members who are in STP (Division 2) will continue to receive renewal notices with their APA renewals as in the past. STP members who are APA affiliates or not APA members at all will receive mailed and electronic renewal notices from the Division Services Office. Of course, a person does not have to be a member of APA to join and enjoy the membership benefits of STP.

Joining or Renewing in 2019

STP is now accepting membership dues for new members or renewing members for 2019. Dues for 2019 are \$15 for students, \$25 for non-students and \$15 for retirees.

Joining STP for the First Time in 2019

To join STP, visit <http://teachpsych.org/page-1862983> where you may either download an application form or pay online by redirecting your browser to www.apa.org/divapp. Please be sure to fill in all information fields on the application form. **Please note that there may be a 3- to 4-week delay before APA uploads your membership to the STP website and to SAGE Publishing (for online access to ToP).**

Renewing: APA Affiliate or Non-APA Member

STP members who are not members of APA will receive a 2019 STP dues statement in the mail in October. These members may also pay online at the URL above. STP members who are Affiliates of APA (e.g., students, APAGS; high school, TOPSS; and community college, PT@CC) will also receive a 2019 STP dues statement in October; STP dues will not appear on the APA renewal form for these Affiliates, only on the separate divisional renewal forms. These members may also pay online at the URL. (Individuals who are not members of APA or are APA Affiliates and belong to more than one division of APA will receive a combined statement for all divisional memberships.)

Renewing: APA Member of Division 2

STP members who are also members of APA should check their APA dues statements for an itemized assessment fee for Division 2. If your Division 2 renewal appears on your APA dues statement, do not pay online at the STP Web site. You may end up paying twice for your membership. However, if you are a member of STP, and the Division 2 renewal does not appear on your APA dues statement, please contact the APA Member Services Office at division@apa.org so that we may correct this error.

APS Members, Please Note

APS members who choose the ToP subscription option on the APS renewal form will receive full membership in STP and will have access to all member benefits. You may activate membership when you pay your APS dues **OR** through the STP webpage at <http://teachpsych.org/page-1862983>. **However, please be sure not to pay through BOTH alternatives.** If you hold membership in both APS and APA, we will ask APA to include the membership in your APA membership profile, and you will receive renewal notices from APA. Please do not pay twice by using the APS option.

APS members who belong to APA and have joined STP (Division 2) through their APA membership will receive automatic, itemized STP renewal notices in their annual APA dues statements. Please renew STP in this manner and do not select the APS check off to avoid paying twice.

Questions about STP Membership Status

Email division@apa.org if you have any questions about your STP membership status.

STP Members: Updating Mail/Email Address

If you are an STP member and your mailing and/or email address will be changing, please report your new contact information to division@apa.org