



New News Items in January

e-WORKSHOP ON TEACHING SOCIAL PSYCHOLOGY

The Society, in partnership with Ball State University, will offer an e-workshop on Teaching Social Psychology on February 3, 2012, from 1:00-4:00 Eastern Time. The 2012 workshop will include topics such as (1) finding and using online resources for social psychology and related courses; (2) infusing diversity and cross-cultural issues throughout the social psychology course; (3) improving learning by using self-relevance in writing assignments and in classroom discussion; and (4) taking a thematic approach to teaching social psychology.

Only Internet access is required to watch (and hear) the presenters; you will be able to test your connection before the conference.

Registered participants will receive access instructions and passwords approximately one week prior to the broadcast.

The program is as follows:

12:45-1:00 p.m. Welcome

1:00-1:50 p.m. Jon Mueller, North Central College, Bringing the world into the social psychology classroom: Finding and using online resources for learning.

2:00-2:50 p.m. Leslie Ashburn-Nardo, Indiana Purdue University

Indianapolis, Covering the Prejudice Chapter isn't Sufficient: Infusing Diversity in Your Social Psychology Course.

3:00-3:15 p.m. Elizabeth Gray, North Park University, It's All About Me: Improving Understanding of Social Psychology Concepts through Self-Relevance

3:15-3:30 p.m. Michael Tagler, Ball State University, How to Put it all Together? Thematic Approaches to the Teaching of Social Psychology

Look for updates and registration information on the PsychTeacher listserv, in TOPNews online, and on the STP website <http://www.teachpsych.org/conferences/eworkshop/index.php>

Additional information is available from the conference organizers, Janie Wilson (mailto:jhwilson@georgiasouthern.edu), Mary Kite (mailto:mkite@bsu.edu) and Linh Littleford (mailto:lnlittleford@bsu.edu).

Editor: Ted Bosack

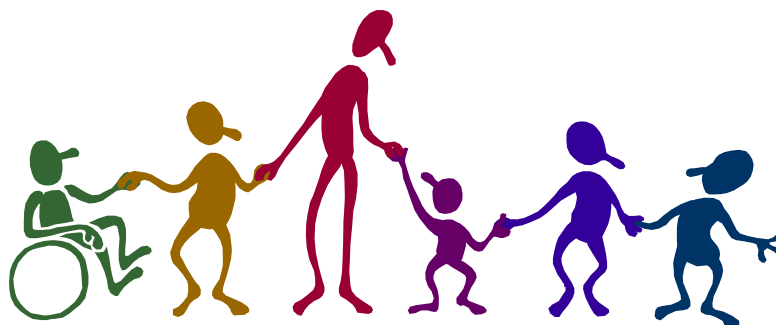
Assistant Editor: Spring Schafer

Note: Please send news items for upcoming issues to:

mailto:stp@teachpsych.org

Inside this issue:

New News Items in January	1
Recent STP Initiatives & Events	2
Teaching Conferences within a Month	7
Calls for Grant Proposals, Award Nominations, & STP Appointments	8
Reminders of Previously Reported Items of Interest	9
Conference Listings	11
Membership in the Society for the Teaching of Psychology	12



New News Items in January (cont'd from p. 1)

7th ANNUAL SPN ACTION TEACHING AWARD

(Deadline: January 15, 2012)

Everyone is invited to apply for this year's Social Psychology Network award honoring excellence in "action teaching" -- that is, teaching which not only leads to a better understanding of human behavior but to a more compassionate, sustainable, and peaceful world.

The award is open to all instructors — student teachers as well as long-time veterans of the classroom -- regardless of student level (K-12, high school, college, graduate level, or adult learners). Entries may include a student assignment, classroom activity, field experience, or web-based demonstration. For further details, please visit: <http://www.ActionTeaching.org>

The application process is simple, and the prize is \$1,000 (tip: look at winning entries from prior years to see what information to include). If you teach in a creative, socially engaged way, please consider applying for this award.

TEACHING ENVIRONMENTALLY FOCUSED PSYCHOLOGY



Psychology plays a crucial role in the understanding of human identity in an ecological context and the study of humankind's inter-relations with our environmental surround, both built and natural, including the local and planetary ecosystem and other species. Yet for most people, it is unclear how theories, methods, and findings from psychology can contribute to this ecological understanding or to efforts toward environmental conservation, justice and sustainability.

This call for papers from the Ecopsychology journal seeks to document the growing movement toward the teaching of environmental topics in the Psychology curriculum and parallel efforts to bring psychology into environmental studies and sciences. We seek submissions from a variety of approaches, including Ecopsychology, Environmental Psychology, Conservation Psychology, Environmental Studies and other frameworks. We also seek a variety of levels, from the use of environmental examples in introductory survey courses to specialized graduate research or practical training. We invite educators from all backgrounds to discuss the factors that facilitate a fusion of Psychology and the Natural Environment, including examples of creative pedagogy, multicultural competency, outcomes assessment and the effective use of field or service learning approaches and instructional technologies. See the Ecopsychology journal Information for Authors page for more information.

- Submissions Due 1/20/2012 - Questions? Contact: <mailto:journal@selfsustain.com>

Recent STP Initiatives and Events

APA CONVENTION POSTER AWARD OFFERED BY STP EARLY CAREER COUNCIL

The STP Early Career Psychologist Council is pleased to announce the first annual STP-ECP poster award given at the APA 2012 Convention. This award will be granted for the best SoTL project, emphasizing impact and quality of work. Eligible posters must meet the following criteria: 1. The first author must be an ECP, within seven (7) years post-doctorate or within seven (7) years of beginning full-time college teaching, whichever comes first. 2. Individual posters can only be submitted for one STP award 3. It is recommended that the first author is an STP member

Applicants will submit a draft of the poster and 500-1000 word summary to stp-ecp@teachpsych.org. The deadline is one month prior to convention, July 1, 2012. The winner will be notified prior to the convention and receive a \$250 honorarium.

Recent STP Initiatives and Events (cont'd from p.2)

NEW PRESIDENTIAL TASK FORCES FORMED

Norine Jalbert, STP President Elect, has announced details and membership for the three presidential task forces that will work during her tenure. The task forces, charges, practical goals, and membership are as follows:

Task Force on Documenting Teaching Competencies

Chair: Aaron Richmond

Charge: Provide teachers of psychology with an external standard against which they can document their accomplishments using a computer-based checklist of self-reports, self-assessments, online teaching modules, etc.

Target audience: The online, self-paced, renewable certificate program of teaching competence would benefit teachers of psychology at all levels of experience—from beginning teachers who need to learn their craft, to early career professionals who need to document their teaching competence for annual evaluations, tenure and promotion, to senior professors who wish to document or confirm their continued development and commitment to teaching excellence.

Specific activities could include: expand/refine guidelines proposed by the 2011 Modeling Teaching Competencies Taskforce; develop criteria for recognizing at least two levels of teaching competence—basic and advanced; develop checklist of activities (workshops, teaching conferences, continuing education, etc.) and documents (syllabi, CE certificates, conference badges, etc.) relevant to each level of teaching competence; create self-paced, online teaching training modules; investigate, create, pilot test and implement online program on STP website for teachers of psychology to earn certificates; propose policies and procedures for program assessment and program continuation.

Suggested Pragmatic Outcome:

Renewable online certificate program for documenting basic and advanced levels of teaching competence

Members:

- Aaron Richmond, Chair, Metropolitan State College of Denver
- Guy Boysen, State University of New York-Fredonia
- Tara Kuther, Western Connecticut State University
- Erin Paavola, National-Louis University (grad student)
- Vincent Prohaska, Lehman College-City University of New York
- Mark Sciutto, Muhlenberg College
- Yvette Tazeau, Santa Clara University (adjunct faculty)
- Marie Thomas, California State University San Marcos

Statistical Literacy Task Force

Chair: Susan Nolan, Seton Hall University

Charge: To invigorate our appreciation of the role statistics plays in psychology as a science by investigating the question of minimal standards of statistical literacy for students of psychology at various levels of education: high school, community college, undergraduate nonmajors, and undergraduate psychology majors (going to graduate school in psychology; not going to graduate school).

Recent STP Initiatives and Events (cont'd from p.4)

(...Cont'd from p.3)

Specific activities could include: survey and report on current practices; developing definition and guidelines for minimal statistical literacy at various levels of psychology education; develop materials to assess statistical literacy at various learning levels—high school, community college, undergraduate; develop materials to incorporate statistical literacy concepts in non-statistics psychology courses; explore ways to ameliorate the disconnect that students experience between statistics and psychology as a science

Pragmatic Outcomes:

- Newsletter report about current practices for teaching statistics to learners at various educational levels
- Proposal for minimum standards of statistical literacy for learners at various educational levels
- Teaching materials for incorporating statistical literacy concepts into non-statistics psychology courses
- Teaching materials to improve transfer of learning from the statistics class to psychology content

Members:

- Susan Nolan, Chair, Seton Hall University
- William Addison, Eastern Illinois University
- James Freeman, University of Virginia

Co-chair for the Introduction to Psychology Subcommittee

- Bonnie Green, East Stroudsburg University

Co-chair for the Undergraduate Psychology Subcommittee

- Alexis Grososky, Beloit College
- Thomas Heinzen, William Patterson University
- Brent Moore, Johnson County Community College
- Donelle (Dee) Posey, Washington State University - Tri-Cities
- Craig Wendorf, University of Wisconsin-Stevens Point
- Georjeanna Wilson-Doenges, University of Wisconsin-Green Bay
- Erik Wyner, high school teacher

Task Force on Documenting Department Benchmarks

Co-Chairs: Loretta McGregor, Arkansas State University, Janine Buckner, Seton Hall University

Charge: Provide undergraduate departments of psychology with an external means by which they can document the extent to which they have met standards articulated in the 2011 APA Principles for Quality Undergraduate Education in Psychology by using a computer-based checklist of self-reports, department self-assessments, curriculum development, needs assessment, etc.

Target Audience: Undergraduate department chairs, directors of undergraduate psychology programs, or anyone else engaged in program review and assessment

Specific activities could include: developing a bibliography of publications relevant to the psychology program review and assessment process; developing lists of concrete examples used to document program review and assessment goals; collect and make available samples of model assessment instruments, student/alumni surveys, curriculum guides, etc.

Recent STP Initiatives and Events (cont'd from p.4)

(...Cont'd from p.4)

Pragmatic Outcomes:

- Bibliography of publications relevant to the psychology program review and assessment process
- Archive of sample program review reports, assessment instruments, surveys, etc.
- Online program for departments to guide and document progress in program development, review and assessment.

Members:

- Loretta McGregor, Co-Chair, Arkansas State University
- Janine Buckner, Co-Chair, Seton Hall University
- Toni Blum, Stetson University
- Janet Kuebli, Saint Louis University
- Jennifer Morrow, University of Tennessee
- Maria Mouratidis, Notre Dame of Maryland University
- Alicia Nordstrom, Misericordia University

ENHANCING TEACHING: THE STP MASTER TEACHER SPEAKER PROGRAM

The Society for The Teaching of Psychology (STP; Division 2 of APA) is pleased to announce a program to provide support to small regional and local conferences to bring in Master Teachers to their meetings. The goal of the program is to enhance teaching by exposing faculty attending small conferences to teachers who have been recognized nationally for being excellent teachers. The grant program is open to any gathering of psychology teachers from 4-year colleges and universities, 2-year colleges, or high schools.

Amount of Funding Available

We have a total of \$5000 to award in the amount of \$1000 per speaker. This money will provide transportation and lodging for the speaker and the conference will be expected to fund their registration. The conferences selected to receive a Master Teacher will be provided with a list of possible speakers by the STP Master Teacher Program committee. Master Teachers are selected for being good conference presenters and may be people who have won STP teaching awards, CASE award winners, and Brewer award winners, and will provide a list of topics the conference organizers can pick from.

Submission Due Date

The committee will begin the process of application review and assignment of Master Teacher speakers on January 15, 2012 and continue to accept applications until all funds have been awarded.

Criteria for Proposal Submission

Proposals should not be longer than 2 single-space pages and should include the following sections:

- a) applicants' names and contact information (e-mail address and telephone number)
- b) title and dates of the conference
- c) history of conference (number of years it has been in existence, attendance rate over the past 3 years (if that information is available), and expected impact on the community)
- d) total conference budget including funding sources
- e) description of what the conference director(s) are seeking in a speaker (topic, expertise, etc.)
- f) justification to the committee for selection of your conference

Recent STP Initiatives and Events (cont'd from p.5)

(...cont'd from p.5)

Following the conference, grant recipients must compile a report that includes the number of attendees at the conference as well as the speaker's presentation and the attendee's evaluation of the speaker.

The STP Master Teacher Program Committee will review proposals according to the following criteria:

a) number of people involved in the conference, b) history of past support of the conference by the STP Master Teacher Program, and c) extent to which the conference supports the mission of STP.

STP Mission Statement

The Society for the Teaching of Psychology advances understanding of the discipline by promoting excellence in the teaching and learning of psychology. The Society provides resources and services, access to a collaborative community, and opportunities for professional development. The Society also strives to advance the scholarship of teaching and learning, advocate for the needs of teachers of psychology, foster partnerships across academic settings, and increase recognition of the value of the teaching profession" from <http://teachpsych.org/>

- Inquiries and applications may be sent to Aaron Richmond, Committee Chair, at <mailto:arichmo3@mscd.edu>

ANNOUNCING A NEW GRANT PROGRAM FROM THE SOCIETY FOR THE TEACHING OF PSYCHOLOGY: SCHOLARSHIP OF TEACHING AND LEARNING RESEARCH GRANT

The Society for the Teaching of Psychology (Division 2 of APA) is pleased to announce a new program of small grants to provide support for research projects on the Scholarship of Teaching and Learning (SoTL). The grant program is open to members of the Society for the Teaching Psychology who teach Psychology at 4-year colleges and universities, 2-year colleges, or high schools. Research projects in any phase of development are eligible for funding (e.g., materials design, data collection, manuscript writing). However, the proposed project must have a high probability of producing a product that will be presented and/or published in a peer-reviewed outlet in a timely manner. Grant funds can be used for materials/supplies for research, participant incentives, stipends for researcher and/or research assistants, travel to promote collaboration on project, and travel to present outcomes of research. We have a total of \$10,000 to award. These funds will likely be divided among several outstanding proposals and awardees may only receive partial funding for their projects.

Proposals should include applicants' names, institutional affiliations, and contact information and a project narrative which includes a) title of project, b) literature review and statement of question/hypothesis (no more than 1 page), c) description of research design and methods of data collection (no more than one page), d) description of data analysis and expected results (no more than ½ page), e) description of the implications of the findings and how the outcome of the work is consistent with STP's mission (no more than 1 page), f) if applicable, a description of how the project reflects the EC's preferred theme and/or addresses diversity/international issues (no more than ½ page), g) reference list, h) project timeline, and i) budget. Because of budget limitations, please indicate whether and how you would be willing to go forward with the project in the case of partial support.

Proposals will be evaluated on the degree to which proposal fits STP's description of the SoTL in Psychology as evidenced by a) clearly articulated research question/hypothesis, b) literature-based inquiry, c) appropriate and sound method of inquiry, and d) likelihood of generating a peer-reviewed product; and the degree to which the proposal addresses diversity/international issues or at least one of the following Executive Committee preferred themes for 2012 (Assessment of Statistical Competencies and Objective Assessment of Teaching Effectiveness). In addition, innovativeness, potential impact/reach of the product, strength and clarity of the narrative, feasibility and appropriateness will factor into the evaluation of proposals. Grant recipients will be asked to submit a final report upon completion of the project demonstrating completion of tasks described in the original proposal. Please submit applications to Georjeanna Wilson-Doenges (<mailto:wilsong@uwgb.edu>) by February 1, 2012.

Recent STP Initiatives and Events (cont'd from p.6)

NEW STP TEACHING PROGRAMMING AT MPA

Meera Komarraju (Associate Professor, Southern Illinois University Carbondale) and Todd Manson (Assistant Professor, Indiana University Southeast), the STP-MPA Program Coordinators would like to welcome you to the new teaching component at MPA. About two years ago, the Council for Teaching of Undergraduate Psychology (CTUP) has been merged with the Society for the Teaching of Psychology (STP) to create a stronger network of teaching development for instructors who attend the Midwestern Psychological Association (MPA) conference.

- Teaching sessions offer teachers of psychology at all levels the opportunity to enhance their teaching skills through invited workshops and lectures on successful teaching strategies and techniques presented by psychology instructors who have successfully employed these methods. These sessions also provide opportunities for instructors to present their own successful methods in posters and to discuss teaching topics in participant idea exchanges.

- Join this valuable teacher network that will serve as a foundation for support of good teaching and fellowship throughout the Midwest region by submitting your proposals for symposia, roundtable discussions, presentations or posters and share your own creative scholarship of teaching.

- This year at MPA, 2012 (May 3-5, Thur-Sat.), there will also be invited addresses focusing on the Teaching of Psychology. In addition, STP will present an award to the best scholarship presented in the poster session that optimizes teaching and learning in Psychology.

Teaching Conference within a Month

SPSP TEACHING PRECONFERENCE

The 10th Society for Social and Personality Psychology (SPSP) Preconference on Teaching will take place on January 26, 2012, in San Diego, CA. The keynote speaker is Elliot Aronson, and invited speakers are Ken Keith and Allison Vaughn. Registration deadline is January 12, 2012. For information, visit http://www.uwgb.edu/burnsk/SPSP_Teach12.htm or contact Kate Burns at <mailto:burnsk@uwgb.edu> or Courtney Rocheleau at <mailto:rocheleauca@appstate.edu>.

Got news?

Please send news items for upcoming issues to: <mailto:stp@teachpsych.org>



Calls for Grant Proposals, Award Nominations, & STP Appointments

CALL FOR NOMINATIONS: 2012 STP EXCELLENCE IN TEACHING AWARDS

The Society for the Teaching of Psychology (Division 2 of the American Psychological Association) announces its 2012 program of awards for outstanding teachers of psychology. Teaching awards of \$1500 and a plaque will be bestowed for outstanding performance in each of six categories: 4-year college or university (Robert S. Daniel Teaching Excellence Award), 2-year college (Wayne Weiten Teaching Excellence Award), high school (Mary Margaret Moffett Memorial Teaching Excellence Award), first 5 years of full-time teaching at any level (Jane S. Halonen Teaching Excellence Award), graduate student (Wilbert J. McKeachie Teaching Excellence Award), and – new for 2012 – the Adjunct Faculty Teaching Excellence Award. The deadline for submissions is January 13, 2012. For more information on specific criteria, what materials to submit, and guidelines for electronic submission visit <http://teachpsych.org/members/awards/index.php> or contact: William Douglas Woody, Chair of the STP Teaching Excellence Committee (mailto:william.woody@unco.edu, ph: 970-351-2528)

Reminders of Previously Reported Items of Interest



RANDY SMITH HONORED AS EDITOR EMERITUS OF TEACHING OF PSYCHOLOGY

Jim Freeman, STP Vice President for Resources, is pleased to announce in appreciation for Randy Smith's years of excellent service as managing editor of Teaching of Psychology that the STP Executive Committee has moved and approved Randy Smith as ToP Editor Emeritus. Randy joins the eminent Charles Brewer in being awarded this distinction. Thanks, in large part to the high journalistic standards of Charles and Randy, ToP has become the quintessential journal for the scholarship of teaching psychology. Please join Jim in extending appreciation to Randy for his important contributions to the Society as ToP editor.

STEPHEN CHEW RECOGNIZED AS A U.S. PROFESSOR OF THE YEAR

Stephen Chew, Professor and Chair of Psychology at Samford University and Chair of STP's Fellows Committee, has been honored with the Council for the Advancement and Support of Education's 2011 U.S. Professor of the Year Award. One of four professors recognized nationally, Dr. Chew won the award for persons teaching at masters-level institutions.

The U.S. Professors of the Year program salutes the most outstanding undergraduate instructors in the country—those who excel in teaching and positively influence the lives and careers of students. Sponsored by CASE and The Carnegie Foundation for the Advancement of Teaching, it recognizes excellence in undergraduate teaching and mentoring nationwide.

All undergraduate teachers in the United States, of any academic rank at any type of undergraduate institution, are eligible for the award. Entries are judged by top U.S. educators and other active participants in education.

Congratulations to Professor Chew.

Reminders of Previously Reported Items of Interest

(cont'd from p. 8)

JOSEPH TRIMBLE JOINS PROJECT SYLLABUS

Robin Morgan, STP's OTRP Associate Director for Project Syllabus, is pleased to introduce the newest Project Syllabus reviewer: Joseph E. Trimble from Western Washington University. His syllabus for Social Psychology was posted on the Project site recently. We welcome Professor Trimble aboard.

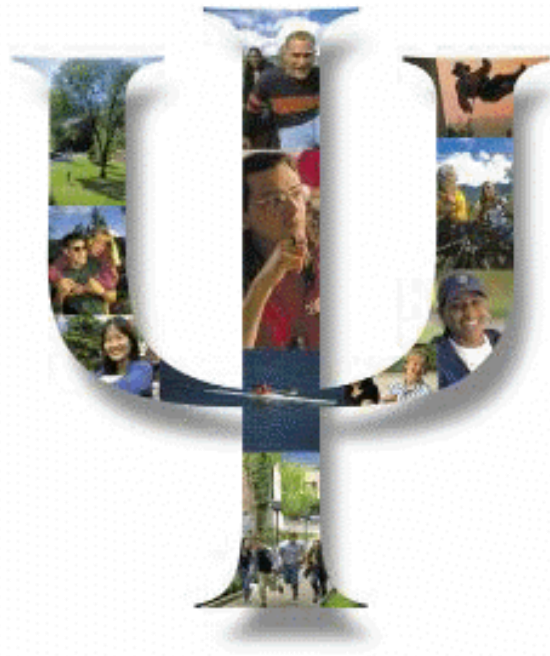
BEA GRANTS FOR CONFERENCES ON TEACHING PSYCHOLOGY

The Board of Educational Affairs (BEA) is awarding \$10,000 in grants in 2012 to support conferences on enhancing the quality of undergraduate education in psychology and advancing the teaching of psychology at the secondary, two-year, or four-year level. To be considered for funding, the conference must be directed by an APA member, associate or affiliate, and meet the stated criteria. The grant may be used 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. More information is available on the APA website.

- Funding requests for teaching conferences in 2012 must be postmarked by Jan. 30. Send requests to Martha Boenau of the Education Directorate at <mailto:mboenau@apa.org>.

- Further information is available at:

<http://www.apa.org/about/awards/block-ugradpre.aspx>



Reminders of Previously Reported Items of Interest

(cont'd from p. 9)

THE APF PRE-COLLEGE AWARDS PROGRAM

The American Psychological Foundation (APF) provides financial support for innovative research and programs that enhance the power of psychology to elevate the human condition and advance human potential both now and in generations to come. It executes this mission through a broad range of scholarships and grants. For all of these, it encourages applications from individuals who represent diversity in race, ethnicity, gender, age, disability, and sexual orientation. The Pre-college program awards grants to individuals or institutions to advance psychological science in high schools. Its description, application requirements, and procedures appear below.

APF supports original, innovative research and projects. Although APF favors unique, independent work, the Foundation does fund derivative projects that are part of larger studies.

Description

This program provides financial support for efforts aimed at improving the quality of education in psychological science and its application in the secondary schools. Proposals must focus on supplying education for talented high school students.

Program Goals

1. Improve the quality of high-school education in psychology
2. Encourage talented high school students to pursue careers in psychology

Funding Specifics: Up to \$20,000 annually

We do not allow indirect costs to be taken out of grant monies, although applicants can use grant monies for stipend support and other administrative costs (software, materials, etc.). Our policy on this is as follows, from the grant terms and conditions document: No Institutional Indirect Costs. The entire grant must be provided to the individual grantee for the stated purpose. The grant may not be used to pay institutional indirect costs or overhead. If funds will be administered by the grantee's institution, the institution must affirm in writing that it will waive all administrative fees and charges for indirect costs. This assurance may be provided through the signature of a responsible official on this agreement. This assurance must be received before the funds can be released.

Eligibility Requirements

Educational institution, 501(c)(3) nonprofit organization, or individual affiliated with qualifying institution Evaluation Criteria

1. Conformance with stated program goals
2. Nature and magnitude of incremental contribution
3. Capability for accomplishing the proposed work
4. Likelihood of producing generalizable outcomes

Proposal Requirements

1. Description of proposed project to include goal and its relation to the institution's mission and target population, qualifications for execution, other participants and respective roles, intended outcomes and plan for achieving them, extent to which outcomes may generalize
2. Format: not to exceed 7 pages (1 inch margins, no smaller than 11 point font)
3. Timeline for execution
4. Full budget and justification (indirect costs not permitted)
5. Current CV for project leader

Submission Process and Deadline: Submit a completed application online at <http://forms.apa.org/apf/grants/> by May 1, 2012. Please be advised that APF does not provide feedback to applicants on their proposals.

Questions about this program should be directed to Parie Kadir, Program Officer, <mailto:pkadir@apa.org>

Conference Listings

Psychology Teaching Conferences/Undergraduate Research Conferences

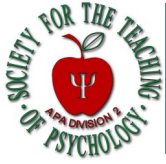
Visit <http://www.teachpsych.org/conferences/conferences.php> for additional information about conferences. Please send announcements for upcoming conferences to <mailto:stp@teachpsych.org>. For a more complete list of psychology undergraduate research conferences, visit

<http://www.psichi.org/conventions/>

- **JAN 26, 2012:** SPSP Teaching Preconference, San Diego, CA. http://www.uwgb.edu/burnsk/SPSP_Teach12.htm
Contact: Kate Burns, Ph.D., at <mailto:burnsk@uwgb.edu> or Courtney Rocheleau, Ph.D., at <mailto:rocheleauca@appstate.edu>
- **FEB 3, 2012:** STP e-Workshop on Teaching Social Psychology, Online Access at Your Site. <http://www.teachpsych.org/conferences/eworkshop/index.php>
- **FEB 8-10, 2012:** 4th Annual Conference on Higher Education Pedagogy Virginia Tech, Blacksburg, VA. <http://www.cider.vt.edu/conference/> Contacts: Cortney Martin, Conference Chair, 540.230.936, <mailto:martinc@vt.edu> or Lauren Bryant, Conference Co-Chair, 540.231.6823, <mailto:labryant@vt.edu>
- **FEB 24-25, 2012:** 24th Annual Southeastern Conference on the Teaching of Psychology (SETOP), Crowne Plaza, Atlanta Perimeter Northwest, Atlanta, GA. <http://www.kennesaw.edu/cetl/conferences/setop/2012.html>
- **MAR 23-24, 2012:** 26th Annual Farmingdale Conference on the Teaching of Psychology, Farmingdale State University, Tarrytown, NY. <https://www.etches.com/ehome/25529> Contact: Jennifer Gonder at <mailto:gonderj@farmingdale.edu>
- **JUN 22-23, 2012:** Eastern Conference on the Teaching of Psychology (ETOP), Stonewall Jackson Hotel and Conference Center, Staunton, VA. <http://psyc.jmu.edu/etop/>
- **JUN 28-30, 2012:** Europlat 2012: European Psychology Learning and Teaching Conference. Organised by the European Academic Network for Psychology Learning and Teaching, Abstract submission deadline: 5 January 2012. <http://www.europlat.org/s.php?p=3>
- **OCT 12, 2012:** Northeast Conference for Teachers of Psychology, Worcester Polytechnic Institute, Worcester, MA. <http://nepa.cloverpad.org/>

2012 Regional Psychology Conferences

- **FEB 15-18, 2012:** Southeastern Psychological Association, The Sheraton New Orleans, New Orleans, LA. <http://www.sepaonline.com/>
- **MAR 1-4, 2012:** Eastern Psychological Association, Westin Convention Center, Pittsburgh, PA. <http://www.easternpsychological.org/i4a/pages/index.cfm?pageid=1>
- **Apr 12-14, 2012:** Rocky Mountain Psychological Association, Peppermill Resort Hotel, Reno, NV. <http://www.rockymountainpsych.org/>
- **APR 12-14, 2012:** Southwestern Psychological Association, Sheraton Hotel, Oklahoma City, OK. <http://www.swpsych.org/>
- **APR 26-29, 2012:** Western Psychological Association, Hyatt Regency, San Francisco Airport-Burlingame. <http://www.westernpsych.org/>
- **MAY 3-5, 2012:** Midwestern Psychological Association, Palmer House, Chicago, IL. <http://midwesternpsych.org/>
- **JUNE 22-23, 2012:** Eastern Conference on the Teaching of Psychology, Stonewall Jackson Hotel and Conference Center, Staunton, VA. <http://www.psyc.jmu.edu/ug/etop.html>
- **OCT 12-13, 2012:** New England Psychological Association, Worcester Polytechnic Institute, Worcester, MA. <http://nepa.cloverpad.org/>



Membership in The Society for the Teaching of Psychology

Joining or Renewing Membership in STP for 2012

STP is now accepting membership dues for new members or renewing members for 2012. Dues for 2011 are \$15 for students, \$25 for non-students, and \$15 for retirees.

Joining STP for the First Time in 2012

To join STP, visit <http://www.teachpsych.org/members/howjoin.php> where you may either download an application form or pay online via PayPal. Please be sure to fill in all information field on the application form.

Renewing STP as an APA Affiliate or Non-APA Member

STP members who are not members of APA will receive a 2012 STP dues statement in the mail in September. 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 2012 STP dues statement in September; STP dues will not appear on your APA renewal form for Affiliates. These members may also pay online at the URL.

Renewing STP as an APA Member of Division 2

STP members who are also members of APA should check their 2012 APA dues statement 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 STP at <mailto:stp@teachpsych.org> so that we may correct this error.

APS Members, Please Note

APS members who choose the \$25 STP option on the APS renewal form will receive full membership in STP and will have access to all member benefits. You may activate membership through your APS check off OR through the STP Web page at <http://teachpsych.org/members/registration/index.php>. However, please be sure not to pay through BOTH alternatives.

- 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. You may pay twice.

In addition, our arrangement with APS requires a \$25 fee for all membership categories. Students and retired members who are eligible for a \$15 membership fee may wish to join or renew membership through the STP Web options.

Questions About Your STP Membership Status

Email <mailto:stp@teachpsych.org> if you have any questions about your STP membership status.

STP MEMBERS - UPDATE MAILING/EMAIL ADDRESSES IF NECESSARY —If you are an STP member and your mailing and/or email address will be changing, login to the STP Membership Directory, <http://teachpsych.org/members/restricted/login.php> to update your contact information.