

TOPNEWS-Online

Newsletter of the Society for the Teaching of Psychology,
 Division 2 of the American Psychological Association
 © Division 2 American Psychological Association All Rights Reserved

Volume 21, Issue 2

February 2018

Co-Editors: Stephanie Afful and Tom Pusateri

Send inquiries or news items for upcoming issues to stp@teachpsych.org

TABLE OF CONTENTS

MESSAGE FROM STP PRESIDENT SUE FRANTZ	2	GRANTS AND AWARDS	10
FEATURED ITEMS	3	Conference Speaker Grant Program.....	10
<i>ToP</i> Editor Drew Christopher to Receive SPSP Teaching/Mentoring Award	3	SAGE Teaching Innovations & Professional Development Award.....	10
Announcing New Directors of STP Programming	3	Apply for APS Teaching Fund Grants.....	10
2018 Annual Conference on Teaching: Call for Proposals	4	Council on Undergraduate Research Travel Awards.....	10
Message from APA President Jessica Henderson Daniel .	4	Esther Katz Rosen Pre-college Psychology Grant Program	10
THE GSTA CORNER	5	APF Funding Opportunities for High School Psychology Teachers	10
Upcoming Spring 2018 GSTA Workshop Series	5	TOPSS Competition for High School Psychology Students	10
THE ECP CORNER	6	CONFERENCES/INSTITUTES/WORKSHOPS	11
Setting a Policy for Late Work	6	Eastern Teaching of Psychology Conference.....	11
GET INVOLVED	7	Psychology One Conference	11
Call for STP ECP Travel Grant Committee Members.....	7	Attend TIP Northwest.....	11
STP Editor of E-Books Seeks Two Associate Editors	8	APA/Clark University Workshop for High School Teachers	11
Request for Additional Reviewers of STP's Teaching Resources	8	Northeast Conference for Teachers of Psychology	11
Call for Members, Diversity Committee	8	Calendar of Upcoming Conferences	12
Seeking Applicants for APA Boards and Committees	8	Regional Psychology Conferences.....	12
DIVERSITY AND INTERNATIONAL RELATIONS	9	MEMBERSHIP IN STP	13
APA Division 44 has changed its name.....	9	Joining or Renewing in 2018.....	13
RESOURCES	9	Joining STP for the First Time in 2018.....	13
This is How I Teach Blogs	9	Renewing: APA Affiliate or Non-APA Member	13
APA Center for Learning and Career Development	9	Renewing: APA Member of Division 2.....	13
APA Center for Workforce Studies Data Tools	9	APS Members, Please Note.....	13
		Questions about STP Membership Status.....	13
		STP Members: Updating Mail/Email Address	13



[@TeachPsych](https://twitter.com/TeachPsych)
<https://www.facebook.com/groups/33366519348/>
<https://www.linkedin.com/groups/8473204>

MESSAGE FROM STP PRESIDENT SUE FRANTZ

January 29, 2018

Greetings!

It is an honor to serve as the 2018 president for the Society for the Teaching of Psychology (STP).

If you are a member of STP then I know you'll agree when I say this is the most dedicated group of psychology instructors that you could ever meet. I found my professional home in STP about 20 years ago, and it's no accident that most of my professional service has been to this organization. It was through the resources STP provides and through the countless conversations about teaching we've had -- at conferences, through PsychTeacher, and more recently, through Facebook and Twitter -- that have made me a better instructor.

Ready to get more involved in STP? Please visit our [Get Involved](#) page.

If you are not a member of STP, but have found the resources and opportunities for conversations that STP provides have also made you a better Instructor, I invite you to give back to STP by [joining us](#). Your \$25/year helps us continue to help all of us become better at our craft.

If you have ideas on how STP can better serve you or if you'd like to just talk teaching, please contact me (sfrantz@highline.edu) or visit with me at a conference. Later in 2018, you can find me at the EDUCAUSE Learning Institute (January), EPA (March), RMPA (April), WPA (May), BISTOPS (July), the APA Convention (August), the Australian Psychological Society Congress (September), ACT (October), and GSTA CUNY Pedagogy Day (October).

Earlier this year I put out a call for task force volunteers. About 50 of you stepped forward to serve on these three task forces. Below are the members of those task forces. If you were not selected, don't go anywhere. I may need your help before year is out.

I'm looking forward to working with you in 2018!

Sue Frantz

President, Society for the Teaching of Psychology

STP Presidential Task Force on Re-Envisioning Intro Psych

Barney Beins (chair), Ithaca College, NY
Des Robinson, Tarrant County College, TX
Chris Jones-Cage, College of the Desert, CA
Jenel Cavazos, University of Oklahoma, OK
Jason Eggerman, Spokane Community College, WA
Justine Egan-Kunicki, Community College of Rhode Island, RI
Suzie Baker, James Madison University, VA
Ashley Waggoner Denton, University of Toronto, ON, Canada
Mollie Anderson, University of Memphis, TN

STP Presidential Task Force on Promoting the Value of the Psychology Bachelor's Degree

Roxanne Sullivan (chair), Bellevue University, NE
Lee Gillis, Georgia College, GA
Dan Segrist, Southern Illinois University - Edwardsville, IL
Janet Trammell, Pepperdine University, CA
Albee Mendoza, Wesley College, DE
Jennifer Sutton, University of Western Ontario, ON, Canada
Anne Stuart, American International College, MA
Lindsay Phillips, Albright College, PA
Eric Landrum, Boise State University, ID

STP Presidential Task Force on Restructuring the STP Graduate Student Teaching Association

Rachael Soicher (Chair), Oregon State University, OR
Patty Brooks, City University of New York, NY
Teresa Ober, City University of New York, NY
Jared Keeley, Virginia Commonwealth University, VA
Missy Beers, Ohio State University, OH
Melissa Birkett, Northern Arizona University, AZ



FEATURED ITEMS

ToP Editor Drew Christopher to Receive SPSP Teaching/Mentoring Award



The Editor of *Teaching of Psychology*, Drew Christopher, will receive the 2017 SPSP Undergraduate Teaching and Mentoring Award from the Society for Personality and Social Psychology during their annual convention in Atlanta, Georgia. The awards ceremony is scheduled for 6 PM on March 1, 2018. You can read the citation by clicking on the Past Recipients tab at the following website: <http://spsp.org/awards/annualawards/teaching-mentoring-awards/undergraduate-teaching-and-mentoring-award>. Congratulations, Drew!

Announcing New Directors of STP Programming

by Angela M. Legg, Vice President of Programming

I was recently elected to serve as STP's Vice President for Programming and began my term of office in January. I am an Assistant Professor of Psychology at Pace University where I research health communication and the professor-student relationship. I was the 2014 Wilbert J. McKeachie Teaching Excellence Award recipient and was a member STP's Early Career Psychologist Committee.



It is my pleasure to announce three new Directors of STP's programming initiatives.



Garth Neufeld – Director of Regional Conference Programming

Garth Neufeld has been teaching psychology in community colleges for over 10 years. He is the founder of Teaching Introductory Psychology, Northwest and the co-host of the podcast Psych Sessions: Conversations about Teaching 'N Stuff. He has served STP on various task-forces and committees and has attended the AP Psychology Reading for a number of years. Garth also participated the APA Summit on the National Assessment of Psychology and the APA Summit on High School Psychology Education. Garth lives in Seattle with his wife and daughter.

Eric Landrum – Director of Programming at APS

R. Eric Landrum is a professor of psychology at Boise State University, receiving his PhD in cognitive psychology from Southern Illinois University-Carbondale. His research interests center on the educational conditions that best facilitate student success as well as the use of SoTL strategies to advance the efforts of scientist-educators. He has over 400 professional presentations at conferences and published over 25 books/book chapters, and has published over 75 professional articles in scholarly, peer-reviewed journals. He has worked with over 300 undergraduate research assistants and taught over 13,000 students in 25 years at Boise State. During Summer 2008, he led an American Psychological Association (APA) working group at the National Conference for Undergraduate Education in Psychology studying the desired results of an undergraduate psychology education. During the October 2014 Educational Leadership Conference in Washington, DC, Eric was presented with a Presidential Citation from then APA President Nadine Kaslow for his outstanding contributions to the teaching of psychology. He is a member of the American Psychological Association, a fellow in APA's Division Two (Society for the Teaching of Psychology or STP), served as STP secretary (2009-2011). During 2014 Eric served as President of the Society for the Teaching of Psychology; for 2016-2017 he served as President of the Rocky Mountain Psychological Association (RMPA); and Eric is currently President of Psi Chi, the International Honor Society in Psychology.



Neil Lutsky – Director of STP Programming at SPSP

Neil Lutsky is William R. Kenan Professor of Psychology at Carleton College in Northfield, Minnesota. He is a past-President of STP and the 2011 recipient of the APF Charles Brewer Distinguished Teaching of Psychology award. His teaching and research addresses quantitative reasoning, the psychology of endings, and positive psychology.

2018 Annual Conference on Teaching: Call for Proposals

By Jordan D. Troisi, Director, STP's Annual Conference on Teaching

It brings me great joy to announce the Society for the Teaching of Psychology's 17th Annual Conference on Teaching (ACT)! This year the conference will be held October 19-20 in Phoenix, Arizona. For those who are ACT regulars, I can't wait to see you again. For those who may become ACT first-timers, I'm certain you will enjoy the warm, collegial, invigorating environment of ACT.



David Ho/Flickr Creative Commons

Proposal Submissions (open from now until April 20, 2018)

The program will include opportunities to share your favorite teaching demonstration, as well as symposia and posters (more details available on the ACT website). The steering committee welcomes submissions that provide recommendations and best practices, professional development opportunities, and findings from the scholarship of teaching and learning (SoTL).

Keynote Speakers



Sue Frantz, STP President

Changing the World-One Psychology Class at a Time

David Myers, Hope College

Teaching Psychological Science in a Post-Truth Age

Mitch Handelsman, Univ. Colorado - Denver

Teaching Torture: What I Didn't Do Over My Summer Vacation

Registration and Conference Hotel

In addition to accepting proposals for presentations at this time, registration for the conference is also open, including new discounted rates for early bird registrations. You can register for the conference and book your hotel room within our discounted room block as soon as you like on our conference website: <http://teachpsych.org/conferences/act.php>.

Message from APA President Jessica Henderson Daniel

Dear colleague:

Are you an APA Citizen Psychologist™? Click [here](#) to complete a brief survey to let us know.

I have long been committed to recognizing people in psychology for their contributions to, and leadership within the communities in which they work and live. I also believe that we must be in the room, at the table, and at the head of the table where decisions are made, in healthcare, federal and state policy, community programs, and elsewhere. My APA Citizen Psychologist™ initiative seeks to understand, train, and honor individuals doing this work. You can read more about it [here](#).



Share your story now. This anonymous survey aims to learn about the frequency and roles that individuals occupy as Citizen Psychologists. The survey takes 15 minutes or less to complete. If you decide to take a break mid-way through the survey, please return to the same computer or device otherwise you will be asked to start from the beginning of the survey. Each participant who fully completes the survey will have the option to be entered into a random drawing for a chance to win one of four \$200 gift cards.

Your participation is strongly encouraged, but completely voluntary. I thank you in advance for taking the time to complete this brief, but important survey.

Sincerely,

Jessica Henderson Daniel, PhD, ABPP
2018 APA President



Upcoming Spring 2018 GSTA Workshop Series

By: Ayşenur Benevento



As we start the spring semester, we want to tell you about the pedagogy workshop series we have planned for the upcoming months to be held at The Graduate Center, CUNY. If you are in the New York City area, please join us as all events are free and open to the public.

We selected the workshop themes based on our mission to use evidence-based teaching methods to create student centered, inclusive classrooms. Our first workshop will take place on Wednesday, February 28 and is titled ***Infusing Quantitative Reasoning across the Psychology Curriculum***. This workshop encourages instructors to build opportunities for students to interact with data in all psychology courses, and not just in research methods, experimental psychology, and statistics courses. By working with data, students gain comfort and skills in evaluating evidence, using descriptive and inferential statistics to draw conclusions, and visualizing psychological phenomena. We will emphasize the value of generating data in classroom simulations and providing opportunities for students to learn fundamental statistical concepts (e.g., odds-ratio, p-value) throughout introductory and mid-level courses.

The second workshop titled ***Internationalizing Psychology Courses*** encourages instructors to diversify their lesson plans to include perspectives from non-US populations. Joining us on Wednesday, March 14th for a round-table style discussion will be experts with research and policy experience working with people from around the world in organizations such as the United Nations and International NGOs. Discussion will center on how to incorporate international experiences in student learning and engage students in meaningful dialogue about psychological well-being and other issues of global concern, given the currently divisive political climate. In our classrooms, we have the responsibility and capacity to foster deeper discussions about topics pertaining to human diversity and inclusivity.

The third workshop titled ***How to Turn Your Teaching into Research*** will take place on Wednesday, April 18th and will focus on preparing graduate student instructors to engage in the scholarship of teaching and learning. The inspiration comes from research showing that student learning outcomes improve when teachers believe that their major role is to evaluate their impact on student learning, and when they work with other teachers to do so (Hattie, 2015). During the workshop, we plan to zoom in on the question "How can you assess your impact and effectiveness as an instructor over time?" We will also discuss different research designs based on research from the learning sciences that can be adapted for undergraduate psychology courses with the ultimate goal of improving the effectiveness of our teaching.

If you are interested in joining us for any of the workshops, please send us email at gsta.cuny@gmail.com.

References

Hattie, J. (2015). The applicability of visible learning to higher education. *Scholarship of Teaching and Learning in Psychology*, 1(1), 79-91.

For updates on GSTA activities, visit:

Twitter: @gradsteachpsych

Facebook: <http://tinyurl.com/GSTAfacebook>

Email: gsta.cuny@gmail.com

Blog: <http://teachpsych.org/page-1784686?pg=2>

GSTA website at STP: <http://teachpsych.org/gsta/index.php>

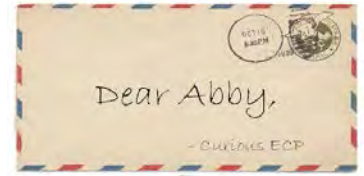
GSTA website at CUNY: <https://psychology.commons.gc.cuny.edu/>



Dear ECPs,

I've been following the conversation occurring online about Sue Frantz's policy and philosophy regarding late work from students (tinyurl.com/FrantzLW). I'm curious if the ECP Committee has any thoughts on the matter.

Sincerely, No More Late Work



Dear No More Late Work,

Late work is something most of us try to curb in our classes. Instead of directly responding to your question, we reached out to our colleagues at various institutions to solicit their input. Below are four responses about late work policy and philosophy. We hope you find them useful in crafting your own approach.

Dr. Kristin Layous, Assistant Professor, California State University, East Bay

I'm conflicted about accepting late work because I want to mirror the real world and penalize students for not meeting deadlines, but I also view assignments to be a valuable learning tool and I want students to complete them to gain a deeper understanding of the subject matter. With those two things in mind (holding people accountable, but also providing a learning opportunity), I accept late work with a 10% penalty per day late. In my opinion, the 10% off per day deters most students from turning in their assignments late, but it still makes it "worth it" for students to complete a late assignment even if they need a couple extra days. The majority of my students are first generation college students who often work long hours to support themselves on top of their full-time school load, so I find this extra leeway helps some of them to maintain motivation in my course even if their other obligations took precedence over turning in my assignment on time.

Dr. Kevin F. Kaeochinda, Assistant Professor, Marymount California University

I believe that the new generation of students and those entering the workforce have different priorities. Although surveys by Forbes (2017) and Inc (2017) on the newer workforce have indicated that flexibility was the second most important feature for a job, this does not mean that it is okay for students to come unprepared. I agree with the blog article by Frantz (2017) that time management, toughing it, and all those skills need to be taught. At my institution, we have a seminar class for juniors that teaches these life rules and what to expect after undergraduate studies in the real world. This course also covers planning, organizing, and working toward deadlines. As a developmental psychologist, I believe that these students or new workers need to be taught negotiable and non-negotiable rules (Bigner, 2013). For example, a professional conference and research presentation should be one of those non-negotiable rules with a strict deadline to prepare for. There will be other times where flexibility may be OK such as grading at home or on campus. Given the chance to be able to participate in both types of deadline would foster the ability to "line your ducks up" as well as powering through strict deadlines. On the other hand, for real world deadlines, turning in something late may be better than not turning it in at all. For example, as a teaching assistant, it is better to submit late graded assignments rather than not turning in any grades at all. That does not mean it is without repercussion (e.g., bad review) or consequences from your boss (e.g., not being a future teaching assistant).

Dr. Patrick Morse, Assistant Professor, Belmont University

I accept late work. In fact, I gladly accept late work (with a 10% penalty for each day late). What I don't accept is academic dishonesty, and I've found the two to be related any time I've had that difficult talk with a student who chose to plagiarize. Optimistically, or perhaps naively, I believe them when they say they 'ran out of time' and felt their only option to meet a deadline was to submit work that wasn't entirely their own (to date, my late policy has made this a non-issue). I believe that students, for the most part, are trying – trying to learn, trying to grow, trying to balance a full course load, extracurriculars, part-time or full-time jobs, family obligations, etc., and trying to maintain their well-being all the while. They're learning time management skills and they're learning the consequences of their actions. The consequences at college may not be as dire as those in the working world, but at the same time I don't buy the static view that every deadline at every job is fixed and every misstep gets you fired. I suspect things are more variable, and I

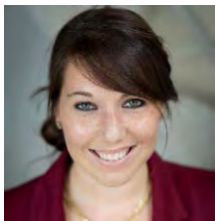
suspect it's best that students learn how to distinguish between various settings' various rules. Just as different jobs have different policies, I accept late work whereas a colleague might not. The student should learn to navigate both.

In this way, Sue Frantz is dead on – the underlying question is what the student is learning, not whether we should accept late work. In the interest of student learning, I'd love to see every one of us have a different late policy.

Dr. Katherine Nelson-Coffey, Assistant Professor, Sewanee: The University of the South

In creating late policies for my courses, I aim to balance the professional development goals I have for my students (e.g., completing work on time) with the specific content-oriented learning objectives (e.g., understanding the theories of health behavior change in a Health Psychology course). From a professional development perspective, failing to meet important deadlines could have serious consequences in the workplace, but from a learning perspective, restricting opportunities for students to engage with material and complete assignments (because they are late) could limit their ability to master that material. To balance these competing goals, I deduct 10% of the assignment grade for each day it is submitted late. In each course, I also include at least one category of assignments (e.g., reflection papers) for which late work is not accepted to demonstrate the potential professional consequences for failing to meet deadlines. For these assignments, the lowest grade in that category is removed prior to calculating their final grade. Ultimately, my hope is that this blended approach will help students meet course objectives both for learning material and for developing professionally.

Your STP Early Career Psychologists Committee:



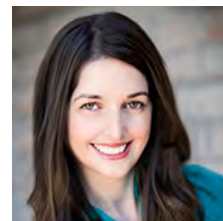
Sara Branch
@prof_branch



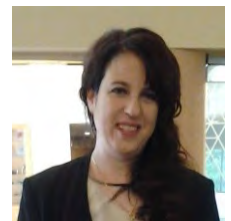
Ho Huynh
@gofighthuynh



Heather Hussey



Julie Lazzara
@explorepsych



Lyra Stein
@LyraStein

Have a burning question? Submit it for a future 'Ask an ECP' column: <http://tinyurl.com/AskAnECP>

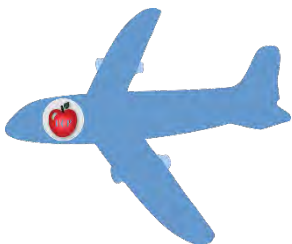
For updates on ECP activities, visit:
ECP Website: <http://teachpsych.org/ecp>
Email: stp-ecp@teachpsych.org

Twitter: @STP_ECP
Facebook: <http://tinyurl.com/ECPfacebook>
Listserv: <http://tinyurl.com/DIV2ECP>

GET INVOLVED

Call for STP ECP Travel Grant Committee Members

Would you like to get involved with STP? The STP Early Career Travel Grant Selection Committee is seeking new members! This is a fun, feel-good opportunity for members of STP to get involved, and the time commitment is very reasonable.



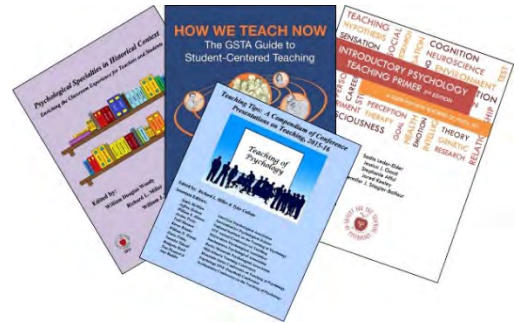
This award is designed to defray costs of conference attendance for early career psychologists. STP is seeking nominations (including self-nominations) for individuals to serve on a committee that will: a) solicit applications, b) evaluate applications, c) select and notify the recipient(s), d) liaison with the STP programming director for APA, and e) provide feedback to the VP of Recognitions and Awards regarding the selection process. All current members of STP are eligible

for these positions. Committee members serve for a three-year term.

To apply, please send via email a brief letter stating: 1) your interest and any experience related to the position, 2) whether you'd be willing to serve in the chair position in the distant future, and 3) a current CV. The applications are due April 2nd, 2018 and should be sent to Amy Hackney, Chair, STP Early Career Travel Grant Committee: ahackney@georgiasouthern.edu. Please feel free to contact Amy with questions.

STP Editor of E-Books Seeks Two Associate Editors

STP's E-Books (<http://teachpsych.org/ebooks/index.php>) editorial board is comprised of one editor-in-chief and six associate editors. At the end of last year two of our associate editors rotated off the board. **STP is soliciting two new associate editors who will serve for 2-year terms beginning this year.** Associate editors are assigned two tasks. The first is to develop and/or edit one or more e-books that advance the causes of the Society during their term as an associate editor. This can be done in one of two ways. First, you can take full responsibility for developing the topic, solicitation of authors, timeline, and final decisions regarding acceptability of manuscript for your e-book. Associate editors might also choose to edit an e-book that has come to us as an unsolicited proposal from colleagues. The second task is to serve as a reviewer for unsolicited 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 **March 31, 2018**.



Request for Additional Reviewers of STP's Teaching Resources

Danae Hudson, Director of Teaching Resources is looking for additional reviewers to serve STP by reviewing teaching/advising-related submissions for publication on the STP website. Time commitment is minimal and most reviewers only review one submission per year. If you are interested in getting involved in Division 2, this is an excellent way to get started! If interested, please complete this brief survey: https://missouristate.co1.qualtrics.com/jfe/form/SV_1SnnZyil2HwXazX. Note: If you already (in 2017) completed a Qualtrics survey expressing your interest in reviewing, you are already in our database.

Call for Members, Diversity Committee

The Diversity Committee of the Society for the Teaching of Psychology (STP; Division 2 of APA) is searching for new members. The mission of the STP Diversity Committee is "to oversee and assess all Society activities related to diversity issues, including but not limited to, diversity in membership, integration of diversity into the curriculum, hiring and retaining a diverse faculty, and attracting members of diverse groups to psychology as a major and a profession." The Committee's objective includes "building community among and supporting diversity-oriented scholars and teachers, perhaps beginning with conference discussions/presentations." The entire group convenes via phone conference twice during the fall and spring semesters; additional meetings are held when necessary. Subcommittees meet as needed to complete set tasks. STP encourages applications from colleagues who are from underrepresented groups and have diverse backgrounds and experiences. Applications will be accepted until March 15. If you are interested, send your vita and a statement of interest to Dr. Kathy Keefe-Cooperman at kathleen.keefe-cooperman@liu.edu.

Seeking Applicants for APA Boards and Committees

STP's Elections and Appointments Committee invite you to consider active involvement in service to APA. The APA is seeking nominations for the following Boards and 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 Advancement of Psychology in the Public Interest
- Board of Convention Affairs
- Commission for the Recognition of Specialties and Proficiencies in Professional Psychology
- Committee on Rural Health

For more information, visit <http://apps.apa.org/nominations/NomCallFormList.aspx>. Please note that APA determines which names appear on ballots.

If you are interested in serving in one of these important roles, feel free to nominate yourself on the APA website by **March 2, 2018**, or express interest to Janie Wilson, Chair of STP's Elections and Appointments Committee at jhwilson@georgiasouthern.edu by **February 20, 2018**. If you have additional questions, please contact Garnett Coad, Elections Director, at gcoad@apa.org or (202) 336-6087, or email Janie Wilson.

DIVERSITY AND INTERNATIONAL RELATIONS

APA Division 44 has changed its name

Effective Nov. 20, 2017, Div. 44 (formerly Society for the Psychological Study of Lesbian, Gay, Bisexual, and Transgender Issues) has changed its name to Society for the Psychology of Sexual Orientation and Gender Diversity.

RESOURCES

This is How I Teach Blogs

Danielle Dickens, Spelman College, and Paul Thibodeau, Oberlin College, are the most recent contributors to the "This is How I Teach" blog. Read their and others' approaches to teaching at <https://teachpsych.org/page-1703896>.

Would you like to contribute to the blog? Contact howiteach@teachpsych.org to get started.

I'm a Member of STP and This is How I Teach



APA Center for Learning and Career Development

Visit <http://www.apa.org/career-development/index.aspx> to explore the new APA Center for Learning and Career Development, an integrated and accessible website offering free resources that support your career development and advancement. Here are some newly released online programs and video resources:

INTERACTIVE ONLINE PROGRAMS (<http://www.apa.org/career-development/courses/index.aspx>)

Brings the latest educational technology to your professional development experience.

- Developing Effective Presentation Skills
- Religious Tolerance & Discrimination with Emphasis on Islamophobia
- **Science Career Series**

This online series was designed to enhance the career-related skills of early career psychologists in academic and research settings.

- Effective Teaching and Course Design
- Funding and Financing for Management Research
- How to Review a Manuscript
- Negotiating a Faculty Job Offer
- Publish or Perish: A Survival Guide
- University Structure and Tenure

VIDEO RESOURCES (<http://www.apa.org/career-development/video-resources.aspx>)

A repository of APA member-focused career and professional development offerings. The video series includes:

- The Art (and Science) of Excellent Mentoring
- Leadership: A Three-part Series
- Improving Practice Delivery Series
- Substance Use Disorders and Addictions Series

APA Center for Workforce Studies Data Tools

In 2015, an estimated 207,100 held a Doctorate/Professional Degree in Psych as the highest degree, of which 83 percent were employed. Employed psych degree holders worked in 59 categories. Check out which occupations were most popular with APA's Center for Workforce Study's new interactive data tool: <http://www.apa.org/workforce/data-tools/careers-psychology.aspx>.

Other data tools include:

Overview of degrees in psychology: <http://www.apa.org/workforce/data-tools/degrees-psychology.aspx>

Demographics of U.S. psychology workforce: <http://www.apa.org/workforce/data-tools/demographics.aspx>

Degree pathways in psychology: <http://www.apa.org/workforce/data-tools/degrees-pathways.aspx>

Salaries in psychology: <http://www.apa.org/workforce/data-tools/2015-salaries.aspx>

GRANTS AND AWARDS

Conference Speaker Grant Program

STP's Conference Speaker Grant Program supports teaching conferences or preconferences to fund speakers related to the teaching of psychology. The grant program is open to any gathering of psychology teachers from 4-year colleges and universities, 2-year colleges, or high schools. (Please note that the program does not fund speakers for regional research conferences; long-standing regional research conferences are supported by STP through another program.) STP provides \$1500 per speaker/conference. **The next deadline for funding is April 1, 2018** for three grants for conferences taking place the 2018. STP encourages applications from colleagues who are from underrepresented groups and have diverse backgrounds and experiences. For more information, visit <http://teachpsych.org/page-1599541>. Contact Courtney Rouchelleau, Chair of the STP Conference Speaker Grant Program at crochel1@msudenver.edu.

SAGE Teaching Innovations & Professional Development Award

This is a SAGE sponsored travel award for two current STP members (early career and graduate student) who are planning on attending the annual APA convention. Two \$1250 travels awards will be granted to help defray the travel costs associated with attending the convention. **Applications are due by April 1, 2018**. Please go to the STP website (www.teachpsych.org/members/awards/sage.php) for more information in regards to applying and to download the application form. STP encourages applications from colleagues who are from underrepresented groups and have diverse backgrounds and experiences. If you have any questions, please feel free to contact Scott Brandhorst, chair of the committee at sbrandhorst@semo.edu.

Apply for APS Teaching Fund Grants

The APS Fund for Teaching and Public Understanding of Psychological Science seeks application for grants (up to \$15,000) to develop evidence-demonstrated interventions that apply well-established principles to improve the teaching of psychological science. Proposals from underrepresented groups and groups outside the US are actively encouraged. Visit: <https://www.psychologicalscience.org/members/teaching/fund-application>. **Applications are due March 1**. Direct inquiries to teachfund@psychologicalscience.org.

Council on Undergraduate Research Travel Awards

The Psychology Division of the Council on Undergraduate Research (CUR) is offering a limited number of travel awards (up to \$200 each) for undergraduate students presenting original psychological research results at a regional or national, discipline-specific meeting. **The next deadline is Feb. 15, 2018**. For more details, including the online application form, visit CUR's Psychology Division Travel Awards website: http://members.cur.org/members_online/submissions/substart.asp?action=welcome&cid=227.

Esther Katz Rosen Pre-college Psychology Grant Program

The American Psychological Foundation's Esther Katz Rosen Pre-college Psychology Grant Program provides up to \$25,000 to improve the quality of education in psychological science and its application in secondary schools for high ability students. Proposals must focus on education for gifted and talented high school students. Visit <http://www.apa.org/apf/funding/rosen-precollege.aspx>. **Applications are due March 1**.

APF Funding Opportunities for High School Psychology Teachers

The American Psychological Foundation (APF) has made \$2,500 available to help fund high school psychology teachers' travel, conference registration, and housing to attend the 2018 American Psychological Association (APA) Annual Convention, San Francisco, CA, Aug. 9-12, 2018. **The deadline to apply is April 15, 2018**. Visit: <http://www.apa.org/apf/funding/professional-topss.aspx>.

APF has made \$5,000 available in 2018 to fund innovative programs that support networking, professional development and educational outreach opportunities for high school psychology teachers and students. These grants support regional teaching networks for high school psychology teachers. For details visit: <http://www.apa.org/apf/funding/psychology-teacher-network.aspx>. **The deadline is April 15, 2018**.

TOPSS Competition for High School Psychology Students

High school psychology students are invited to participate in a video competition to demonstrate how psychology can benefit society at a local, regional, or global level. Each submission must include a 2-5 minute video, supported by a written statement of 750-1,000 words. Four winners will be selected for this year's competition, each of whom will receive a \$400 award. **The deadline for submission is April 15, 2018**. For more information, visit: <http://www.apa.org/ed/precollege/topss/student-competition.aspx>.

CONFERENCES/INSTITUTES/WORKSHOPS

Eastern Teaching of Psychology Conference

The 2018 Eastern Teaching of Psychology (ETOP) conference will be held June 22-23, 2018 (with a pre-conference social happy hour the evening of June 21) at the newly renovated Stonewall Jackson Hotel and Conference Center in historic downtown Staunton, VA. Dr. Randolph Smith (Moravian College) and Dr. Elizabeth Yost Hammer (Xavier University) will deliver our keynote addresses this year.

The deadline for oral presentation proposals is March 16 and the deadline for posters is April 20. For more information, visit <http://psyc.jmu.edu/etop/index.html>. If you have questions or comments, contact Jessica Irons (ironsjg@jmu.edu) or Dave Szwedo (szwedode@jmu.edu).

Psychology One Conference

The Psychology One Conference is an intimate teaching conference focused specifically on introductory psychology. Held for the last six years at Stanford, the next conference will be hosted at Duke University on June 28-29, 2018. The conference is co-sponsored by Duke and Stanford and will alternate east and west coasts beginning in 2018.

We have some fantastic featured speakers for next year, including:

Michael Tomasello: "What Makes Humans Unique? Introducing Students to Psychology through a Comparative Lens"

Elizabeth Yost Hammer: "Critical Thinkers in a Clickbait World: The Role of Intro Psych"

Visit <http://www.psychoneconference.org/> for details and to submit proposals. **The deadline for proposals is February 20, 2018** and registration is open until May 31, 2018.

Attend TIP Northwest

Registration is now open for Teaching Introductory Psychology (TIP) Northwest <http://www.tipnorthwest.org>. TIP Northwest will occur on April 20, 2018 at Highline College, Des Moines, Washington. The conference theme is "Refreshing Our Practice: A Day of Practical Pedagogy" and will include an invited talk and workshop by Aaron Richmond.



Mid-Atlantic Teachers of Psychology Conference

The Prince George's Community College Department of Psychology is sponsoring the 20th Annual Mid-Atlantic Teachers of Psychology (MATOP) conference on the teaching of psychology on Friday September 28, 2018 at PGCC outside of Washington DC. This year's conference will focus on Trends in Teaching Psychology. This year's keynote speaker is Dr. Elizabeth Yost Hammer from Xavier University in New Orleans. **The deadline for proposals is May 15, 2018.** Visit: <http://academic.pgcc.edu/~dfinley/>.

APA/Clark University Workshop for High School Teachers

The 14th annual APA/Clark University Workshop for High School Teachers will be held June 27-29, 2018, at Clark University in Worcester, MA. All interested high school psychology teachers are invited to apply; the workshop will be open to 25 teachers. Workshop presenters will include Jessica Flitter, of West Bend High School (West Bend, Wisconsin), and Scott Reed, of Hamilton High School (Chandler, Arizona). Regan Gurung, PhD, of the University of Wisconsin, Green Bay will give the keynote address. **The deadline to apply is April 15, 2018.** For details visit: <http://www.apa.org/ed/precollege/topss/clark-university-workshop.aspx>.

Northeast Conference for Teachers of Psychology



The Northeast Conference for Teachers of Psychology (NECTOP) invites you to attend and participate in the 2018 Annual Meeting, November 9, 2018 at Worcester Polytechnic Institute. **The deadline for proposals for one-hour interactive sessions/workshops is April 1, 2018. Priority will be given to Posters and 30-minute Participant Idea Exchanges submitted by July 1, 2018.** NECTOP will continue to review posters submitted through October 1, 2018. Visit: <https://www.newenglandpsychological.org/>.

Calendar of Upcoming Conferences

SPSP Teaching Preconference

March 1-3, 2018, Atlanta, GA

<http://teachpsych.org/page-1730930>

Technology, Mind & Society

April 5-7, 2018, Washington, DC

<http://pages.apa.org/tms/>

Teaching Introductory Psychology Northwest

April 20, 2018, Des Moines, WA

<http://www.tipnorthwest.org>

Carolina Psychology Conference

April 21, 2018, Buies Creek, NC

<https://education.campbell.edu/psychology/carolinas-psychology-conference/>

Deadline for submissions: March 23, 2018

Annual Conference on the Teaching of Psychology

May 4, 2018, Farmingdale, NY

<http://www.farmingdale.edu/psyconf>

Undergrad Student Poster Submission Deadline: April 1, 2018

APS/STP Teaching Institute + STP talks at APS Convention

May 23-24, 2018 (and May 26, 2018), San Francisco, CA

<http://teachpsych.org/STP-@APS>

Eastern Teaching of Psychology Conference

June 22-23, 2018, Staunton, VA

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

Psychology One Conference

June 28-29, 2018, Durham, NC

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

Deadline for submissions: February 20, 2018

Regional Psychology Conferences

Eastern Psychological Association (EPA)

March 1-3, 2018, Philadelphia, PA

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

Southeastern Psychological Association (SEPA)

March 6-9, 2018, Charleston, SC

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

Midwestern Psychological Association (MPA)

April 12-14, 2018: Chicago, IL

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

Rocky Mountain Psychological Association (RMPA)

April 12-14, 2018, Denver, CO

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

Southwestern Psychological Association (SWPA)

April 13-15, 2018, Houston, TX

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

Western Psychological Association (WPA)

April 25-29, 2018, Portland, OR

<http://westernpsych.org/>

New England Psychological Association (NEPA)

October 26-27, 2018, Bridgeport, CT

<https://www.newenglandpsychological.org>

2018

JANUARY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

MARCH

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

JULY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

OCTOBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Mid-Atlantic Teachers of Psychology

September 28, 2018, Largo, MD

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

Deadline for submissions: May 15, 2018

Northeast Conference for Teachers of Psychology

November 9, 2018, Worcester, MA

<https://www.newenglandpsychological.org>

Deadlines for submissions: April 1, July 1, Oct 1 2018

STP has great programming at each regional conference and we encourage you to attend. If you have questions about STP regional conference programming, please feel free to email STP Director of Regional Programming Garth Neufeld at gneufeld@cascadia.edu.



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

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 2018

STP is now accepting membership dues for new members or renewing members for 2018. Dues for 2018 are \$15 for students, \$25 for non-students and \$15 for retirees.

Joining STP for the First Time in 2018

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.

Renewing: APA Affiliate or Non-APA Member

STP members who are not members of APA will receive a 2018 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 2018 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 \$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 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 again.

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.

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 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