Thanks to all who attended STP’s Annual Conference on Teaching. The 2021 ACT was the biggest in our history, and we’re proud of the robust program of synchronous and on-demand sessions we were able to provide. **Those who register(ed) will continue to have access to our conference website until October 1, 2022.** For those of you who were unable to attend, click [here](#) to register to view the online content. You may review the abstracts for [synchronous sessions](#) and [on-demand sessions](#).

Because the work of the Annual Conference on Teaching never ends, we’re already hard at work on the next conference, which is scheduled to have on-ground components in **Pittsburgh, Pennsylvania from October 20-22, 2022**, plus on-demand and/or hybrid components through a 2022 ACT website. I hope to see you at future ACT!

Lindsay Masland, Director
Annual Conference on Teaching

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STP News Co-Editors: Stephanie Afful & Tom Pusateri
*Send inquiries or news items to stp@teachpsych.org*
SYNCHRONOUS SESSIONS: THU OCT 14

Recordings of these sessions are available through October 1, 2022 for ACT registrants. Click here to read the abstracts for all synchronous sessions.

3:00 - 4:15 pm
Opening & Keynote

Susan Nolan: The Future of Psychology Teaching and Learning: Why We Need to Think Internationally, No Matter Where We Live

The future of psychology teaching and learning: Why we need to think internationally, no matter where we live

Susan A. Nolan, Ph.D., Seton Hall University
President, Society for the Teaching of Psychology

2021 STP President Susan Nolan

4:30 - 5:30 pm
Concurrent Sessions

Inclusify Your Syllabi: A Practical Guide to Incorporating Identity Safety Cues into Your Course Syllabi

Please Help! How can we make sure that granting students’ exception requests does not create inequities?

Presenters: Kristina Howanksy (top left), India Johnson (top right), Melanie Maimon (bottom left), Eva Pietri (bottom right)

Presenters: Victoria Cross (pictured) and Celeste Pilegard (not pictured)

Which course policies generate requests for exceptions?

- Due dates: 95%
- Grade cutoffs: 55%
- Attendance requirements: 39%
- Peer interaction requirements: 26%
- Other (we will ask for others soon): 10%

STP News (Volume 25 Issue 1s) January 2022
The Happy Hour included three teaching demos and a Jackbox game.

Basketball in the Bluegrass: Using College Hoops to Teach Theories of Motivation
Presenters: Alexandra A. Lee & Kimberly M. Alberts

What Caused It?
Presenter: Carey Bernini Dowling

- Steven has been diagnosed with Alcohol Use Disorder, Severe
- Your task: Try to determine what caused Steven’s diagnosis
- Rules:
  - You can ask any question except “What caused it?”
  - Briefly say why you are asking the question asked

Final Four: Watch & analyze coaches’ attributions after losing

- John Calipari (UK):
  [VIDEO LINK]

- Tom Izzo (MSU):
  [VIDEO LINK]

- Bill Self (KU):
  [VIDEO LINK]

- Coach K (Duke):
  [VIDEO LINK]

Six Sides to Critical Thinking: Using Hexagons to Dig Deeper
Presenter: Jana Hackathorn

Attendees played a Jackbox’s T-Shirt Knock Out. Here is the winning art work + slogan.
SYNCHRONOUS SESSIONS: FRI OCT 15

Psychology SOTL Research on Diversity I

- Teaching is Psychology articles from 1974-2002
- 7% substantially addressed a diversity issue
  - Race/Ethnic (10%)   - Disability (7%)
  - Gender (33%)       - Nontraditional (3%)
  - International (16%)  - Sexual Orientation (6%)

Presenters: Aaron S. Richmond, Natalie J. Ciarocco (pictured, upper right of slide), Birungi Balijahe, Natalie O. Delgado, Frank A. Illiano

Presenters: Annie S. Ditta (top left), Ellen M. Carpenter (top right), Julie C. Hill (middle left), KatieAnn Skogsberg (middle right), Carla M. Strickland-Hughes (bottom)

Different Hats, New Horizons: From Psychology Department to Center for Teaching and Learning

10:15 - 11:15 am

“I’m Not A Therapist:” Mental Health Education and Advocacy for Non-Clinicians

Presenters: Leslie D. Cramblet Alvarez (top left), Christopher Hakala (top center), Lindsay C. Masland (top right), Jordan D. Troisi (middle left), Regan A.R. Gurung (middle center), Elizabeth Yost Hammer (middle right), Maria S. Wong (center)

Presenter: Leslie Berntsen
Presenters

- **Bringing Justice...**
  Sarah M. Galvin, Kimberly M. Alberts

- **Helping 1st Year Students...**
  Molli B. Anderson, Aleah R. Goold, Emily R. Sturgell, Anna M. Pusser

- **Equity for Non-Tenure Track...**
  Cheryl A. Bowers, Mollie B. Anderson
  (Screen capture from session below left)

- **Career Readiness Skills...**
  Heather M. Schershel
  (Screen capture from session below right)

- **What’s in a Name...**
  Jennifer R. Grewe, Anna Ropp

Are Psychology students developing career skills???
WHY IS THIS IMPORTANT?

Our jobs are complex and multifaceted
Self-reflection on work-life balance
Value-driven decisions

Presenters: Janet M. Peters (top left), Courtney L. Gosnell (top center), Kareena F. Malavanti (top right), Albee Therese O. Mendoza (bottom left), Molly A. Metz (bottom center), Daniel Storage (bottom right)

Presenters: Marianne E. Lloyd (middle right), Angela S. Kelling (middle left), Crystal A. Quillen (top right), Sadie Leder-Elder (top left), Peggy Brady-Amoon (middle center), Nina L. Dulabaum (bottom right), Allison L. Matthews, Sally Zengaro (bottom left), David S. Kreiner (bottom center)

3:15 - 4:30 pm
Keynote & Closing

Jordan Troisi:
Half Data, Half Heart: Reflections on the Teaching Life

Teaching Changes Lives
That is the point of it.
There is no other point of it.
Make a Meme

Make a meme about one of the following topics:

- Lindsay Masland (the director of ACT)
- ACT itself
- Psychology

YOU CAN'T JUST MAKE A CONFERENCE VIRTUAL! WATCH ME!

YOU GET A PIE AND YOU GET A PIE
EVERYONE GETS A PIE!

Susan Nolan  
Brittany Avis (she/her)  
Tom Pupatin

Jane Holmes

Lindsay Masland (she/her)

Tyler Collette

Ross Darke

Jessica Chamberlin (she/her)

Vanessa Bailey

Leanne Kertzer

Jennifer Harper (she/her)

Nola Peters

Michael Lawrence (he/him)

Sue McCormick

Jordan Fraiz (Coby, he/him)

Elyse Neeburg

Janet Peters

Sharon Weiss

Stephanie Allen (she/her)

Ambre Chiquette (she/her)

Orella Levin (she/her)

Carla Stilman-Hughes

Nina Dubaum
ON-DEMAND PRESENTATIONS

Below is a list of titles for "On-Demand" presentations available through October 1, 2022, to ACT registrants.

Click here to read the abstracts for on-demand presentations.

Best Practices Presentations

Converting Your Research Proposal Assignment into a Preregistration Assignment
Celeste Pilegard, Emma H. Geller, and Judith E. Fan

Get Involved in the Future of Intro Psych at APA
Garth Neufeld, Regan A. R. Gurung, and Sue Orsillo

Teaching With Style: Digital Resources for APA Style and Scholarly Writing
Hayley S. Kamin and Timothy L. McAdoo

Neuroscience on a Budget
Jamie Bromley, Bill Eiler, Ryan Rush, and Bob Bromley

Using Transformative Experience to Facilitate Authentic Connection in Higher Ed
Jacqueline Goldman, Ph.D.

Designing Asynchronous Online Courses for All Class Sizes
Carey Bernini Dowling and Rebekah Smith

Introducing our Students to Civic Engagement: Sparking Sustainable Interest
Justina M. Oliveira

Teaching Abnormal Psychology with Case Vignettes
Ananta Khatri and Turkan Ocal

Don't Think You Have Privilege? Let's See!
Jason S. Spiegelman

Reducing Statistics Apprehensions and Increasing Learning in Statistics Courses
Tamarah Smith

Choose Your Own Adventure For The Social Good: Giving Students More Autonomy, Enhancing Engagement, And Fostering Motivation In Online Courses
Makenzie L. Peterson and Xiaomeng (Mona) Xu

Demonstrating Cognitive Bias with Sports: Is Linda a QB or a Feminist QB?
Mark Zajack

My Students ACTUALLY Read: Techniques Beyond the Reading Quiz for Increasing Reading and Preparation Before Class
Julie C. Hill

Changing Lives While Teaching Psychology: Hands-On Positive Psych as a Unit or Course
Cheryl A. Bowers

#PsychSkills4Life: Using Intro to Psych Content to Help First Year Students Manage the Stresses of College Life
Mollie B. Anderson, PhD, Aleah R. Goold, B.A., Emily R. Sturgell, and Anna Pusser

The Use of Poetry to Scaffold First-time College Instructor’s Teaching: An Action-oriented Approach to Pedagogy Development
Neill Korobov

Pew Data and Undergraduate Statistics
Caitlin A. J. Powell

The Give and Take of Teaching Psychology: How to Benefit from and Contribute to STP’s Teaching Resources
Jennifer Grewe and Danae Hudson

Moving Away from Exam-Focused Assessment
Jessica Rourke and Frederick Grouzet

Tip 6: Join Them!

Leveraging Student Interest to Create Community: Fostering Student Understanding of Research in Methods Using Focus Articles
Vanessa Woods and Nicole Alea Albada
Best Practices Presentations

Best Practices: Engaging Diverse Students in Career Development in Psychology
Marie S. Hammond, Peggy Brady-Amoon, and Ruth L. Greene

A Successful Career At a Teaching-Focussed Institution: The FAQs
Pamela I. Ansburg, Mark E. Basham, and Regan A. R. Gurung

Psychology Learning and Teaching Globally: Forging Connections Among Professional Organizations
(Recorded at ESPLAT conference on 9/2/21)
Susan A. Nolan, Susanne Narciss, Tony Machin, Lenka Sokolová, and Dawn Albertson

UMass-WRCH Professional Development Seminars: Targeting Barriers to Careers for Psychology Interns
Heidi Putney, Ph.D., Jeff Burl, Ph.D., and Danielle Rynczak, J.D., Psy.D, ABPP

Evidence-Based Applications: What Undergraduates Need to Know Before Applying to Psychology Graduate Programs
Natalie Wennergren, Janice Snow, Haylie DeMercy, Crissa Levin, and Jennifer Grewe

SoTL Presentations

Intense Dislike of Students: Common Causes and Effective Management
Guy A. Boysen

Introduction to Psychology as an Introduction to Academic Wellness
Jeffrey Sargent and Bryan D. Poole

The Impact of Interdisciplinary Collaboration Opportunities for Mathematics and Social Science Majors
Bryan D. Poole and Caroline Maher-Boulos

Psychological Myths and the Scientific Method: Poppy Seed Pastries and Opioid Use Testing
Shlomit Flaisher-Grinberg

Online Course Motivation and Engagement: Understanding Semester Changes
Jacquelyn N. Rafter-Helmer, Colleen Sullivan, Kathryn Frazier, and Nicole Rosa

Student Knowledge about Critical Thinking: A Qualitative and Quantitative Analysis Study
Matthew T. Schmolesky, Rebecca Eaker, Rebecca Higgins, Tom Lilly, Todd Lindley, Patrick Ludolph, Maria Schilpzand, and Young Shim

One Dog at a Time: Skill Acquisition and Community Engagement in the Undergraduate Classroom
Shlomit Flaisher-Grinberg

Evaluation of a Motivation Enhancement Assignment for Online Courses
Crissa Levin, Ph.D.

Designing Exploratory Learning Activities to Improve Students' Conceptual Understanding
Marci S. DeCaro

Scaffolding Clinical Conceptualization Skills in Undergraduate Courses: Applications for Abnormal Psychology and Psychopathology
Noelany Pelc and Jessica Boyles

Student Inspirational Postings as a Low-Stakes Mindfulness Interventions to Reduce Test-Anxiety
Elizabeth Valenti

Experiential Learning through Public Outreach in Psychology and Neuroscience Courses
Christina M. Ragan and Robert M. Hallock

How can I get scholarship done in an often resource impoverished setting?

Puppy Graduation
Equity, Inclusion, & Liberation Presentations

Moving Beyond the Gender Binary: Skills for Gender-Expansive Teaching
Sarah Gavac

"I See Myself:" Customizing an Open Educational Resource for Representation & Student Success
Antija Allen and Tracy Rees

Stay Woke! Using Identity Safety Strategies to Build Inclusive Courses
Stephanie E. Afful and Suzanne M. Stoelting

The Psychology of Diversity: Evaluation of a new pedagogical approach to teaching about diversity
Louise Chim, Jie Li, James W. Tanaka, and Catherine L. Costigan

It Doesn’t End at Eighteen: Engaging Pre-Service Teachers in Learning about Adult Human Development
Abbie M. Bordewyk, M.Ed.

STP Presidential Task Force Presentations

The Presidential Trio and Presidential Task Force Leaders Discuss Outcomes and Process
(alphabetically) Jenel Cavazos (pictured left), Amy Fineburg, Arlen Garcia (pictured right), Chris Hakala, Garth Neufeld, Susan Nolan, Judith Pena-Shaff, Manisha Sawhney, Linda Woolf, and Alison Young Reusser

Presidential Task Force on Integration of Diversity, Equity, and Inclusion, and International Initiatives Across STP
Arlen J. Garcia, Teceta Tormala, Dina Gohar and Millie Cordaro

Statistical Literacy Task Force Report: Where We Are and Where We May Go
Erin K. Freeman, Bryan Karazsia, Raymond J. Shaw, Raechel Soicher, Jodie Ullman, Amanda Woodward, and Alison Young Reusser
ON-DEMAND POSTERS

Below is a list of titles for "On-Demand" posters available through October 1, 2022, to ACT registrants.

**Best Practices Posters**

Engaging Students with Learning Adventures  
Ciara K. Kidder and Bob DuBois

Experimental Mad Libs  
Julia Langdal-Sittu

Pre-Allied Health: Training Influencing Student Development  
Laura C. Edwards and Diane E. Dungan

Scaffolding Scholars: Intentional Writing Programming for Undergraduates across the Research Course Sequence  

Teaching Undergraduate Ethics in Psychology: A Principle-Based Approach  
Linda M. Woolf, PhD

Harry Potter and the Magic of Statistics  
Tessa Benson-Greenwald

Using Parental Role-Play to Foster Civic Consciousness and Creative Communication  
Rosalba Soto De Frias, Hafsa Dawood, and Peri Yuksel

A Professor's Best Friend: Using an Academic Skill Inventory Worksheet to Improve Course Evaluations  
Shannon Michelle Oram Wittig

Doing our Part: Situating Psychology in the World Health Organization’s Framework for the Social Determinants of Health  
Abbie M. Bordewyk, M.Ed.

Teaching Feminist Psychology in an Asynchronous Online Context: Reflections on Best Practice  
Madeleine Pownall

Student-Centered Introductory Psychology Course Design: Personal and Global Applications  
Alison Heinhold Melley

**SoTL Posters**

Embedding Self Care Assignments in Psychology Coursework  
Christina Shane-Simpson and Hannah Arcand

"I Could Actually Do This": Increasing Students’ Confidence and Skills Through Active Learning in a Developmental Psychology Research Methods Course  
Jessica Taggart and Stefan Beeler-Duden

Team-based Learning Fosters Student Friendships that Endure Beyond the Semester  
Laura Madson, Sarah C. Wheat, Michael C. Hout, and Marlena R. Fraune

The Teacher Behavior Checklist-Online: An Evaluation Tool for Model Online Teaching  
Georjeanna Wilson-Doenges and Jared W. Keeley

The Testing Effect on Summative Assessments  
Laura C. Edwards

Student Mindset Questionnaire: A Validation Study  
Julie Tetley, Calli Holaway, Kerry McCaig, and Lauren Scharff

An Interactive Lesson to Challenge Pseudoscientific Beliefs and Teach Statistical Concepts  
Daniel Storage, Charles S. Reichardt, Edward F. Garrido, Sarah T. Huff, E. Paige Lloyd, Pamela C. Miller, and Aimee Reichmann-Decker

Comparison of Stress Management Terms and Techniques Covered in Sport Psychology vs Stress Management Texts  
Steven R. Wininger

Student Motivation During the Pandemic: Contributions of Achievement Goal Theory, Self-Determination Theory, and Course Design  
Madeline C. O’Grady, Lindsay C. Masland, Jessica M. Chambers

Student Evaluations of Transitioned-Online Courses during the COVID-19 Pandemic  
Christopher P Garris and Bethany Fleck Dillen

Cooperative Learning Groups in the Online Classroom during the COVID-19 Pandemic  
Crystal A. Quillen, PhD

Relationships Between Study Guide Format and Academic Outcomes  
Christina Shane-Simpson, Emma Desens, and Allisyn Kleutsch

Assessing the Benefits of Pedagogical Stories in Research Methods  
Christina Shane-Simpson and Mikayla Etraquam
SoTL Posters (continued)

Faculty Perceptions of Emergency Remote Instruction
Dr. Bethany Fleck Dillen and Dr. Christopher Garris

Student Learning Outcome Icons and Student Success
Heather Scherschel and Jennifer Blessing

Students’ Perceptions and Anticipated Responses to Cheating via GroupMe
Jennifer Willard, Adrienne L. Williamson, and Andrew Manocchio

Norms and Attitudes in Regards to Sharing Teaching Materials
Gabriel Beratio; Hannah Drake-Schaffner; Kelsey Thiem, Ph.D.; and Mary Kite, Ph.D.

Meme-Busting and Critical Thinking
Aimee Adam

Examining the Efficacy of E-Service-Learning
Michael J. Figuccio, PhD

Creating Community in an Online Developmental Psychology Research Methods Course
Stefen Beeler-Duden, Zoe Sargent, and Jessica Taggart

"I Think" Therefore I Ace: The relationship Between Students’ Language Use and Class Performance
Serena Brandler

Escape Room Activities Across Psychology Courses to Promote Content Integration in First-Year Undergraduate Students
Patricia Román, Isabel Benítez, Luis Morales, Noelia Muñoz-Fernández, Mila Sánchez-Martín and Ian C. Simpson

De-Stress for College Success: Pilot of a Peer-Led Intervention to Teach Students Skills for Navigating College and Life
Mollie B. Anderson, PhD, Aleah R. Goold, B.A., Anna M. Pusser, Emily R. Sturgell, Emily C. Schaeffer, Miles Northcut, and Nafiz Pranto

Improving Undergraduate Psychology Students’ Understanding of the Graduate School Application Process
Brent Lang, Melanie Lemanski and Rebecca Heron

Metaphorical Messages: Explicit and Implicit Metaphorical Email Communications to Students
Michelle Wong, Stephen J. Flusberg, and Bridgette Martin Hard

Activity Delivery Format, Student Preference for Course Delivery Format, and Student Learning in a Research Methods (With Lab) Course
Kevin L. Zabel

But I Can’t Tell a Joke: The Influential Roles of Levity and Humor
Rachel E. Tennial and Jana Hackathorn

Equity, Inclusion, & Liberation Posters

Inclusion for Distance Students: High-Impact Teaching Through a Junior Colleague Research Lab Model
Janice Snow, Natalie Wennergren, Audree Britte, Amy Teresa Walker, Kiyan Irani, Joana Rousseau, Marisa Davis, Jennifer Grewe, and Crissa Levin

Inclusion for Distance Students: High-Impact Teaching Through a Junior Colleague Research Lab Model
Janice Snow, Natalie Wennergren, Audree Britte, Amy Teresa Walker, Kiyan Irani, Joana Rousseau, Marisa Davis, Jennifer Grewe, and Crissa Levin

Increasing Representation and Inclusivity in Introductory Psychology Course Content
Allyson S. Graf, Kinsey B. Bryant-Lees, Jordan Holmes, and Jacob Gerwert

Examining Racial Attitudes in Undergraduate Psychology Students Following Coursework on Race
Rebecca Ferro, MA, Minha Asif, Candice Aston, PhD, and Erin Girio-Herrera, PhD

Do People “Walk the Talk” After a Privilege Walk? Impact on Equity-supportive Attitudes and Behaviors
Perri B. Druen, Randi Shedlosky-Shoemaker, Taylor N. Hartwell, and Lindsey M. Martin

Gender Bias in Student Evaluations of Teaching
Audree Britte, Janice Snow, Lindsey Stone, Jennifer Grewe, and Crissa Levin
Celebrating Excellence in Psychology Learning and Teaching: Kelley Haynes-Mendez and Birgit Spinath

In my years as a psychology educator, I have been inspired by so many talented and imaginative colleagues. Organizations like STP, as well as our sister organizations like the European Society for Psychology Learning and Teaching (ESPLAT), attract members who exhibit dedication to their students and their craft, a willingness to follow the evidence, a penchant for creativity and innovation, and a deep generosity in sharing their work with their colleagues and the discipline. It is my privilege, as STP President, to honor two such inspirational colleagues with Presidential Citations. These prestigious awards are intended to recognize “individuals who have made extraordinary life-time contributions to the Society and/or to the teaching of psychology.” I am pleased to announce that Drs. Kelley Haynes-Mendez and Birgit Spinath will join an illustrious list of Presidential Citation honorees dating back to the award’s 2004 inception.

Kelley D. Haynes-Mendez, Psy.D., is the Director of the Ethnicity, Race, and Cultural Affairs Portfolio at the American Psychological Association. Kelley earned her Psy.D. in clinical psychology from the California School of Professional Psychology (USA). She is a licensed psychologist in Texas and was previously an associate professor at the Chicago School of Professional Psychology. Kelley also earned a Diploma in Social Innovation with the United Nations-mandated University for Peace (UPEACE) in Costa Rica. Kelley’s scholarship focuses on multiculturalism, as well as the teaching of global citizenship in higher education.

Within STP, Kelley has been an innovative and forward-thinking leader, serving most recently as the Vice President for Diversity and International Relations. Prior to holding that position, Kelley served as Chair of the International Relations Committee. She also previously served on STP’s Diversity Committee. Kelley’s leadership within STP has been consequential for the organization, and her work has led to lasting and ongoing change, particularly with respect to diversity, equity, inclusion, and internationalization.

Among her many contributions, Kelley was central to the development of STP’s Statement on Addressing Systemic Racism and Inequity; she initiated an organizational DEI assessment process; she championed partnerships with UPEACE, ESPLAT, and other international organizations; and she has published and presented related to DEI and internationalization within psychology learning and teaching organizations, including STP. Her contributions to STP will reverberate beyond her leadership within the organization, and I have no doubt she will continue to contribute to psychology learning and teaching in her new role at APA.

Prof. Dr. Birgit Spinath is a professor of Educational Psychology at Heidelberg University (Germany). She earned her Dr. phil. at the University of Bielefeld, and studies learning and teaching at multiple levels, including in higher education; motivation as a prerequisite for and an outcome of education; and teacher education and self-regulation. Birgit has published widely in top international journals and has served as an Associate Editor at several international journals as well. She is a past president of the German Psychological Society and the current Editor-in-Chief of the international journal, Psychology Learning and Teaching (PLAT).

Birgit is a true international leader in psychology learning and teaching, forging connections among people and organizations across borders. For example, as editor of PLAT, Birgit has recruited an international roster of associate editors and editorial board members representing eight countries and three continents. As a member of the Executive Committee of the European Society for Psychology Learning and Teaching (ESPLAT), Birgit has been influential in fostering connections with other psychology learning and teaching organizations, including STP. Beyond developing connections, Birgit has published in our journal (Teaching of Psychology) and presented at our conference (the Annual Conference on Teaching) in 2014 as STP’s first international keynote speaker. Birgit readily extends and accepts invitations for collaborations with psychology educators around the world. STP in particular, and psychology learning and teaching more generally, have benefited from her expansive and generous leadership. The impact of her work will endure through the alliances that she has created and the networks that she will continue to develop.
RECIPIENTS OF STP AWARDS

Wilbert J. McKeachie Teaching Excellence Award (graduate student):
**Madeleine Pownall**, University of Leeds, UK

Jane S. Halonen Teaching Excellence Award (early career):
**Christina Shane-Simpson**, Univ. of Wisconsin-Stout

Mary Margaret Moffett Memorial Teaching Excellence Award (high school):
**R. Scott Reed**, Chandler Unified School District, AZ

Wayne Weiten Teaching Excellence Award (2-year college):
**Julie Lazzara**, Paradise Valley Community College, AZ

Robert S. Daniel Award (4-year college):
**Bridgette Martin Hard**, Duke University, NC

Adjunct Award
**Karen Scheel**, Iowa State University

Society for the Teaching of Psychology (APA Division 2)
Excellence in Teaching Awards
2021 Recipients

Jess Kraybill, Chair, Committee on Teaching Awards

STP News (Volume 25 Issue 1s) January 2022
Mentorship of Teachers Award
Committee Chair
Seungyeon Lee
2022 Recipient
Melissa Beers, The Ohio State University

Promoting Diversity, Equity, and Inclusion Award (Inaugural Year)
Committee Chair
Leslie Berntsen
2022 Recipient
Michelle Reyna Nario-Redmond, Hiram College

Civic Engagement Award
Vice President of Grants and Awards, Keli Braitman, presented the award on behalf of Committee Chair Fanli Jia who could not attend
2022 Recipient
Justina Oliveira, Southern New Hampshire University
During the STP Business Meeting, President Susan recognized and thanked the following STP leaders whose terms of service will end on December 31, 2021.

President-Elect Linda Woolf thanked Susan Nolan for her leadership during her term as President.
STP EXECUTIVE COMMITTEE

The 2021 STP Executive Committee held its second biannual meeting virtually on October 14 and 16, 2021.

Pictured (left to right and top to bottom) are:
Keli Braitman: Vice President for Grants and Awards
Tom Pusateri: Executive Director
Susan Nolan: 2021 President
Linda Woolf: 2022 President
Stephanie Afful: Secretary
Danae Hudson: Guest, Incoming Vice President for Membership (effective January 1, 2022)
Jeffrey Holmes: Treasurer
Meera Komarraju: Vice President for Membership
Diane Finley: Guest, Incoming President-Elect (effective January 1, 2022)
Amy Fineburg: Past President
Bill Altman: Vice President for Resources
Gabrielle Smith: Vice President for Diversity and International Relations

We hope you'll join us for our next conference, which will include both face-to-face and on-demand components!

October 19-22, 2022, in Pittsburgh, PA