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STP Appoints Next Director of ACT



The STP Executive Committee is pleased to announce the appointment of Lindsay Masland, Associate Professor of Psychology at Appalachian State University (Boone, NC) to be the next Director of the Annual Conference on Teaching (ACT).

She will replace Jordan Troisi, current Director of ACT, when he completes his second term in October 2021.

Lindsay Masland received her PhD in School and Educational Psychology with a concentration in Methodology and Statistics from the University of Georgia in 2011. Lindsay also serves as the Coordinator for Early Career Programs for the Center for Academic Excellence at her university, where she

enjoys developing programming for fellow faculty members who are interested in enhancing their teaching practice. She also enjoys taking her faculty development efforts "on the road," where she works with colleagues around the country to deepen our shared understanding of what it means to teach. Lindsay also serves as a Consulting Editor for the journals *Teaching of Psychology* and *Scholarship of Teaching and Learning in Psychology*. At App State, she teaches courses in education, psychology, and statistics to future educators at both the undergraduate and graduate levels, and she is particularly proud of her 3-course Teaching of Psychology sequence which prepares the future professoriate to teach and to conduct SoTL research. Her research interests lie at the intersection of student engagement, effective teaching practices, and inclusive excellence, and her passion is to help educators make sound instructional choices that lead to transformative educational experiences for the many types of students they find in their classrooms

GREETINGS FROM THE PRESIDENT

February 25, 2020

I've discovered that **I am a pretty horrible blogger**. Instead of throwing my thoughts out into the marketplace of cyberideas, I overedit myself to the point of irrelevance. I've found that I'm too careful a writer to be good at posting frequent, insightful posts. Kudos to those of you out there who put out great posts with more frequency than I can usually manage.



Case in point: I've been working on this post for over a month! **One of my presidential initiatives in 2020 is to explore – and hopefully implement – ways to diversify our Society's membership.** I am clearly not alone in this goal. Last January, I went to an APA-sponsored leadership retreat for incoming division leaders, and it seemed as though most, if not all, of the other divisions represented had the same goal. Some divisions were approaching their diversification efforts to attract younger/early career folks, and others were exploring attracting more diverse gender and race/ethnic representation. Diversity, widely defined, seems to be a recognized value for most of APA right now.

My struggle with this post is that I have been wrestling for some time now about how to use the word "diversity." When I worked for a large, metropolitan school district in Alabama, we would talk about our "diverse" schools, but we were not really referring to those schools that had real diversity. The district has schools that range from 99% White to 99% Black, with almost every demographic breakdown in between. The 99% White school and the 99% Black school had the same problem – they were each not "diverse" in the true sense of the word. Yet, we spoke of the 99% Black school as our "diverse" school. We never referred to the majority White school as diverse. Using the word "diversity" in this way upholds a majority normative standard, and I don't want to perpetuate that standard in my work. I'm working on better ways to talk about these issues.

Diversification efforts have been a goal for organizations like ours for a long time, yet we haven't made the progress we all say we want. The psychology student population has been decidedly diverse for more than a decade, yet only **17% of psychology faculty identify as racial/ethnic minorities** (APA Center for Workforce Studies, 2019). While women make up **56% of psychology faculty**, women have outnumbered men in psychology graduate programs three to one for more than a decade (also from **APA CWS**). If we've been working on diversifying for this long, we should really be more frustrated that we haven't figured out how to do it better than we do it. I know I have felt such frustration.

Often, diversity efforts become more about moving the metrics than truly creating spaces. Diversity efforts that

merely move the metrics play diversity as a zero-sum game where room is made for some at the expense of others. Viewing diversity as a numbers game may explain why attempts generally fail to live up to the hype. If the spaces that we open up aren't welcoming or empowering or supportive, the new people won't stay in those spaces for very long. People who have been pushed out or aside to make the numbers work become resentful and often sabotage the work that's been done.

In membership organizations like ours, we don't have a finite number of membership slots to give out. We don't have to push anyone aside or out the door to make room for new people. There aren't a limited number of teaching ideas or resources to be had. We are only limited by our members' capacity for ideas and work; **we need a bigger table to seat us all, let's build it.**

I am working with our membership and diversity committee chairs (Rita Obeid and Teceta Tormala) and their respective STP VPs (Meera Komarraju and Kelley Haynes-Mendez) for the last few months to discuss how to make room in STP. We are discussing not only ways to recruit new members, but also how to develop programming and resources people need. We are considering diversity needs related to where and who people teach. We are considering what people who teach about diversity need. We want to create spaces that allow people to be intersectional, affiliating with STP in all the ways they choose to identify. We are considering the types of funding the efforts will need. There is so much to consider to make sure the spaces are open, welcoming, empowering, and supportive.

I want to hear your thoughts about diversity in general and how to diversify what we do and who we serve in STP. Here's a [Google form](#) to collect your thoughts.

Some questions asked include:

- What are some of the ways in which you identify as a teacher of psychology? Consider personal, contextual, relational, and pedagogical affiliations (or others I've not thought of!).
- If you could create your own sub-group (or groups) of STPers to connect with at a conference or develop programming and resources with and for, what would you create?
- In what ways - formal and informal - do you teach about diversity?
- Would you like for STP to explore creating programming and resources around teaching students who identify differently from you? If so, please consider telling me what types of programming/resources would be useful to you.

As always, comments are confidential. I will do my best to respond personally to anyone who provides contact information.

Thanks for this opportunity to serve you and your students.

Amy C. Fineburg, Ph.D.

STP President - 2020

FEATURED ITEMS

Civic Engagement Award Recipient

by Fanli Jia, Chair, Civic Engagement Award Committee

I am pleased to announce that the inaugural recipient of STP's Civic Engagement Award is Bethany Fleck Dillen, PhD., Professor of Psychological Sciences at Metropolitan State University. The committee was impressed by Dr. Fleck Dillen's contributions to civic engagement pedagogy, working in the community on their self-identified needs, and knowledge sharing. Her accomplishments include cultivating relationships with organizations in the community, such as the Boys & Girls Clubs of Metro Denver and Reading Partners; developing the Campus Compact Civic Action Plan; and chairing the American Democracy Project in the American Association of State Colleges and Universities (AASCU). Please join us in celebrating her accomplishments at the awards ceremony this October at STP's Annual Conference on Teaching.



Join STP's Social
Media Networks



STP Member Achievements

If you are an STP member who has recently achieved an award, recognition, or other accomplishment that has been released to the press, send the following to stp@teachpsych.org with the **Subject: STP Member Achievement**: A 1- to 2-sentence description of the achievement, a link to the press release, and (optional) a photo of the recipient. The editors of STP News will review submissions for consideration for publication in upcoming issues of this newsletter.

Millie Cordaro

Millie Cordaro's (Senior Lecturer, Texas State University - San Marcos) [work on pet loss and disenfranchised grief](#) was recently cited by [Yahoo News Australia](#).

John C. Norcross

The National Register of Health Service Psychologists is pleased to announce that John C. Norcross, PhD, Distinguished Professor of Psychology at the University of Scranton and Clinical Professor of Psychiatry at SUNY Upstate Medical University, has been [elected to the National Register Board of Directors](#).



Meera Rastogi

Meera Rastogi, professor of psychology at University of Cincinnati Clermont College, received the Lucille Pederson Hardgrove Exemplary Educator Award from the National Alliance on Mental Illness. [Click here](#) and [here](#) to read the press releases.



PsychSessions #087: Albert Bandura

by Eric Landrum

Garth did it. With his wife Danielle last week, he visited the home of [Albert Bandura](#) in Stanford, CA. Our thanks go to Chris Cardone at Worth Publishers/Macmillan for her help in connecting Garth to AI to make this happen (yep, I'm going to call him AI throughout the rest of this post...).



Of course they start their discussion around the Bobo doll, but they immediately go deep into what that study meant for AI's career and what, conceptually, he studied next from a research perspective. Learning by modeling, self-regulation, and human agency are not three independent topics to AI -- he saw multiple methods of how these concepts could be used to actually improve people's lives.

AI spoke briefly about current events and his moral disengagement theory, that is, good people doing bad and how they find a way to live with themselves. He seemed joyous when he described meeting President Obama to receive his Medal of Science at the White House, although he almost didn't follow procedure to get permission to even attend. AI tells a little of his origin story, his father from Poland and his mother from the Ukraine, settling in Canada. He seems to stumble into psychology according to his own telling, although he would later call it a fortuitous fit.



[This is a delightful interview](#) that likely has some historical importance as well as entertainment value; Garth did such a wonderful job with the entire experience. We're so pleased to give this episode to our listeners, and we're thankful for the 2020 sponsorship we've received this year from [STP](#).

Thanks for listening -- Eric, Garth, and Marianne

ACT 2020

by Jordan Troisi

Director of the Annual Conference on Teaching

This month we're excited to provide a few big updates for the Annual Conference on Teaching (ACT, October 8-10)! We are happy to welcome three dynamic **keynote speakers** to ACT this year: Amy Fineburg, Jane Halonen, and Carol Hurney.



We have also just distributed our **call for proposals**, so please submit your work for consideration when it is ready. We accept submissions in the form of posters, workshops, symposia, lunch & learn tables, and our "live from Pittsburgh" sessions. Make sure to get your submissions in by our **deadline: April 10, 2020**.

Last but not least, we are thrilled to announce that Lindsay Masland of Appalachian State University has been selected to serve a 3-year term as the next Director of ACT. Congratulations to Lindsay! Many terrific candidates applied--and we were sad that we couldn't take them all--but we are sure that Lindsay will be an amazing steward of ACT as our new Director. A more substantial profile of Lindsay appears on page 1 of this newsletter.

In the coming weeks we will post information about our hotel reservation room block and the registration processes for this year's ACT. We will communicate that information here, and through the other primary STP channels. But in the meantime, if you haven't already, check out our stunning hotel for this year, Pittsburgh's **Omni William Penn**. We're looking forward to seeing you this October in Pittsburgh!

News from APA

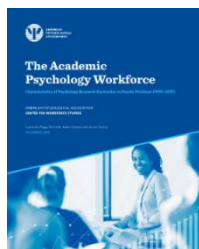
Managing the Coronavirus

The Academic Psychology Workforce

APA Practice Directorate developed a **flyer** with guidance about managing patients and practice considering the coronavirus. Although the flyer focuses on practice, there may be useful links to consider for managing classrooms such as promoting hygiene, managing anxiety, and self-care.

APA's Advocacy for Education

APA Center for Workforce Studies released a **new report** on the academic psychology workforce. Key findings include a decreasing share of tenure/ tenure-track positions, increase in academic leadership, as well as growing representation of women and racial/ethnic minorities.



Workshop for High School Teachers

The **APA/Clark University Workshop for High School Teachers** will be held at Clark University, Worcester, MA, on June 24-26, 2020. **Apply by April 15, 2020**.

APA 2020

APA 2020 will occur August 6-9 in Washington, DC.

Undergraduate Research Opportunities

APA maintains a list of undergraduate research and internship opportunities. Visit [here](#).

AP Special Issue: Paper Proposals

American Psychologist invites submissions for a special issue on psychology's role in social transformation, including research, advocacy, and practice that foregrounds psychologists' roles as agents of positive social change. For consideration, submit a 2-page abstract **by May 1, 2020**. Visit [here](#).

Advanced Training Institutes

APA will sponsor four Advanced Training Institutes on statistics and research methods in the summer of 2020. Complete information about these programs can be viewed [here](#). **Application deadlines vary for each institute: March 23, March 30, April 6.**

International Learning Partner Program

This program facilitates the exchange of knowledge, ideas and resources, and fosters long-term international collaborations. Visit [here](#) to learn about upcoming programs in Colombia, Costa Rica, Lebanon/Jordan, and Tanzania.

Technology, Mind, & Society

APA will hold its third interdisciplinary **Technology, Mind & Society** conference in Denver, Colorado, Nov. 12-14, 2020. Join scientists, industry leaders, practitioners, students and policymakers in exploring the critical role psychology plays in the design, use, adoption and impact of technology and artificial intelligence.



Call for reviewers: Deadline April 1, 2020. To ensure diverse perspectives and a broad range of expertise, APA is opening a call for TMS 2020 reviewers. To be considered, fill out [this form](#).

APA's Advocacy for Education

As part of the Friends of the Institute of Education Sciences (IES), **APA signed on to a letter** encouraging the House and Senate to restore funding to the IES to support research grants to develop and disseminate evidence-based practice for teachers. *For more information, contact [Angela L. Sharpe, MG](#)*

PROGRAMMING

Teaching Conferences

TIP Northwest

April 10, 2020, Des Moines, WA.

Iowa Teachers of Psychology Conference (IToP)

April 17, 2020, Waterloo, IA

Higher Education Innovation Summit

June 3-5, 2020, Rochester, MN.

Psychology One Conference

June 25-26, 2020, New York, NY

Proposals due February 28, 2020

Biennial International Seminar on the Teaching of Psychological Science

July 13-17, 2020, Paris, France

Mid-Atlantic Teaching of Psychology

October 2, 2020, Largo, MD

Proposals due May 30, 2020

Northeast Conference for Teachers of Psychology

Oct 23, 2020, Worcester, MA

Proposals due July 1, 2020 (Posters: Sep 24)

Technology, Mind & Society (An APA Conference)

November 12-14, 2020, Denver, CO

Call for reviewers: April 1, 2020

Psychology One Conference

The next **Psychology One Conference** (sponsored by STP) will occur June 25-26, 2020 at Duke University, Durham, NC. **STP members receive discounted registration.** Contact [Bridgette Hard](#).



IToP

Iowa Teachers of Psychology Annual Conference is open for registration. We are an inclusive group and high school, community college and university teachers who would love to network. This year's keynote speaker is Dr. Linda Woolf. Please see the [link](#) for topics and opportunities this day-long workshop.

NECTOP

Submit a proposal for the **Northeast Conference for Teachers of Psychology (NECTOP)**, which will be held October 23, 2020 at Worcester State University, MA. Priority will be given to Posters, Participant Idea Exchanges and Demonstrations of Classroom Activities including those connected to mental health issues related to teacher/student interactions submitted between February 1, 2020 and July 1, 2020. NECTOP will continue to receive and review posters submitted through September 24, 2020.

Regional Psychology Conferences

Spring regional conferences are fast approaching. Below are the upcoming conference dates and websites. STP has great programming at each one and we encourage you to attend! Visit the [STP Regional Conference page](#). Contact [Garth Neufeld](#), Director of STP Programming at Regional Conferences.

Eastern Psychological Association (EPA)

March 12-14, 2020, Boston, MA

Southeastern Psychological Association (SEPA)

April 1-4, 2020, New Orleans, LA

Southwestern Psychological Association (SWPA)

April 3-5, 2020, Frisco, TX

Rocky Mountain Psychological Association (RMPA)

April 16-18, 2020, Denver, CO

Midwestern Psychological Association (MPA)

April 23-25, 2020: Chicago, IL

Western Psychological Association (WPA)

April 30-May 3, 2020, San Francisco, CA

New England Psychological Association (NEPA)

October 23-24, 2020, Worcester, MA

MATOP

Prince George's Community College Department of Psychology is sponsoring the 22nd Annual **Mid-Atlantic Teachers of Psychology (MATOP)** conference on the teaching of psychology on Friday October 2, 2020 at PGCC outside of Washington DC. **The deadline for proposals is May 30, 2020.** For information, visit [here](#).

2020

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DECEMBER

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GRANTS & AWARDS

Deadline	STP Grant/Award Program STP encourages applications from colleagues who are from underrepresented groups and have diverse backgrounds and experiences.
APR 1, 2020	Conference Speaker Grant Program
MAY 31, 2020	Scholarship of Teaching and Learning (SoTL) Workshop
N/A	Projects or Sponsorships Requests (submissions reviewed on a rolling basis)

Apply for Conference Speaker Grants

STP's Conference Speaker Grant Committee is now accepting applications for the spring round of funding. **The deadline for spring applications is April 1, 2020**, for conferences taking place during the remainder of the 2020 calendar year. Up to three \$1500 grants will be awarded conference organizers to offset the direct travel expenses of a keynote speaker at a teaching-oriented conference. Visit [here](#) or [email](#) Kyle Conlon, Committee Chair.

Apply for the SoTL Workshop

We invite applications from faculty and graduate student members of STP who would like to develop or write a (SoTL) project to apply to this year's SoTL workshop, which will be held at concurrently with [STP's Annual Conference on Teaching \(ACT\)](#), October 8-10, 2020, in Pittsburgh, PA.



2019 SoTL Workshop

The cost of the SoTL workshop is \$180 and includes all meals and keynote sessions of the concurrent ACT Conference. Mentors work with their teams starting in Summer, 2020 (by email/phone) to prepare for the workshop as well as during the ACT conference (and potentially a pre-conference option).

Visit the [STP SoTL Workshop](#) web page to apply or contact Georjeanna Wilson-Doenges, Director of the SoTL Workshop, sotl-workshop@teachpsych.org. **Application deadline is May 31, 2020.**

APA Grants and Awards

CSES Leadership Awards

[APA's Committee on Socioeconomic Status Leadership Awards](#) recognize the achievements of those who have made significant contributions to the understanding of SES and the lives and well-being of the socioeconomically disadvantaged. The award is given in four areas: to distinguished leaders, emerging leaders, students, and organizations. **Nominations are due by March 13, 2020.**

Pre-college Psychology Grants

The [Esther Katz Rosen Pre-college Psychology Grant Program](#) provides up to \$15,000 to improve the quality of education in psychological science and its application in secondary schools for high ability students. **The deadline is March 15, 2020.**

APA 2020 Student Travel Award

The APA Science Directorate is pleased to sponsor its annual travel award competition (grants are \$500) for graduate student affiliates of APA (APAGS) who are the first author of a poster/talk at APA 2020. **The deadline is April 1, 2020.** Visit [here](#).

CABE Teaching Resources Award

The [Committee on Associate and Baccalaureate Education \(CABE\) Teaching Resources Award](#) supports development and dissemination of teaching resource materials to enhance the teaching of psychology to undergraduates. **The deadline is June 1, 2020.**

Other Grants and Awards

SPSSI Action Teaching Award/Grants

The Society for the Psychological Study of Social Issues (SPSSI) invites you to apply for a \$1,000 action teaching award or an instructional grant of up to \$1,500. For details and application forms, visit [here](#). To learn more about action teaching and see award-winning examples, visit [here](#).

Action Teaching Award: **Deadline March 15, 2020**
Action Teaching Grants: **Deadline April 15, 2020**

Elizabeth Hurlock Beckman Award

This \$25,000 award is given to current or former academic faculty members who have inspired former students to "create an organization which has demonstrably conferred a benefit on the community at large" or inspired former students to "establish on a lasting basis a concept, procedure, or movement of comparable benefit to the community at large." **Nomination application packages are due by 5:00pm EDT on April 30, 2020.** For more information, visit [here](#).

DIVERSITY & INTERNATIONAL RELATIONS

Diversity Matters

If you have a question related to diversity, equity, and inclusion in the teaching of psychology, let us know at this link (bit.ly/askSTPdiversity) or scan the QR code and we might answer it in a future column.



Promoting Belonging in the Classroom

Question: *What ways (small and/or large) do you promote belonging in your classroom?*

Leslie Berntsen: I always say that I'm on a mission to make my classes the coziest 200-person lecture my students have ever taken, and this mission starts before the semester officially does. In the welcome email I send out the week before classes start, I ask students to fill out a pre-class survey that lets them share their pronouns, any accessibility needs they might have, how to phonetically pronounce their name, and anything else they'd like me and the TAs to know about them. Once you have all of that information, you're in a great position to show your students that you care about them as people. For example, one of my students shared that he has social anxiety and feels like he always messes up when speaking to professors. The next class day after reading that, I made sure to look him up in my photo roster and say a quick and very low-key "Just wanted to say hi and let you know you can come talk to me any time you'd like. Glad you're here." Soon after, he was speaking up in a 100+ person lecture, so never underestimate just how impactful very small (and very easy) acts of kindness can be.



More generally, I also have a very specific speech I give on the first day of every class I teach to make sure that all of my students feel like they belong in science, broadly construed. First, I run everyone through a thought exercise modeled after the [Draw A Scientist Test](#) and have them reflect on all the scientists they've learned about in school and make the connection between our mental image of "a scientist" and our beliefs about who can do science. Then, I tell stories of [Black women](#) doctors who have their qualifications questioned by flight crews while attempting to offer medical assistance to fellow passengers in order to illustrate some of the consequences of these kinds of beliefs. Finally, I finish up with the stories of [Dr. Kelly Bennion](#) (who completed her Ph.D. in cognitive neuroscience while cheering for the New England Patriots) and [Dr. Laurent Duvernay-Tardiff](#) (who completed his M.D.

while playing for the Kansas City Chiefs) in order to ensure that all of my students internalize two key messages: (1) that they can be good at more than one thing at once and (2) that I am here to help them be good at science, no matter what else they might have going on in their lives or what other teachers might have previously told them.

Ask Leslie about: Teaching social issues, inclusive pedagogy, being a woman of color in the academy, teaching with a disability

Teceta Tormala: An important piece of creating belonging in the classroom for me begins with my being very intentional around my course design. I work to provide class readings and didactic content that center the lived experience and the psychological processes within underrepresented groups to complement those of overrepresented groups, and I create assignments in which students need to process their sociocultural selves. I want students to be able to see themselves within the classroom; creating a foundation of recognition of the fundamental importance of intersectional identities on our day-to-day lives and our outcomes is an important component of this. I also am a huge fan of discussions during class, and of giving them the space to develop and deepen. Discussions may stem from a prompt I give the class, or from a student comment or question; I have found over the years that having leeway in my plan for any given class period to allow a 2-minute or 5-minute or 15-minute discussion inevitably allows for more voices to be heard and more perspectives to be revealed.

Ask Teceta about: Sociocultural and sociohistorical influences on the self, teaching and training in the service of the development of cultural humility, structural competency

Jennifer Lovell: I prioritize my relationship with students and try to create a learning environment in which self-reflection and openness are valued. During our first class, I co-construct rules and expectations with students. I ask students what they expect from one another and me in the classroom, and this leads to a discussion about topics such as appropriate self-disclosure, confidentiality, open mindedness, and respectful disagreement. I type notes while we speak (displayed on the screen), and then I share the final draft electronically for everyone to sign. This process



helps to clarify expectations. Students are then able to explore biases and discomfort when discussing mental health within multicultural contexts. I also have students complete a “getting to know you” online survey within the first week of the semester (very much like the one mentioned by Leslie). I ask their preferred name, pronouns, why they are taking the class, concerns about the course, and whether or not they need accommodations. I also ask them open-ended questions such as: “I am most likely to participate in class when...” “It is hard for me to learn when...” and “What is something you have accomplished that makes you feel good.” Learning about student strengths helps me to find ways to

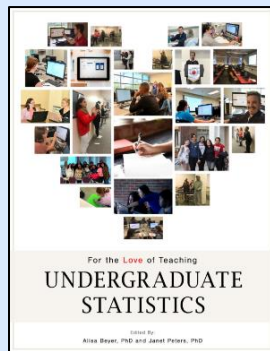
support and motivate them. I reach out via email if there is something I read that needs follow up. These are just a few specific strategies at the beginning of the semester, but course content and discussion are also very important for helping people feel represented and validated within the classroom. Classroom discussions among students and group projects allow opportunities for students to get to know one another, and this is also a way I help foster a sense of belonging.

Ask Jennifer about: Mentoring culturally diverse students in research, teaching critical service learning, being a White anti-racist in the academy.

RESOURCES

New STP E-book: Teaching Statistics

For the Love of Teaching Undergraduate Statistics is designed to provide readers with advice, best practices, and fun ideas for teaching an introductory statistics course to undergraduate psychology students. Each chapter is informed by the 2014 APA Statistical Literacy Task Force guidelines as well as the Guidelines for Assessment and Instruction in Statistics Education from the American Statistical Association. To read/download the e-book, visit [here](#).



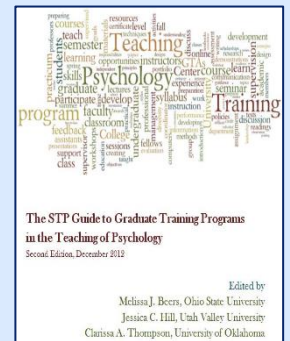
Authors: Submit to STP Book Notes

STP Book Notes would like to feature YOU! If you're a current STP member and you have published a book that is related to the teaching of psychology, we would love to feature a short description of your work on the Book Notes page. Please email [book-](#)

notes@teachpsych.org for specific instructions on how to submit a blurb about your book.

Submit to *The STP Guide to Graduate Student Training in the Teaching of Psychology*

STP invites your program to contribute to the latest edition of the *STP Guide to Graduate Student Training in the Teaching of Psychology*. When it is completed (Fall 2020), it will be posted online on STP's [e-books page](#) and will be available at no cost. You can access the 2nd Edition of the e-book [here](#). To be included in the 3rd Edition, **please complete this online survey by March 31, 2020** about teacher training and teaching opportunities in your department, the survey should take less than an hour to complete, and can be saved and completed in multiple sessions.



MEMBERSHIP

Current STP Service Opportunities

We have several opportunities for our members to [get involved](#) in the good work of our Society. Please consider applying for the following positions and please encourage your colleagues to apply as well. STP encourages applications from colleagues who are from underrepresented groups and have diverse backgrounds and experiences.



Co-Editor, *Teaching Tips*, 2018-19 (March 15, 2020)
Two Associate Editors, STP E-books (March 15, 2020)
Editor, STP E-books (June 1, 2020)
Members of the Membership Committee (ongoing)

FAQs About STP Membership

We are now processing STP memberships, renewals, and updates for 2020. Visit [here](#) to join or renew in STP and for answers to the following:

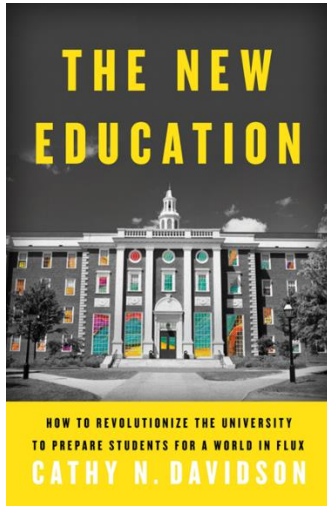
- Why join or renew?
- How much does membership cost? For how long?
- I'm an APA affiliate. Am I also an STP member?
- How do I join STP?
- How do I renew in STP?
- How do I check the status of my STP membership?
- How do I update my name/email/ mailing address?
- Whom should I contact if I have a question?

The GSTA Corner

Submitted by Elizabeth Che and Jessica Brodsky

2019 Pedagogy Day

On October 25, 2019, the GSTA held our Tenth Annual Pedagogy Day Conference at the CUNY Graduate Center. Pedagogy Day is a forum for doctoral students and faculty to come together to think collectively about pedagogy and the Scholarship of Teaching and Learning (SoTL) in today's diverse undergraduate classrooms. The theme of the conference was *Transformative Teaching*. Transformative pedagogy moves beyond the traditional "information-transmission" teaching paradigm by providing students with the knowledge and skills to become engaged citizens empowered to make positive changes in the world.



Our keynote presentation was delivered by Professor Cathy N. Davidson from the Graduate Center, CUNY. Professor Davidson is the co-founder of the [Humanities, Arts, Science, and Technology Alliance and Collaboratory](#). Her presentation was inspired by her recent award-winning book *The New Education: How to Revolutionize the University to Prepare Students for a World In Flux*. In her workshop, titled *Revolutionizing Learning*, Professor Davidson looked at the origins of the modern research university and its current legacy presence. She addressed the changes we need to make now and then focused on ways that each and every one of us can begin—right now—to make changes in our own classrooms that help our students to learn better and make teaching more satisfying for professors too.

You can view the video [here](#).

CANCELED: GSTA meet-up at EPA

The GSTA teaching symposia and informal meet-up at EPA 2020 have been cancelled due to the majority of presenters and organizers traveling from the New York area. Sorry for the inconvenience!

However, if you're a graduate student presenting Scholarship of Teaching and Learning (SoTL) research at EPA, please let us know the time and topic of your presentation and we'll be happy to share it on Twitter! Tweet us at [@gradsteachpsych](#) or send us an email at gsta@teachpsych.org.

GSTA Listserv

The GSTA has an online discussion list, **DIV2GSTA@LISTS.APA.ORG**. Its purpose is to provide a forum where graduate students in psychology may discuss issues relevant to the teaching of psychology and their professional development as teachers of psychology. To join the listserv, visit <http://lists.apa.org/cgi-bin/wa.exe?A0=DIV2GSTA> and click on "Subscribe or Unsubscribe" in the Options box on the right side of the screen. You may want to add this URL to your bookmarks because it is where you can set up your subscriber options and view the list's archived messages. After you have subscribed, you can send messages to the list: DIV2GSTA@lists.apa.org.

Other GSTA Activities and Initiatives

For regular updates on GSTA activities, follow us on [Twitter](#) ([@gradsteachpsych](#)) and [Facebook](#), check out our [Blog](#), or write to us at gsta@teachpsych.org.

You can find out more about us at teachpsych.org/gsta/index.php or at the [GSTA resource website](#), where we periodically post ideas and materials.

The ECP Corner

Documenting Your Faculty Advising

Dear ECPs,

At my institution, faculty are required to serve as academic advisors within the major. It is an area that is evaluated during promotion/tenure review. How do I best report my faculty advising practices in my portfolio?

Sincerely,

Tracking Tasks for Tenure

Dear Tracking Tasks for Tenure,

Thank you for your question! Several members of the ECP Committee have completed their portfolios successfully. In fact, our own Janet Peters (pictured at right) recently obtained promotion to Associate Professor! Completing the promotion/tenure portfolio may arduous, but the result is a product that demonstrates months of hard work.



Depending on the institution, there are several ways to define faculty advisors. It seems from your question that a faculty advisor is someone who is assigned Psychology majors and helps them plan their undergraduate schedule and progress to graduation. Some institutions have staff advisors, others utilize one to two faculty members as advisors as a service commitment, and others expect all faculty to serve as academic advisors for all undergraduate majors in their department.

Albee Mendoza (pictured at right), currently the only ECP in the team serving as an academic advisor, shares advice and best practices.



Provide evidence of meetings with your advisees during the semester.

During the Add/Drop period early in the semester, I meet with advisees to make changes on their current schedule as students realize the requirements of their selected courses. After these meetings, I complete a summary of our time in order to remind them of tasks, to document what changes were made to their schedule, and to describe what courses need to be considered come registration time. Advisees

also come to me during the graduation petition period, midterm reporting period, and withdrawal period. After these meetings, however brief they may be (i.e., required signature), I send an email to the advisee about the interaction for documentation purposes. *[Demonstrates completion of required tasks for advising]*

During registration period, I strive to meet with 100% of advisees (I usually have 15 to 25 advisees). I utilize an online scheduling system (i.e., [SignUpGenius](#)) to keep track of who is coming when. I make myself available outside of office hours and provide meeting times the week before registration opens until the week after it closes. I email my advisees to indicate available times and how to prepare for their appointment. *[Demonstrates additional availability to accommodate advisees]*

If the numbers are available and they are in your favor, then you may consider contacting the Information Technology department or Academic Affairs office to report your individual retention and/or graduation rates compared to the institution's retention and/or graduation rates. *[Demonstrates excellence in the area of faculty advising and contribution to the institution's mission]*

Provide evidence of resources that you find most useful.

Like at many institutions, there was no formal training by my institution to serve as a faculty academic advisor. There were voluntary sessions with the department of Information Technology to learn about the technological aspects to register students. I learned about the advising process from asking colleagues in the department as well as consulting the college catalogs. On my own, I utilized STP's e-books such as *Academic Advising: Models, Students, Topics, and Issues* and *Academic Advising: A Guide to the Sub-Discipline*. *[Demonstrates the advisor's willingness to learn more about these practices and understand the needs of individual advisees]*

My college catalog is a bit unwieldy, which makes it difficult to ascertain exactly what classes are needed for the major. To overcome this challenge, you may consider creating a user-friendly checklist, mirroring the information on the catalog and containing the general

education requirements, major requirements, major electives, and general education electives. This checklist may include when courses are typically offered (every fall, once a year, etc.) and the prerequisites for specific courses. Similarly, you may think about creating a checklist for the minors that your advisees typically select, which may be more time-efficient than looking up the requirements every semester at registration time (e.g., how many credits are needed to complete the minor?, what specific classes are required?, what prerequisites are needed for those required classes?, when are classes usually offered?). For my institution, popular minors include Criminal Justice, Human Biology, History, and English. *[Demonstrates the advisor's production of resources to maximize efficiency during meetings]*

Provide evidence of specific activities you do to serve your advisees

Send an email of office hours at the start of the semester to advisees. *[Demonstrates that the advisor is available and thinking about their advisees, especially to accommodate them for the Add/Drop period, and is available to them for the entire semester]*

Send emails throughout the semester to advisees about important college-wide deadlines (e.g., when to withdraw from classes, when to sign graduation petitions, when late fees are incurred, etc.) *[Demonstrates the advisor's own knowledge of these deadlines and their willingness to be available to students to discuss these issues]*

Send emails about department-specific meetings and activities (e.g., Psychology Club Movie Night), community-wide internships and events (e.g., Out of Darkness Suicide Prevention Walk), and nationwide programs and awards (e.g., Psi Chi Regional Travel Grants) *[Demonstrates the advisor being engaged with the department's student organizations, the larger community, and the field as a whole]*

Rely on the expertise of different departments throughout campus to support students' success and professional development (e.g., using the early alert/academic progress report system, referring advisees to on-campus tutoring services, providing contact information for disability support services, encouraging

participation at events hosted by the career counselor) *[Demonstrates the spirit of interdepartmental collaboration and the encouragement of students' professional development]*

Provide evidence of professional development activities focused on faculty advising

- Get involved in academic advising committees.
- Attend local, regional, or national talks about faculty advising like [NACADA Drive-Ins](#).
- Learn about best practices in serving a variety of student populations (e.g., attending trainings on working with first generation students).
- Collaborate with other departments and discuss faculty advising practices.
- Complete research and present about faculty advising.

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Because institutions differ in the weight of faculty advising in promotion/tenure review, please make sure to check with colleagues. Please feel free to reach out if you have questions or comments about this topic.

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Submit questions to 'Ask an ECP'



For our monthly column, we want to research and answer questions that mean the most to you. If you have a question, chances are you are not the only one! Fill out [this simple form](#) and your question may be featured in an upcoming column.

For regular updates on ECP activities:
Follow us on [Twitter](#) (@STP_ECP) and [Facebook](#)
Visit our [STP website](#) or [email](#) us.

Sincerely,
Your STP Early Career Psychologists Committee
Karena Malavanti, Ph.D.
Albee Mendoza, Ph.D.
Molly Metz, Ph.D.
Janet Peters, Ph.D.
Daniel Storage, Ph.D.