TABLE OF CONTENTS

Join/Renew STP Through 2023 ......................... 1
Current STP Members: Update Your Name, Email, Mailing Address ......................... 1

GREETINGS FROM STP PRESIDENT LINDA WOOLF ........................................... 2
Let’s Talk About Advocacy ............................... 2

FEATURED ITEMS ...................................... 4
2022 Annual Conference on Teaching ................... 4
STP’s Executive Committee Endorses Candidates for APA Leadership ......................... 4
ACT Preconference: ToP Incubator ...................... 4
STP News Special Issue: APA 2022 ..................... 4
Current STP Service Opportunities ...................... 4
Seeking misconception debunking techniques ...... 5
News from APA ......................................... 5
  Request for Review and Comment ..................... 5
  APA Council of Representatives News ............... 5
  Free Online Training: Methods/Stats ................. 5
  APA is offering these free training sessions: ...... 5
  APA’s Advocacy for Education ......................... 5
Science at APA ......................................... 5

DIVERSITY AND INTERNATIONAL RELATIONS 8
Call for Chapter Proposals: Engaging First-General College Students ......................... 8
Call for Submissions: Decolonizing and/or Indigenizing Intro Psych ......................... 8

GRANTS & AWARDS ..................................... 9
Call for APA Division 2 (STP) Fellows Nominations . 9
APA/APF Funding/Award Programs .................... 9
APS Awards and Honors ................................ 9
NIH Loan Repayment Program .......................... 9

MEMBERSHIP .......................................... 10
The GSTA Corner ....................................... 10
  Handling Hard Questions from Students .......... 10
  Join the ECP Committee .............................. 11
The ECP Corner ......................................... 12
  ECP Member Spotlight: Ciara Kidder ............... 12
New APA Fellows of Division 2 (STP) ................. 12

PROGRAMMING ....................................... 13
Teaching Conferences ................................ 13
  SPSP Teaching Preconference ......................... 13
MATOP 2022 ........................................... 13
NITOP 2023 ............................................. 13
Regional Psychology Conferences ..................... 13

RESOURCES ............................................. 14
Call for Chapters: STP E-book ......................... 14
New Resource: S&P Laboratory ........................ 14
“This is How I Teach” Blog ........................... 14
  Teaching of Psychology: OnlineFirst ............... 15
Resources from APA ................................... 15
  APA PsycInfo® research updates .................... 15
Additional Resources Outsite STP ..................... 15
  Resources on Psychological Literacy ............... 15
  Improve with Metacognition: Updates .......... 15

Join/Renew STP Through 2023
STP has begun processing new memberships and renewals for the 2023 calendar year.

JOIN STP: Those who join STP will receive immediate access to online member benefits including online access to the STP journal, Teaching of Psychology for the remainder of the current year through your membership year. If you request print issues of ToP, you will receive the four print issues published during your membership year. Click here to join STP.

RENEW IN STP: Current members may now renew their memberships through 2023. Click here for more information on how to renew in STP.

Current STP Members: Update Your Name, Email, Mailing Address
If your name, email, or mailing address has changed or will change soon, please visit your STP Membership Profile Page or contact stp@teachpsych.org.

APA Members and APS Members: Please update your STP Membership Profile Page and your membership records on the APA or APS website (or both) so that your name, email, and mailing address is consistent across these organizations.

If you are subscribed to any of STP’s Listservs, you may update your email address by visiting here.
Let’s Talk About Advocacy

September 8, 2022

*When you see something that is not right, not fair, not just, you have to speak up. You have to say something; you have to do something.* - John Lewis

Early in my career, I remember being told that as teachers, we should never use the classroom for advocacy. Rather, as an educator, my responsibility is to teach my students the fundamentals of our science but not to stray from “the research.” I often felt as if I was in an episode of Dragnet, hearing Sgt. Joe Friday utter, “Just the facts, Ma’am” (For those of you unfamiliar with that 1950s drama, it is still in reruns). Similarly, I heard that advocacy is antithetical to the basic assumptions underlying research and professional scholarship. Science should be about a search for truth as opposed to confirming our particular advocacy beliefs—too political. Today, we hear a lot in the press or on social media about the dangers of teachers pushing “agendas” on students, whether it is in the form of “critical race theory” or LGBTQ+ rights. Essentially, we are being told to “stay in our lane.”

Well, today I want to say that education is at its core about advocacy in many forms and we should embrace that role. Note that I am not arguing against our science—we should teach the fundamentals of psychology and we should engage in quality research and professional scholarship. In addition, within that context, we can use our science and our skills as educators to advocate for our students, advocate for our science, and advocate for social justice based on psychological knowledge. Moreover, we can teach our students to be advocates for themselves, their friends and families, and their communities.

Part of the challenge of advocacy is that the word has many different definitions. Just a quick Google search garnered a host of definitions:

- Advocacy means getting support from another person to help you express your views and wishes, and help you stand up for your rights (Mind.Org.UK).
- Advocacy is an activity by an individual or group that aims to influence decisions within political, economic, and social institutions (Wikipedia.org).
- Advocacy means taking action to create change (Theirworld.org).

And here are two definitions, which speak particularly to me:

- On-going process of building partnerships so that others will act for and with you, turning passive support into educated action (American Association of School Librarians).
- Advocating includes any activity that attempts to educate (Coalition for Juvenile Justice).

What I like about these two definitions is the focus on partnership and learning. First, advocacy occurs in relationship, dialogue, and actions of individuals working together towards change. Second, advocacy cannot exist without a process of educating others—individuals, groups, and communities. We teach and learn to improve not only our lives and the lives of our students but also to facilitate the development of more effective global citizenship grounded in psychological science.

To engage in advocacy, one must be knowledgeable, know their goals, have a plan, be committed to action, and then exhibit a high degree of persistence. Certainly, that sounds a lot like teaching! So, in what arenas, do we as teachers engage in advocacy?

**Advocacy for our students.** All of us have advocated for our students at one time or another. We often step in to advocate as they struggle to maneuver the labyrinth of high school, college, or university policies and procedures related to financial aid, registration, or other stumbling blocks. When we have students with disabilities, we may advocate for services to ensure that the student has equal and equitable access to needed services, as well as learning. We advocate for students when we write letters of recommendation, opening doors to future opportunities. And many schools operate food banks, host professional clothing drives, maintain emergency housing funds, offer scholarships, and a host of other products/services—all of which were most likely driven by individuals engaged in advocacy.
Advocacy in the classroom. As we teach psychological science, I would urge us all to understand the necessity of advocating for science. Sadly, as I wrote in my March column, there is a strong anti-science movement often driven by conspiracy theories occurring in many countries around the globe. All opinions are being treated equally, as if any random idea is equivalent to empirically grounded knowledge: The world is round or potentially quite flat; the Holocaust happened or it is a myth; racism exists or we live in a post-racist society. We should not only teach critical thinking skills but also advocate for why these skills are essential to learning, quality of life, and citizenship. Additionally, the various topics that we teach all have relevance to the lives if individuals, peoples, communities, and global concerns. There are social justice implications embedded in almost everything we teach from neurobiology to learning to developmental to mental health/wellness to social psychology. Our science is not a dry subject to be solely discussed in the context of research but rather we can advocate for students to explore its use to tackle real world issues. We can also teach advocacy skills!

Advocacy within our institutions. Regardless of where one teaches, we can advocate for change within those schools to create even better learning environments. Certainly, we know a lot about the scholarship of teaching and learning and we can bring that knowledge to our institutions. The STP Annual Conference on Teaching will soon be upon us and I urge everyone to attend either in person or virtually (not all programming will be virtual). I have yet to attend an STP event where I didn’t bring back information to share with my colleagues on all sorts of topics such as building more inclusive classrooms, mentoring, teaching metacognitive skills, diversity initiatives, ethical reasoning, and more. Alas and perhaps, our persistence at some point will yield results, and all schools will stop teaching the myth of fixed learning styles.

Advocacy in the community. We can all use what we know from psychological science to engage in advocacy beyond the academy. Social justice and work on local to global issues extends well beyond the classroom. However, it is important that one clearly communicate that they are advocating as individuals and not as representatives of their institution, unless it is part of one’s position. Regardless, with a bit of advocacy training—offered by many groups including APA—you too can become an effective change-maker. Explore APA’s Advocacy Office website to learn about APA’s advocacy priorities and how you can become involved. You can also visit, Be an Advocate for Psychology, which includes a brief advocacy training.

STP and Advocacy. There are many opportunities for advocacy and advancing the teaching of psychology within STP. Explore the “Current Service Opportunities in STP” listed in each month’s STP News and check out the STP Get Involved page. Additionally, last year’s STP President Susan Nolan wrote, Presidential Task Force Round-Up and a Focus on Advocacy and announced a new Advocacy Committee. She wrote, “The Advocacy Committee will vet requests for STP to sign various statements; bring public policy and position statements to the Executive Committee; monitor our previous statements and suggest further action; communicate with our members to identify areas where our advocacy might be needed; and publicize our advocacy work.” Let me know if you are interested in working or consulting with this committee.

Don’t forget to explore all that STP has to offer in the way of resources (e.g., syllabi, eBooks, and so much more!) addressing a host of topics related to advocacy concerns. Explore these resources! Moreover, you can contribute to these resources. Make sure you receive our email announcements via our listserv (e.g., PsychTeacher) or follow us on Facebook/Twitter. Periodically, you will see a “Call for e-Book chapters” or “STP grant proposals.” For example, Jessica Cerniak, Editor for STP e-books, recently announced a call for chapter proposals for a new e-book project headed by members of STP’s “Teaching to Make a Difference” Presidential task force, tentatively titled “Applying Psychology Beyond the Classroom: Social Justice Activities for Intro and Upper-Level Courses.” Let me know if you want more information about this exciting project. Want to keep up-to-date on new opportunities? All of the info concerning how to subscribe to the Listservs or social media can be found under the News tab on the STP page.

So, let’s remove “advocacy” from the list of things we are to avoid when we teach. Indeed, let us begin to think of advocacy as a tool of education—a tool that must be used responsibly. We can use this tool for the benefit of our students, our classes, our science, and the betterment of our communities. If as teachers we don’t engage in advocacy for our students, our science, or the application of psychology to real-world issues, who will?
2022 Annual Conference on Teaching

by Lindsay Masland, Director of ACT

Hello colleagues,

We are now less than two months away from gathering both in Pittsburgh and online for the 2022 Annual Conference on Teaching. If you haven't already seen it, the schedule of on-ground programming is now available on the ACT website. We have an outstanding roster of workshops, symposia, teaching demos, and more. (Please note there are 2 pages to the schedule—see tabs at the top to navigate). And if you're wondering whether our conference is going to be smaller than past ones as it's the first with in-person components since the pandemic began, well, just take a look at the schedule. We're back, baby! And, once you see that excellent schedule, you'll want to make sure you are registered to attend.

Also, if you're looking to expand your conference experience, I highly recommend you look into the Teaching of Psychology Incubator (TOPInc). I was a participant in this programming at our last in-person conference in Denver, and I can testify that it was most certainly worth my time. I mean, it's not every day you can get completely free mentoring from brilliant and supportive folks in our field, especially for ideas that focus on non-traditional scholarly impact.

I hope to see you next month!

STP’s Executive Committee Endorses Candidates for APA Leadership

This year, STP’s Executive Committee voted to endorse two candidates for APA President-Elect: Cynthia de la Fuentes and Diana L. Prescott. It is the opinion of the Executive Committee that these candidates have strong records related to the mission of STP. To view biographies and statements for all candidates, visit here.

We encourage all STP members who are voting members of APA to vote in the election. Voting will be open September 15 to October 29, 2022. You can access your ballot by visiting the member profile page of your MyAPA account and using the link “2022 President-elect and Board of Directors Election Ballot.” For help with elections, email Garnett Coad.

ACT Preconference: ToP Incubator

The second Teaching of Psychology Incubator (TOPInc), a pre-conference workshop, will take place immediately before STP’s Annual Conference on Teaching begins, at the Omni William Penn Hotel (the host hotel for ACT) in Pittsburgh on Thursday, October 20th, 2022 from 1pm-5pm. Like a business incubator, TOPInc will help individuals develop and accelerate ideas they have for non-traditional scholarly impact. This year’s workshop mentors are Jane Halonen, Eric Landrum, Garth Neufeld, and Jordan Troisi. We invite all teachers of psychology to join us for this free pre-conference workshop. Space is limited to 10 participants. For more information or to register, visit here.

STP News Special Issue: APA 2022

The Editors of STP News are pleased to announce a Special Issue that highlights STP (APA Division 2) Programming at the recent APA 2022 convention.

Current STP Service Opportunities

Get Involved in STP! Please consider applying for the following positions and please encourage your colleagues to apply as well. Consistent with our Mission Statement and the Statement on Addressing Systemic Racism and Inequity in STP, we encourage applications from colleagues who are from underrepresented groups and have diverse backgrounds and experiences.

Current Service Opportunities in STP (Deadline):

- Members, Promoting Diversity, Equity, and Inclusion Award Committee (Deadline: October 1, 2022)
- Associate Editor, "This is How I Teach Blog" (Deadline: October 1, 2022)
- Call for Proposals for an Edited Book on Engaging First-Generation College Students (Deadline: October 3, 2022)
- Members, SoTL Grant Committee (Deadline: October 14, 2022)
- Member, APA Division 2 (STP) Fellows Committee (Deadline: November 1, 2022)
- Members, Early Career Psychologists Committee (Deadline: November 1, 2022)

Service Opportunities in APA (STP serves as APA Division 2)

- Full list of Career Opportunities at APA
- Learn how to nominate yourself or a colleague for a position in APA leadership.
- Full list of APA Boards and Committees
Seeking misconception debunking techniques

We are representatives of a group of psychology faculty who are interested in learning about the methods being used by colleagues in psychology and other disciplines to debunk the myths and misconceptions that students hold about topics and phenomena in those disciplines. We are conducting an intensive review of articles that describe such methods, but we also want the review to include methods that have not been published. With that in mind, if you’ve done work in this area, we would be grateful if you would respond to an informal survey (anonymously, if you wish) about your unpublished debunking methods by October 1. If you have any questions or comments about our request, please direct them to Douglas Bernstein.

With thanks for your consideration,
Dr. Douglas A. Bernstein, Department of Psychology, University of South Florida, USA
Dr. Eileen McBride, Marlboro Institute for Liberal Arts & Interdisciplinary Studies, Emerson College, USA
Dr. Susan Nolan, Department of Psychology, Seton Hall University, USA

News from APA

Request for Review and Comment

APA’s Board of Educational Affairs (BEA) is requesting review and comment on the following documents:

APA Guidelines for the Undergraduate Psychology Major: Version 3.0

Developed by the BEA Task Force on Psychology Major Competencies, Guidelines 3.0 describes learning goals, outcomes, and indicators at a foundation and baccalaureate level that reflect state-of-the-science curricular and assessment planning in psychology. The BEA Task Force prioritized the selection of outcomes and indicators that are observable and measurable to facilitate program evaluation and promote ongoing scholarship of teaching and learning in psychology. Learning goals were also informed by the extant data on post-graduation career pathways for students who complete an undergraduate degree in psychology and the skills needed for workforce success. The document will be available for a sixty (60) day period of public review and comment. Visit here to review the revision (click on “Revised Guidelines for 2nd Public Comment” in upper left) and to comment by the October 26, 2022 deadline.

APA Principles for Quality Undergraduate Education

The Principles for Quality Undergraduate Education in Psychology offer best practices that faculty members, programs, and departments can adopt to facilitate student learning and development, in ways that fit their specific institutional needs and missions. This document is designed to complement, and to be used in conjunction with, the APA Guidelines for the Undergraduate Psychology Major: 3.0. Whereas Guidelines 3.0 describe a set of curricular goals, student learning outcomes, and foundation and baccalaureate indicators of learning progress, the Quality Principles define the actions that faculty members, programs, and departments can take, and the ongoing practices they can adopt, to create a high-quality, stimulating, and inclusive learning environment designed to maximize student learning and professional development. Visit here to review the revision (click on “Revised QP for 2nd Public Comment” in upper left) and to comment by the October 18, 2022 deadline.

APA Council of Representatives News

During this year’s Convention in Minneapolis, the APA Council of Representatives adopted a new racial equity plan, a resolution which calls for extending eligibility for the death penalty for anyone under 21, and a resolution calling for police reforms, which aims to curb use of force and protect marginalized communities. In addition, Council accepted the report of the Task Force on Psychology and Health Equity, which calls for psychology to take concrete steps to expose and mitigate the impacts of systemic and structural factors that affect physical and mental health. Read recent APA Press Releases here.

Free Online Training: Methods/Stats

APA is offering these free training sessions:

- September 15: Introduction to Intensive Longitudinal Methods
- October 4: Intensive Longitudinal Data: Methodological Challenges and Opportunities
- October 6: Intensive Longitudinal Data: A Multilevel Modeling Perspective
- October 11: Intensive Longitudinal Data: A Dynamic Structural Equation Modeling Perspective

APA’s Advocacy for Education

Click on the following links to learn about APA’s advocacy initiatives for pre-K to 12 education, higher education, workforce development, and other recent initiatives. To learn more about APA’s advocacy priorities, click here.

APA and IReL, a consortium of Irish higher education institutions, have reached a “read and publish” agreement that will combine reading access to APA journals with immediate open access publishing for IReL authors.

Science at APA

The following two pages include infographics that were displayed during APA 2022 on Science at APA.
Science at APA
BY THE NUMBERS

APA is making a significant investment in science. The new APA science directorate has been significantly expanded and has taken on an ambitious agenda to promote, improve, and apply psychological science. The results are in the numbers.

**APPLIED PSYCHOLOGY**

9,000 YouTube views of 6 applied psychology career videos

Over 125 employers publicly committed to APA's mental health excellence in the workplace program since May 2022.

**PODCAST**

Speaking of Psychology
featured topics such as: open science, synaesthesia, highly superior autobiographical memory, science denial, memory, behavior change, creativity and superstition.

Guests include: Martin E.P. Seligman, Alison Gopnik, Bunmi Olatunji, Lisa Feldman Barrett, Kevin Cokley, Brian Nosek, Christine Maslach, Dacher Keltner, Fred Oswald

1.6 million downloads of Speaking of Psychology in 2022

**PUBLISHING**

89 scientific journals

7,348 papers published in 2021

679 associate editors

22,410 articles submitted in 2021

4,124 institutions subscribing to PsycArticles in 2020

**EDI IN PSYCHOLOGICAL SCIENCE**

Journal Reporting Guidelines (with ABAI, ABCT, CAAPS, FABB, SBN SBM, SEAB, SJN, SRA, SRCD, SPSP)

Microtrainings (e.g., Systems Centered Language, Citing Scholars of Color)

APA-COGDOP Task Force on EDI in Promotion and Tenure

Pathways for EDI Scholars

**OPEN SCIENCE**

10 APA journals publishing Registered Reports

19 APA journals offering open science badges to authors who make data, materials, and code open or who preregister studies and/or analysis plans

37 APA journals publishing replications

---

6 STP News (Volume 25 Issue 9) September 2022
Science Spotlight

Keep updated with everything happening in psychological science with APA Science Spotlight

59,000 subscribers to APA Science Spotlight newsletter

at.apa.org/sciencespotlight

STAFF

25 full-time staff members of the APA science directorate

apa.org/science/about/staff

SCIENCE TRAININGS SESSIONS

5 free training sessions for the collection and analysis of intensive longitudinal data in psychological science.

apa.org/science/programs/training-sessions

EDITOR'S CHOICE NEWSLETTER

19 journals participating the pilot for APA's Editor's Choice Newsletter, featuring top science selected by editors and sent to subscribers every other week

apa.org/news/editors-choice

ESSENTIAL SCIENCE CONVERSATIONS

3,000+ psychological scientists have joined our first nine Essential Science Conversations to discuss issues that affect our whole field.

on.apa.org/science-essential-conversations

PSYCRESEARCHBOT

Follow the Psychology Research Twitter Bot for a continuous stream of psychological science from APA journals!

twitter.com/PsycResearchBot
Call for Chapter Proposals: Engaging First-General College Students

Members of the STP Presidential DEI Task Force welcome chapter proposals for an edited book on engaging first-generation college students. Consistent with our Mission Statement and the Statement on Addressing Systemic Racism and Inequity in STP, we encourage applications from colleagues who are from underrepresented groups and have diverse backgrounds and experiences.

The purpose of this book is to compile a “toolbox” of evidence-guided activities/practices for faculty and advisors working with first-generation college students to better integrate them with the opportunities offered via higher education. The book will promote a strength-based perspective in mentoring first-generation students by embracing their talents to encourage their participation, retention, and successful college completion.

For more information, check out this link.

Call for Chapter Proposals on Engaging First-Gen Students!
The DEI Task Force of the Society for the Teaching of Psychology invites proposals for an edited book

For more information, go to https://bit.ly/3Q5k2XQ, or email Neda Moinolmoli at nmoinolmoli@albertus.edu

Call for Submissions: Decolonizing and/or Indigenizing Intro Psych

The STP Task Force on Decolonizing Introductory Psychology seeks submissions for an online teaching resource. Consistent with our Mission Statement and the Statement on Addressing Systemic Racism and Inequity in STP, we encourage submissions from colleagues who are from underrepresented groups and have diverse backgrounds and experiences.

How have you decolonized and/or indigenized your Introductory Psychology course?

Hello! We are members of the Decolonizing Introductory Psychology Task Force, one of the Presidential task forces convened by STP President Linda Woolf. As one central project of our work this year, we aim to develop a collection of resources to help educators work to decolonize and indigenize their classrooms and courses. If you include elements in your introductory psychology course that aims to decolonize and/or indigenize the course, we would love to hear about it!

We welcome submissions of many types; here is the Google Form to use. The resources might include class activities, assignments, lecture content, suggested readings, syllabus structure, or tips and tricks for reconceptualizing core theories and concepts in psychology. Below are some examples of decolonizing and indigenizing that we have undertaken in our courses, as illustrations.

Including documentaries about indigenous people and practices
Scaffolding students through a simple content analysis of looking for examples of indigenous populations in our textbook (spoiler alert: There aren't many!)
Acknowledging any personal connection to course material
Designing course assignments with the philosophy that students are experts in their own lives, and framing teaching as helping them connect their life to course concepts rather than the educator sharing their expert knowledge

At the conclusion of the project, the information we collect will be compiled and housed on the STP website and available for all educators to use. You will be credited for your submission, and all materials will be open access.

We look forward to receiving your submissions!
In unity,
Leslie Berntsen, Ashley Biddle, Gabi Martorell, and Teceta Tormala
GRANTS & AWARDS

STP Grant/Award/Recognition Program Deadlines
(click here for a full list of programs)

Consistent with our Mission Statement and the Statement on Addressing Systemic Racism and Inequity in STP, we encourage applications from colleagues who are from underrepresented groups and have diverse backgrounds and experiences.

<table>
<thead>
<tr>
<th>OCT 1, 2022</th>
<th>High School Teacher Travel Grants Conference Speaker Grants</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOV 1, 2022</td>
<td>Early Career Travel Grants Scholarship of Teaching and Learning Research Grants Promoting Partnerships Small Grants</td>
</tr>
<tr>
<td>DEC 31, 2022</td>
<td>APA Division 2 (STP) Fellows (Membership category; Must be an APA Member of STP)</td>
</tr>
<tr>
<td>ONGOING</td>
<td>Projects or Sponsorship Requests</td>
</tr>
</tbody>
</table>

Call for APA Division 2 (STP) Fellows Nominations

The STP Fellows Committee invites nominations for APA Fellow status for STP members who are also APA members. Consistent with our Mission Statement and the Statement on Addressing Systemic Racism and Inequity in STP, we encourage applications from colleagues who are from underrepresented groups and have diverse backgrounds and experiences.

Visit here the criteria for applications for Division 2 fellows, and visit here for the online portal at APA where you will submit your application. The deadline for receipt of completed applications, including all endorsement letters and supporting materials, is December 31, 2022. Late applications will be considered in the following year. Please contact Doug Woody (fellows@teachpsych.org), chair of the STP Fellows Committee, with any questions.

APA/APF Funding/Award Programs

Visit here for funding and award programs from APA and the American Psychological Foundation (APF). Visit here for scholarships and grants for graduate students. To view current deadlines and to apply online, visit here.

APA Early Career Service Grants

Grants will be given to support the implementation of direct psychological services/programs that (1) are not eligible or likely to receive financial support from other funding. Examples of the type of services/programs CECP is seeking to support include, but in no way are limited to services that provide evidence-based training to community serving organizations, mental health workshops, professional development programs for community staff providers, and programs that address the psychological needs of diverse communities.

High School Psychology Outreach Grants

$10,000 to support regional teaching networks that facilitate networking and professional development opportunities for high school psychology teachers. Deadlines are November 1 and July 15.

Charles L. Brewer Distinguished Teaching of Psychology Award

Recognizes a significant career of contributions of a psychologist who has a proven track record as an exceptional teacher of psychology. The awardee receives a plaque, a $2,000 award and an all-expense paid round trip to the APA Annual Convention (max of $1,000), where the award is presented. Awardees are also invited to give a special address. Deadline: December 1, 2022.

APS Awards and Honors

The following award programs may interest teachers of psychology who are members of the Association for Psychological Science (APS). For a full list of APS awards and honors, visit here. The deadline for nominations of all awards/honors is October 1, 2022.

APS Mentor Award

This award recognizes psychology researchers and educators who have shaped the future directions of science by fostering the careers of students and colleagues.

APS Janet Taylor Spence Award for Transformative Early Career Contributions

The APS Janet Taylor Spence Award recognizes APS members who have made transformative early career contributions to psychological science.

APS Rising Stars

This designation is presented to outstanding APS members in the earliest stages of their research career post-PhD.

APS Fellows

Fellow status is awarded to APS members who have made sustained outstanding contributions to the science of psychology in the areas of research, teaching, service, and/or application.

NIH Loan Repayment Program

The NIH Extramural Loan Repayment Program (LRP) application cycle opened September 1 and closes on November 17 this year. LRP awardees can receive up to $100,000 of qualified educational debt repayment with a two-year contract. Click here to view an APA’s Science Directorate webinar entitled: “The NIH Will Pay Off Your Loans – Here’s How!”
The GSTA Corner

Handling Hard Questions from Students

With the upcoming semester starting, this corner focuses on how to handle moments in which you as an instructor are asked questions to which you do not know the answer to. This topic is particularly geared toward first-time instructors and highlights the various ways in which one can responsibly address such moments.

Authors: Skye Mendes, Morgan Franklin, Christopher Kleva, Madeline Bruce, and William Ridgway

Skye: For some educators, the instances of being stumped with a question posed by a student might be navigated without any increase in heart rate, however, for those starting out—and whose “not knowing” may possibly be perceived with bias by students based on the instructor’s age, race, gender, ethnicity, or potential disability—can interpret such a moment as a somewhat threatening. Will students think I am not competent in this area? Will they remember this during the teaching evaluations? As with all things related to teaching, I try to guide my approach with a core belief that is clearly seen and understood by each student: I care about their learning. This approach almost always includes (1) expressing appreciation for the question and acknowledging any ways it demonstrates the type of critical thinking the course aims to develop, (2) letting them know I’m uncertain of the answer but I am excited for us to figure it out, (3) making a plan to figure it out, depending on the type of question and context (e.g., modeling the process of finding information in the text or literature, facilitating class discussion and having the group generate plausible answers based on prior knowledge before we look it up, or offering to delve into the topic myself after class), and (4) following through on making sure we get to the bottom of it if it cannot be resolved during class. Again context-dependent, the last step may involve follow-up at the beginning of the next class session, the inclusion of an answer and source in a class announcement post, perhaps an office hours meeting, or even facilitating a connection to someone more expert. Even if the question is resolved one on one with a student, I aim to make sure the answer gets to the whole class, whenever possible and appropriate, to show that I value their curiosities.

Morgan: As instructors, I think it’s natural for us to encounter situations in which we are uncertain or do not feel confident in our knowledge of the subject. These situations have occurred most frequently for me when lecturing over broad content (e.g., Introduction to Psychology) and when assigned to instruct courses that I feel to be outside of my research and clinical focus. In these situations, I think it’s best to be as transparent as possible. I often inform my students of my own limitations in the content I am teaching, and/or communicate to them the "lens" that I am lecturing through (i.e., clinical). When my students have questions about content that I do not feel I am competent in, I have sometimes put them in contact with someone who does. I’ve been fortunate to make connections with many peers and professionals pursuing other specialties who are always open to discussing their areas of expertise with my students in more detail, should they have questions. If possible, it may also be helpful to students to invite guest lecturers who can provide more detail about the content. I think this is beneficial both in terms of providing students with greater depth and specificity in their learning, but also from a professional development perspective by providing students closer contact with professionals in that specific area of research. In situations in which the former options are not easily feasible, I do handle information-seeking myself and provide resources so that I may discuss what the literature shows with my students in a collaborative way. My hope is that bringing research to them and engaging in this process together will model literature review, as well as the critical assessment of research.

Chris: There’s a clear power dynamic within a classroom, which is fueled by the assumption that the professor has all the answers. I am humbled by seeing the faces of my students when they ask me a question and I respond, “That is a great question! I don’t know.” Those three words can be incredibly difficult to say because there is an inherent questioning of one’s knowledge but it’s also where learning can begin. Pre-pandemic, I would invite students to come to office hours so we could brainstorm ways of seeking out an answer or simply update the class during our next lecture. Since many courses have gone virtual, it has been easier to meet with students and share how I seek out answers to
questions I don’t know. This may include how to use our library databases, skim through a journal article or reaching out to colleagues in the field of interest through email and introducing my inquisitive student. I hope my students learn two important lessons that they can carry throughout their lives: (1) it is OK to say, “I don’t know” and (2) there are a myriad of ways in which one can seek out knowledge.

**Madeline:** I will pass on advice that my mentor gave me: Find an “old head who earned their greys.” I believe he was playfully referring to himself, but he lived this advice and had his own go-to colleagues despite his seniority. In other words, find a mentor you trust and go to them. As we transition out of our student role, it’s easy to cling to the idea that you’re on your own, or that you should know everything and if you don’t, that somehow reflects poorly on you. This is not the case. We are all in this together. Our practice of psychology—from teaching, to research, to consulting, to clinical care—improves when we seek out others. Being open about this collaborative process with students and modeling it for them will go a long way to alleviating their nerves about needing to know everything off the top of their head and shows them how to collaborate with others regardless of their field.

**William:** Instructors will at some point encounter a question they cannot immediately answer. How one approaches this moment is crucial. It is a universal certainty that one does not know everything, yet there are moments or positions we find ourselves in where we tend to ignore this simple truth. Arguably, this can be quite applicable to first-time instructors who at times dread the idea that their students may view them as lacking an ideal level of competence if unable to provide an answer to each question provided to them. As a result, some may default to persuasive bullshitting to manage social impressions or increase status. One problem with this approach is that the trust between instructor and student is put at risk. In the end, it is best to be honest when asked a question to which you do not know the answer to. Doing so will allow you to maintain trust while demonstrating a quality that is often undervalued: humility. Afterall, humility is what makes us real.

---

**Join the ECP Committee**

STP is now accepting nominations (including self-nominations) for **TWO** new members of the STP Early Career Psychologists (ECP) Committee. Nominees must be members of STP and qualify as “early career.” Early career is defined as anyone within ten years of beginning teaching psychology while not a student. This includes both secondary educators and those teaching at the college/university level.

The ECP Committee is comprised of five members who are engaged in establishing their professional careers. The Vice President of Membership will serve as an ex-officio member. The Committee is charged with spearheading activities and opportunities to aid ECPs through education, training, and networking, and representing ECP interests in division matters.

Nominations should include a CV, the name of one reference who agrees to be contacted, and a two-page maximum statement of interest in the position. Please address any past or current involvement in STP, attendance/presentations at STP conferences, and your ability/willingness to travel to ACT each year for ECP committee business. Note that ACT 2022 will be held in October at Pittsburgh, PA.

**Minimum qualifications for ECP Committee members:**

- An active member of the Society for the Teaching of Psychology
- Within ten years of beginning teaching psychology while not a student (at either the secondary or college/university level)
- Able to commit to a three-year term starting in January 2023
- Able to attend monthly or bi-monthly virtual meetings of the committee
- Willingness to respond quickly and consistently to email communication

**Desired Qualifications for new ECP Committee members:**

**Interest and/or experience in any of the following:**

- Able to attend the Annual Conference on Teaching (strongly desired)
- Increasing engagement with members via social media (e.g., Facebook and Twitter)
- Developing and presenting professional development sessions at conferences
- Creating professional development resources for ECPs
- Organizing and hosting social hours at various conferences

The deadline for applications is **November 1, 2022.** Send applications to stp-ecp@teachpsych.org.
The ECP Corner

For regular updates on ECP activities
Follow us on Twitter (@STP_ECP) and Facebook
Email us at: stp-ecp@teachpsych.org
Visit our STP website:

ECP Member Spotlight: Ciara Kidder

What is an ECP?
An ECP is a faculty member who is within ten years of starting their career. I am starting my 6th year of full-time teaching, and I believe regardless of the length of time someone has been teaching, there are always new things to learn and ways to evolve as an instructor.

How did you get involved in STP?
I joined STP when I was a graduate teaching assistant. I loved teaching and quickly realized that I wanted it to be my focus after graduation. I had a friend who had been to the National Institute of Teaching in Psychology, so I began looking for other teaching focused opportunities at conferences and online.

What is a challenge you faced as an ECP?
A challenge I faced as an ECP was learning how to say no to something. I enjoy being a part of different groups on campus and teaching a lot of classes, but these can’t be done at the same time. Every committee takes time away from teaching so striking a balance between serving the university in some way and focusing on teaching is so important to be able to do. I also think that as an ECP it’s intimidating to say no to something on the chance that it might be something that helps your tenure application (if you are tenure track). I don’t think I necessarily have this figured out yet.

What does being an ECP in STP mean to you?
Being an ECP in STP means that I have opportunities to connect with other ECPs. This opens so many doors to talk with others who are going through similar situations or asking similar questions.

What advice would you give to newer ECPs?
It’s okay to change your mind. Whether it’s about a job you thought you wanted, a committee you joined, a class you designed, or a writing group you joined. If you assess your goals and your capacity and something no longer serves you, you don’t owe people your time and energy. Should you be respectful and courteous to others if changing your mind impacts them, yes; and there’s a lot of different ways to do this depending on what it is. Be willing to adapt and evolve as you go through life and career!

What is an interesting fact about you?
I have spent two summers coaching in our local soccer kids program. After playing youth soccer as a kid, I wanted to provide the experience to others. Even though I have worked with 6-7 year-olds, I apply some of the things I’ve learned as a teacher to help manage a team and teach skills!

What is next after being an ECP?
I hope to continue to be involved in STP as part of different committees and perhaps in different leadership roles. There are so many opportunities to serve and the Get Involved page on the website is updated regularly.

Your STP Early Career Psychologists Committee
Ciara Kidder, Ph.D.
Albee Mendoza, Ph.D.
Courtney Gosnell, Ph.D.
Janet Peters, Ph.D.
Amanda Woodward, Ph.D.

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.

New APA Fellows of Division 2 (STP)
The APA Board of Directors and Council of Representatives recently approved Kelley Haynes-Mendez (pictured) as an Initial Fellow of APA through Division 2. In addition, the STP Fellows Committee approved three Current Fellows as meeting the criteria for Fellows of Division 2: Peggy Brady-Amoo, Laura A. Rabin, and David Washburn. Congratulations!
Visit here for a full list of APA Fellows approved this year.
Teaching Conferences

Mid-Atlantic Teaching of Psychology Conference
October 7, 2022, Virtual

STP’s 2022 Annual Conference on Teaching
October 20-22, 2022, Pittsburgh PA and Virtual

New England Conference on the Teaching of Psychology
October 21, 2022, Worcester, MA

PsychTERMS: Teaching to Enhance Research Methods and Statistics
December 7-8, 2022, Virtual

**Submission deadline:** September 15, 2022

National Institute on the Teaching of Psychology
January 3-6, 2023, St. Pete Beach, FL

**Submission deadline:** October 1, 2022

Teaching of Personality & Social Psychology at SPSP
February 23, 2023, Atlanta, GA

**Proposal deadline:** November 15, 2022

SPSP Teaching Preconference

We are pleased to announce that the annual preconference on the Teaching of Personality and Social Psychology at SPSP will be held in-person on Thursday, February 23, 2023 in Atlanta, GA at the Hyatt Regency. We are honored to have Beth Morling and David Strohmetz as our two keynote speakers.

Submissions for posters and single presenter talks are now open; visit [here](#). Proposals can be submitted for a poster session or single presenter talk on topics in all areas related to the teaching of personality and social psychology. **The deadline for all submissions is November 15, 2022.**

Please send any questions you may have to Drew Christopher, Director of STP Programming at SPSP.

MATOP 2022

The Mid-Atlantic Teaching of Psychology Conference (MATOP 2022) will be virtual once again. It is scheduled for Friday October 7 from 9:15am to 3:30pm (Eastern). Stephen Chew, Viji Sathy and Chris Strauss are the keynote speakers. We also have an activity share. To submit go to the [website link](#). Registration is $10 and links are on the homepage. We look forward to seeing everyone again!

NITOP 2023

Registration for the National Institute on the Teaching of Psychology (NITOP) is open. The conference will be held January 3-6 at the Tradewinds Island Grand Resort in St. Pete Beach. Click [here](#) for a list of speakers.

The **deadline** for Proposals is **October 1:** Posters and Participant Idea Exchanges

Regional Psychology Conferences

It’s time to think about making arrangements to submit to and/or attend Spring 2023 regional psychology conferences.

See the websites below for the latest information from each regional conference, including upcoming dates and locations for upcoming gatherings. More information can be found on the STP Regional Conference webpage. If you have questions about STP regional conference programming, please feel free to email Garth Neufeld at regional-conference@teachpsych.org.

New England Psychological Association (NEPA)
October 21-22, 2022, Worcester, MA

Eastern Psychological Association (EPA)
March 2-4, 2023, Boston, MA

**Submissions deadline:** December 1, 2022

Southeastern Psychological Association (SEPA)
April 5-8, 2023, New Orleans, LA

**Submissions deadline:** October 18, 2022

Rocky Mountain Psychological Association (RMPA)
April 13-15, 2023, Albuquerque

**Submission deadline:** December 12, 2022

Midwestern Psychological Association (MPA)
April 20-22, 2023, Chicago, IL

**Submissions deadline:** November 9, 2022

Western Psychological Association (WPA)
April 27-30, 2023, Riverside, CA

The submission portal will open in September

Southwestern Psychological Association (SWPA)
2023 Dates TBA, Frisco, TX
Call for Chapters: STP E-book

Jessica Cerniak, Editor for STP e-books, is happy to announce a new e-book project headed by members of STP’s “Teaching to Make a Difference” Presidential task force. This new e-book, tentatively titled “Applying Psychology Beyond the Classroom: Social Justice Activities for Intro and Upper-Level Courses,” is seeking chapter proposals. Consistent with STP’s Mission Statement and the Statement on Addressing Systemic Racism and Inequity, we encourage applications from colleagues who are from underrepresented groups and have diverse backgrounds and experiences.

There has been great progress in incorporating and valuing DEI and social justice in the classroom. To advance, emphasis must be on the application of this work within and beyond the classroom. The purpose of this e-book is to develop a collection of social justice activities from a range of thematic pillars within Psychology (e.g., Biological, Cognitive, Developmental, Social and Personality, Mental and Physical Health, IO, Neuroscience, Statistics, Multicultural Psychology), which can be modified for use with students from diverse academic, cognitive, and skill set levels.

Each chapter will include: a description of a social justice activity; narratives of how to implement the activity in both upper and lower-level courses; an identification of upper and lower-level course learning outcomes; and a brief “Introduction” video (no longer than 10 minutes; akin to a “teaching slam”). The video may be as formal or informal as authors like, and no specific required software is necessary for recording (e.g., a cell phone recording would suffice).

Preference will be given to proposals that: incorporate Universal Design for Learning (UDL) frameworks; are modifiable for multiple modalities (e.g., face-to-face, remote, hybrid); and embrace activities that encourage “multiple ways of knowing,” including empirical, ethical, personal, aesthetic, and emancipatory frameworks of knowledge within academic settings (Gurm, 2013). The aim is to create a broad, comprehensive scope for this e-book, so we highly encourage individuals to apply, even if they do not think their activity fully fits the scope of the e-book. If you have an application-based activity related to psychology, which is easily modifiable for various audiences (e.g., graduate students), we recommend you submit a proposal.

If you are interested in learning more about the proposal and contribution details, please check out our STP Social Justice E-Book Details. For access to the submission portal, click here.

RESOURCES

We will be accepting proposal submissions up until November 30. For further inquiries, don’t hesitate to reach out to Neda Moinolmolki at nmoinolmolki@albertus.edu

We look forward to receiving your proposals!

STP publishes e-books related to the teaching and learning of psychology. These books are available on the STP website and can be downloaded for free.

New Resource: S&P Laboratory

Ashley Waggoner Dentor, STP’s Editor of Best Practices in Teaching and Learning, is pleased to announce the availability of a new teaching resource. Visit here for STP’s online teaching resources.

Build-Your-Own Sensation and Perception Lab Kits: A Compilation of Inexpensive, Accessible Activities

Author: Brittany Jeye
Affiliation: Worcester State University

Description: This easy-to-navigate 85-page resource provides step-by-step instructions on how to conduct over 35 hands-on activities for a sensation and perception course. These accessible and inexpensive laboratory-style activities allow students to gain a deeper understanding of important concepts in vision, sound, touch, and the vestibular and chemical senses. Each activity includes a guiding question, a list of materials and sample budget, the estimated time required, instructions for the activity set-up and procedure, discussion prompts, and links to additional resources.

*Note: 2021 Instructional Resource Award

“This is How I Teach” Blog

Vishal Thakkar, Tarrant County College Southeast Campus (TCC) and University of Texas Southwestern Medical Center (UTSW), is the most recent contributor to STP’s “This is How I Teach” Blog.

Are you interested in sharing your secret teaching life with STP?

We’d love to hear from you! To get started, send your name, institution, and answers to the questions below to: howiteach@teachpsych.org.

1. Tell us about your favorite lecture topic or course to teach.
2. What are three words that best describe your teaching style?
3. What is something your students would be surprised to learn about you?
Here is a recent article that is available to STP members by visiting [here](#) (requires login) and following the instructions for logging into the Teaching of Psychology website. This site also provides instructions for receiving email notifications of future OnlineFirst articles.

- A 3-Pronged Approach for Teaching Psychology Students to Understand and Avoid Plagiarism

### Resources from APA

**APA PsycInfo® research updates**

A tool courtesy of your university’s APA PsycInfo subscription, APA PsycInfo research notifications provide weekly updates tailored to your specific topics of interest. Leveraging AI and machine learning, the service helps psychology educators and researchers discover and explore the latest scientific literature, spanning publications from over 50 countries, with one-click access to full-text.

**Sign up for research updates.**

Educators use the service to share new content relevant to what they’re teaching in class, or to stay up-to-date in their area of research. Instructors also recommend the service itself to students to help find scholarly content to cite in their research papers, or to follow real-world research examples of the concepts they learn in class.

**Read instructor feedback.**

> “I find that APA PsycInfo provides research relevant to courses that I teach. The information is on topics related directly to my teaching.”

— Educator using APA PsycInfo® Research Updates

---

**APA Webinar: Are Feelings Contagious?**

**APA Webinar: Are Feelings Contagious? The Psychology of Shared Emotions**

Wed, September 14, 2022 1:00 PM – 2:00 PM PDT [4:00 PM – 5:00 PM EDT]

Excited to announce that APA is collaborating with Hollywood via the National Academies Science Entertainment Exchange. This is a terrific way to help communicate our psych science to the public.

Very excited that Dr. Wendy Berry Mendes will be the star of our first collaborative program to discuss research on emotional contagion and the program will be moderated by Ahmed Best (who was in Star Wars!).

All are welcomed to attend. Registration is free. [Register here.](#)

Mitch Prinstein, APA Chief Science Officer

**Additional Resources Outside STP**

**Resources on Psychological Literacy**

STP member Jacquelyn Cranney announced a recent update to a reference list and literature on psychological literacy.

**Improve with Metacognition: Updates**

*Improve with Metacognition* announces our most recent updates. We have published the first several blogs in our newest guest editor series: *Metacognition and Self-Assessment*. Dr. Ed Nuhfer and colleagues have engaged in a collaborative effort to understand self-assessment, which is a subskill within the realm of metacognition. Areas of study include bias in the disciplines, privilege and equity, mindset and growth, and surveys of knowledge. Read the overview of the series [here](#), which includes links to the individual blog posts.

I’ve also enjoyed meeting with a few of you as part of *Metacognition with Missy*. If others would like to get feedback on a metacognitive pedagogical idea, check out the [Metacognition Mentorship Opportunities](#).

Stay tuned, as more guest blogs are coming! As always, find more about metacognition at [http://www.improvewithmetacognition.com/](http://www.improvewithmetacognition.com/) and follow us on Twitter [@improvewithmetacog](#).

Sincerely,

Missy Terlecki, Managing Editor

Lauren Scharff and John Draeger, Co-Creators