TABLE OF CONTENTS

Current STP Service Opportunities ...................... 1

GREETINGS FROM STP PRESIDENT SUSAN NOLAN ................................................................. 2

FEATURED ITEMS ............................................. 3
ACT 2021 .................................................. 3
STP (Division 2) at APA 2021 ......................... 3
Survey on the Undergraduate Psychology Statistics Curriculum .................................................. 3
Joining/Renewing in STP in 2022 ...................... 4
  STP encourages you to “Go Green!” ................. 4
  Reduced dues for some non-US members ......... 4
News from APA ............................................ 4
  APA 2021 ................................................. 4
Free E-Book: Psychology and the Post Pandemic Workplace .................................................... 4
Call for Papers: Translational Issues in Psychological Science .................................................. 4
Science Spotlight ........................................... 5
Request for comments: Associate member voting privileges ....................................................... 5
APA’s Advocacy for Education ....................... 5

DIVERSITY & INTERNATIONAL RELATIONS ... 5
Advancing Age Inclusivity in Psychology: A Virtual Teaching Workshop .................................. 5
APN International Awards ............................. 5
APN Early Career International Psychology Grants 5

GRANTS & AWARDS ............................... 6
APA Awards and Grants ................................ 6
  APA Distinguished Scientific Awards for an Early Career Contribution to Psychology .......... 6
  APA Dissertation Research Award ..................... 6
  APA Public Interest Awards ......................... 6
  Commission on Ethnic Minority Recruitment, Retention, & Training Grants ......................... 6
  Early Graduate Student Researcher Award ....... 6
  Funding Opportunities from APF ................... 6
  NSF Award for Young Researchers ................. 6

MEMBERSHIP ............................................. 7
The GSTA Corner ........................................ 7
  How to Handle Teaching Evaluations: Tips & Tricks! ....................................................... 7
  GSTA Team News ...................................... 8
  Other GSTA Activities and Initiatives ............. 8
The ECP Corner ......................................... 8
  Suggestions for Summer Reading ................... 8

PROGRAMMING ......................................... 10
Regional Psychology Conferences .................... 10
MATOP 2021 ............................................. 10
Teaching Conferences .................................. 10
NITOP 2022 ............................................. 10

RESOURCES ............................................. 11
New Teaching Resource: Evaluating Research Summaries .......................................................... 11
Associate Editors, STP E-books ...................... 11
Project Syllabus: Two New Syllabi .................... 11
Online Leadership Trainings ............................. 11
Listing of Papers on “Psychological Literacy” ....... 11
Join the Conversation on STP’s Social Media Networks ............................................................. 11

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.

- Director, Professional Development Mentoring Network (Deadline: August 30, 2021)
- Director, Departmental Consulting Service (Deadline: August 30, 2021)
- Editor, Best Practices in Teaching and Learning (Deadline: August 30, 2021)
- Editor, Project Syllabus (Deadline: August 30, 2021)
- Associate Editor, E-xcellence in Teaching (Deadline: August 30, 2021)

Visit here for Service Opportunities in APA (STP serves as APA Division 2) and other organizations:

STP News Co-Editors: Stephanie Afful & Tom Pusateri Send inquiries or news items to stp@teachpsych.org
GREETINGS FROM STP PRESIDENT SUSAN NOLAN

July 1, 2021

Celebrating Excellence in Psychology Learning and Teaching: Kelley Haynes-Mendez and Birgit Spinath

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

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

Within STP, Kelley has been an innovative and forward-thinking leader, serving most recently as the Vice President for Diversity and International Relations. Prior to holding that position, Kelley served as Chair of the International Relations Committee. She also previously served on STP’s Diversity Committee. Kelley’s leadership within STP has been consequential for the organization, and her work has led to lasting and ongoing change, particularly with respect to diversity, equity, inclusion, and internationalization. Among her many contributions, Kelley was central to the development of STP’s Statement on Addressing Systemic Racism and Inequity; she initiated an organizational DEI assessment process; she championed partnerships with UPEACE, ESPLAT, and other international organizations; and she has published and presented related to DEI and internationalization within psychology learning and teaching organizations, including STP. Her contributions to STP will reverberate beyond her leadership within the organization, and I have no doubt she will continue to contribute to psychology learning and teaching in her new role at APA.

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

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

Annual Conference on Teaching

Typically, Presidential Citations are bestowed on the honorees at the Annual Conference on Teaching (ACT) or another psychology teaching conference. I am honored to present Kelley with her citation in person during the upcoming ACT in Louisville, KY, from October 14-16, and I look forward to presenting Birgit with her citation in person when international travel has returned to some semblance of normality. Congratulations to these inspiring leaders in our field!
ACT 2021
By Lindsay Masland, Director of ACT
We're about 3 months away from the Society for the Teaching of Psychology's 20th Annual Conference on Teaching (ACT) (October 14-16, 2021, Louisville, KY and Virtual) and the details of the conference are starting to come together! First authors have been notified of the status of their submissions, and we're beginning to pull together our program. We hope to share a comprehensive schedule by the end of the summer, but while you're waiting, don't forget to complete your conference registration. And while you're at it, you can reserve your hotel rooms as well, which are offered at an ACT discount rate of $199 per night for both King and Queen rooms.

Although we hope you are able to join us in person at the Louisville Marriott Downtown from October 14-16, if not, we invite you to register for the Online Only rate, which will grant you access to virtual, asynchronous content during and after the conference. Attendees who register for the in-person conference will automatically gain access to all virtual content—what a deal!

Also, don't forget that in place of this year's typical Thursday night welcome reception, the STP President (Susan Nolan) and Past President (Amy Fineburg) will be hosting a celebration to honor the 75th anniversary of the Society for the Teaching of Psychology. Although we're still in the planning stages of the event, we hope to hold an after-dinner party with drinks, dancing, and general merriment. And since we're all missing each other after so much time apart, the 75th Anniversary celebration promises to be a pretty excellent time.

See you in Louisville!

TOPInc: ACT 2021 Pre-Conference Workshop
STP announces the second consecutive Teaching of Psychology Incubator (TOPInc). Like a business incubator, TOPInc will help individuals develop and accelerate ideas they have for non-traditional scholarly impact.

We invite all teachers of psychology to join us for this free pre-conference workshop, on October 14, 2021, 1-5pm at the conference hotel in Louisville Kentucky. It is limited to the first 10 registrants who will work closely with TOPInc mentors. This year's mentors are Jane Halonen, Garth Neufeld, and Anna Ropp. For more information, watch this video and register here.

STP (Division 2) at APA 2021
The STP (Division 2) program at APA 2021 (virtual) is available here.

This year's Division 2 program includes the following virtual sessions, all of which will be available on demand beginning August 12:
• STP Presidential Address (a panel that includes the STP President, President-Elect, and Past President)
• 7 Skill-Building Sessions
• 14 Symposia
• 3 STP Task Force Sessions on:
  • Pivot Teaching
  • Integration of Diversity, Equity, and Inclusion (DEI) and International Initiatives Across STP
  • Statistical Literacy, Reasoning, and Thinking

Registration provides access to all the virtual sessions at APA, not just STP's sessions. Registration is $120 for APA members, $190 for non-APA members, $35 for student affiliates, and $75 for nonmember students. Registration is open now at https://convention.apa.org/.

Special thanks to STP's Program Director, Melissa Beers, Associate Director, Mona Xu, and to those who submitted or reviewed sessions. We hope you will join us in viewing the great work of our presenters.

Survey on the Undergraduate Psychology Statistics Curriculum
STP's Presidential Task Force on Statistical Literacy, Reasoning, and Thinking invites you to participate in a survey on the Undergraduate Psychology Statistics Curriculum. The purpose of this research is to better understand the ways in which statistical literacy and statistical education is taken up in psychology departments across the United States. We are interested in statistical education in both statistics-oriented courses and non-statistics content courses.

The study has received approval from the University of Oklahoma's IRB. The survey is available here until September 15, 2021 and should take approximately 30 minutes to complete. Please note that there are two captchas that participants must fill out—the first one comes on the first page after participants agree or disagree to take the survey. The second captcha comes on the final, thank you page for those who have completed the survey. Please complete both captchas and click "Submit" for your responses to be recorded.
Joining/Renewing in STP in 2022

Beginning August 1, 2021, STP will accept dues for STP membership in 2022. We will begin processing memberships directly on the STP website, which will provide new and renewing members immediate access to members-only materials, including online access to *Teaching of Psychology (ToP)*.

If you are a current STP member, you may renew for 2022 in the following ways effective August 1, 2021:

- **APA members of Division 2 (STP):** Renew via MyAPA. Do not renew on the STP website
- **APS members** may join or renew directly on the STP website (available August 1) or by purchasing a subscription to ToP from the [APS website](http://aps.org). If you join/renew via APS, you will experience a delay in gaining access to STP members-only benefits.
- **All other STP members** will renew via the STP website (available August 1).

**STP encourages you to “Go Green!”**

Members who join or renew on the STP website will default to receiving ToP online only with the option of requesting print issues if the member prefers. Members who request print issues will also have online access to ToP. We encourage all members to opt out of receiving print issues and read ToP online.

**Reduced dues for some non-US members**

STP’s Executive Committee approved reduced dues ($5) for STP members who reside in countries that are not classified as “high income economies” on the [World Bank’s website](http://worldbank.org). This reduced rate will only be available on the STP website. STP members who choose this rate will receive ToP online only and will not receive print issues of the journal.

**STP Member Achievements**

Dawn Albertson, Chair of STP’s International Relations Committee, presented the opening keynote at the British Psychological Society’s Division of Academics, Researchers, and Teachers in Psychology (DARTP) virtual Annual Conference, June 23, 2001. Her keynote was entitled “Seeing the Trees in the Forest: Opportunities for Inclusive Practice within the Psychology Curriculum.”

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.

---

**Death Notice**

We have learned of the passing to a psychologist who may have influenced readers of this newsletter.

Lee Ross, a Stanford University psychologist who conducted research on attributional biases, passed away at 78. To read his obituary in the New York Times, click [here](http://nytimes.com).

**News from APA**

**APA 2021**

Registration is now open for APA 2021, which will be held fully virtually on August 12-14. Visit [here](http://apa.org) for more information.

**Keynotes include:**

- Robert B. Cialdini, PhD – The Power of Persuasion and Pre-Susision to Create Change
- Adriana Galván, PhD – What Has Neuroscience Revealed About the Adolescent Brain?
- Tania Israel, PhD – The Power of Psychology to Heal the Political Divide
- Deepa Iyer, JD – Surviving and Thriving 20 Years After 9/11
- Thomas Parham, PhD – Leading vs. Managing: Courageous Postures Amid Cultural Legacies

Visit [here](http://apa.org) to view the list of STP’s (APA Division 2’s) on-demand programming (available August 12) and [here](http://apa.org) for program highlights for other APA divisions.

**Free E-Book: Psychology and the Post Pandemic Workplace**

Workplace innovations spurred by the global pandemic have only just begun. Over the coming months and years, what we have experienced and learned will impact the workforce in ways we do not yet understand. However, what is clear is that psychology has a critical role to play in shaping this future. Download the e-book [here](http://apa.org).

**Call for Papers: Translational Issues in Psychological Science**

APA Publishing invites article submissions for *Translational Issues in Psychological Science*. At least one author must be a graduate student or post-doctoral fellow. The editors seek articles on general topics and commentaries on past articles as well as calls for articles on the following special issue:

- **Psychological Science and Global Health**
  
  **(Deadline: October 1, 2021)**
**Science Spotlight**

Read the latest issues of the APA Science Directorate’s online publication, *Science Spotlight*, and subscribe for notifications on future issues.

**Request for comments: Associate member voting privileges**

The APA Board of Educational Affairs (BEA) is requesting comments on a proposed APA Bylaws amendment that would make Associate members who have been members of APA for one year eligible to vote in the President-Elect and Board of Directors Member-at-Large Elections and the APA Bylaw Amendment and Apportionment Ballots. **Deadline for comments: August 1, 2021**

---

**DIVERSITY & INTERNATIONAL RELATIONS**

**Advancing Age Inclusivity in Psychology: A Virtual Teaching Workshop**

Friday August 20, 1:00-3:00pm EST. Register [here](#).

The need to advance age inclusivity in psychology, and higher education more generally, is plain and clear. Our population is aging at a rapid rate as more individuals experience extended longevity. The number of adults ages 65 and older will more than double in the coming years - making for a more age-diverse society in which we live and work. Despite these historic changes, students in higher education are rarely exposed to information about aging or interact with older individuals. Thus, most graduate with a negligible awareness of aging issues and enter their personal and professional worlds with a lack of aging literacy.

This workshop designed by members of APA’s Division 20 (Adult Development and Aging) aims to provide instructors with information and resources for integrating aging content into core Psychology courses. Attendees will also learn about the Age-friendly University (AFU) initiative and how its set of 10 Principles offers a guiding framework for institutions to meet the needs of our aging population and age-diverse students. As well, all attendees will receive a special issue of *Teaching Tips for Advancing Age Inclusivity in Psychology*.

This workshop is supported by an APA BEA Grant for Precollege and Undergraduate Teaching Conferences

**APA International Awards**

**APA Award for Distinguished Contributions to the International Advancement of Psychology**

This award honors an individual who has made sustained and enduring contributions to international cooperation and the advancement of knowledge in psychology. Read more [here](#). **Nomination deadline: August 1, 2021**

**APA International Humanitarian Award**

This award recognizes extraordinary humanitarian service and activism by a psychologist or a team of psychologists, including professional and/or volunteer work conducted primarily in the field with underserved populations. Read more [here](#). **Deadline: August 1, 2021**

**APA Early Career International Psychology Grants**

APA’s Committee on Early Career Psychologists (CECP) is pleased to announce their *Early Career International Psychology Grants*. This year, CECP is excited to award two distinct grants that align with their 2021 strategic priorities. Grants will be given to support the implementation of clinical or research projects in any area of psychology that 1) are not eligible or likely to receive financial support from other funding agencies, and 2) are not likely feasible without the funding support.

Two awardees will be selected and granted a maximum of $1,000 each. Funds must be utilized to support work related to international psychology. Specific consideration will be given to proposals that have a significant international element and/or include significant international collaborations with colleagues or communities from at least two different continents. Proposals that include collaborations or involvement with countries that are facing an economic hardship will also receive specific consideration. **Deadline for Proposals: August 27, 2021**

---

**APA’s Advocacy for Education**

APA supports legislation that would put a federal ban on corporal punishment in school-based settings.

APA supports the Biden administration’s FY 2022 budget request for funding for the Institute of Education Sciences to conduct education research that addresses educational access and outcomes and that addresses the impact of COVID-19 on education.

Click on the following links to learn about APA’s advocacy initiatives for [pre-K to 12 education](#), [higher education](#), and [workforce development](#). To learn about APA’s other advocacy initiatives, click [here](#).
### GRANTS & AWARDS

<table>
<thead>
<tr>
<th>Deadline</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOV 1, 2021</td>
<td>Early Career Travel Grants</td>
</tr>
<tr>
<td></td>
<td>Scholarship of Teaching and Learning Research Grants</td>
</tr>
<tr>
<td></td>
<td>Promoting Partnerships Small Grants</td>
</tr>
<tr>
<td>DEC 31, 2021</td>
<td>APA Division 2 (STP) Fellows (Must be an APA member to apply)</td>
</tr>
<tr>
<td>ONGOING</td>
<td>Projects or Sponsorship Requests</td>
</tr>
</tbody>
</table>

### APA Awards and Grants

**APA Distinguished Scientific Awards for an Early Career Contribution to Psychology**

The APA Distinguished Scientific Awards for an Early Career Contribution to Psychology honor early career scientists for contributions in the first 9 years post-PhD. **Deadline for applications is August 1, 2021.** For this year’s program, nominations of persons who received doctoral degrees during and since 2012 are being sought in the areas of:

- animal learning and behavior, comparative
- developmental
- health
- cognition/human learning
- psychopathology

**APA Dissertation Research Award**

APA’s Science Directorate sponsors an annual program to assist science-oriented doctoral students of psychology with research costs. The current program includes 30-40 grants of $1,000 each, along with several larger grants of up to $5,000 to students whose dissertation research reflects excellence in scientific psychology. **Deadline for applications: September 1, 2021**

**APA Public Interest Awards**

APA’s Board for the Advancement of Psychology in the Public Interest invites nominations for the 2022 APA Public Interest Awards. **The deadlines have been extended to July 23, 2021.**

- APA Award for Distinguished Contributions to Research in Public Policy
- APA Award for Distinguished Contributions to Psychology in the Public Interest (Senior Career)
- APA Award for Distinguished Contributions to Psychology in the Public Interest (Early Career)

**Commission on Ethnic Minority Recruitment, Retention, & Training Grants**

The CEMRRAT small grants are intended to serve as "seed funds" to energize, empower, and support interested individuals, organizations, and educational institutions committed to enhancing ethnic minority recruitment, retention, and training in psychology. **Deadline: September 17, 2021**

**Early Graduate Student Researcher Award**

This program recognizes students for conducting outstanding research early in their graduate training. Funds ($1000 for each of three awards) may be used for direct research expenses, software and/or conference travel; it may not be used for tuition, fees, or personal expenses. **Deadline: September 21, 2021**

**Funding Opportunities from APF**

Visit [here](#) for a more complete list of funding opportunities from the American Psychological Foundation (APF) designed for early career psychologists, mid/senior level psychologists, teachers of psychology, and achievement awards. Visit [here](#) for scholarships and grants for graduate students. Apply online for all programs [here](#); read FAQs [here](#). The following program may be of particular interest to the general audience of teachers of psychology.

**High School Psychology Outreach Grants**

These grants support regional teaching networks that facilitate networking and professional development for high school psychology teachers. APF will award $25,000 in grants in 2021. The average value of grants awarded to date has been $500-$1,000 per grant though larger grants are possible. **Deadlines are November 1 and July 1 each year.**

**NSF Award for Young Researchers**

The National Science Foundation will begin accepting nominations for the 2022 Alan T Waterman Award on July 19. The Alan T. Waterman Award recognizes outstanding young researchers in any field of science or engineering supported by the National Science Foundation. **The portal will close mid-September.**
The GSTA Corner

How to Handle Teaching Evaluations: Tips & Tricks!

by: Maaly Younis, William Ridgway, Adam Green, Kelly Cuccolo & Madeline Bruce

At the end of every semester, there is always this moment when we, graduate teaching assistants, become concerned about how to interpret and deal with teaching evaluations. It is a daunting task, especially if it is your first-time teaching. A very important thing to remember is that research that has been done in this area shows that teaching evaluations have little to do with your efficacy as a teacher (Darling-Hammond, 2012). In this month we are sharing with our fellow graduate teaching assistants our ways of handling these evaluations and what they mean to us in terms of developing our experiences as instructors.

Maaly: Although I believe that teaching evaluations are not a 100% reliable source of data to evaluate my teaching efficacy, there is still value to the students’ opinions of how they perceive my teaching practices. So, I find it helpful to keep a reflective journal where I document and reflect on my teaching practices in terms of what works and what does not. Comparing my reflections to the students’ opinions is a good way to improve my future teaching planning and also keeping the practices that have good results and are perceived positively by the students. Another technique I use is peer evaluation. During the semester, I ask a few of my colleagues or mentors to observe my class and provide feedback. These notes are also helpful if any of them are consistent with the students’ feedback. In general, it is important not to let the negative comments put you down and remember that there is always room for growth and expansion as instructors in training.

Kelly: It can be easy to focus or dwell on that one negative evaluation, or those few critical comments, but take time to reflect on what you can act on and improve for future iterations of the course. You can’t change yourself, but you can make adjustments to the course such as talking slower during lectures or making assignment instructions clearer. If you tend to dwell on the negative feedback, it might be helpful to have a trusted mentor read through your evaluations first. They can help summarize what students saw as the strengths and weaknesses of your course, and help you process what changes you can realistically implement to improve.

William: Teaching evaluations — considered by some to be deeply flawed measures — can be quite useful for continued development. They attempt to point instructors in the proper direction, regardless of whether that direction stems from positive or negative feedback. Typically, instructors will tend to focus their attention on negative feedback and find it difficult to value a compliment and critique equally. Thus, it is important to remember that every instructor will receive negative feedback at some point during their career, and such feedback should be acknowledged. It is important to note what has worked well and what needs improvement. Finally, always remember to account for your experience. There are so many factors that comprise a “pristine” course and many of those factors are constantly evolving and are a function of experience.

Adam: It is important to remember that while we all want good reviews all the time, it is simply not going to happen. This is because there is no one teacher, or teaching style, that will be effective for and please all students. For example, some students are in search of accurate information which they can take with them into their further studies. Other students may not care as much for the nitty-gritty details, and instead want easily digested facts or rules which they can rely on when memorizing information for tests. Still others may simply despise the content itself and no teacher on the planet could make them enjoy it (stats teacher here!). Thus, we will always receive some lukewarm or negative feedback about our teaching. What we should focus on is which bits of criticism do we care about and respond to? Decide for yourself what areas of your teaching you consider important, and that you could improve upon. Reviews will probably never all be perfect, so the important thing is to decide which feedback you take to heart and which feedback you leave behind.

Madeline: Between our sincere desire to leave every student happy and the research that finds that teaching evaluations can be quite flawed and biased, processing and using student feedback can be difficult. What I
would offer is to seek a mentor, a colleague you trust, or as my mentor puts it, “an old head who’s been there: make sure they have some grey hairs.” They can offer insight on common compliments and complaints, and, having likely known you for more than a semester, can help determine feedback from venting. There are times students provide constructive feedback for the course, but there are other times they take that space to leave concerns about issues on campus and beyond. Bringing another colleague can help illuminate themes so we can understand how to help students in and out of our classroom.

References

The ECP Corner
Suggestions for Summer Reading

Dear ECPs,

*Summer is in full swing, and I am trying to unwind after a very long year+ of pandemic teaching by reading. Do you have recommendations for summer reading?*

Thanks,  
Relaxed by Reading

Dear Relaxed by Reading,

It really does feel like we have been working for 15 months straight, doesn’t it? Whether you read a book for course preparation or simply for pleasure, hopefully these recommendations from your ECP Committee will point you in the right direction.

**Courtney:** What a crazy year it has been! With everything that has been happening, reading for fun hasn’t always made it to the top of my to-do list (aside from children’s bedtime stories!). However, this summer I’m re-reading the *Harry Potter* series by J.K. Rowling with my daughter and it’s the perfect little escape from everything else that has been going on. In terms of work-related reading, I’m also beginning to think about teaching my Introductory Psychology course later this summer and next Fall and in relation to what I have been reading up on the Introductory Psychology Initiative recommendations and resources. I am hoping for a calmer 2021-2022 school year where I can catch up on all of these great recommendations from my fellow ECPs!

GSTA Team News

Congratulations to GSTA Steering Committee Member Kelly Cuccolo for her new position as an assistant professor at Alma College!

Congratulations to GSTA Chair Maaly Younis for successfully defending her dissertation!

Other GSTA Activities and Initiatives

For regular updates on GSTA activities, follow us on Twitter (@gradteachpsych) and Facebook (groups/theGSTA), join the GSTA Listserv, check out our Blog and past entries for the GSTA Corner, or write to us at gsta@teachpsych.org.

You can find out more about us here or at the GSTA resource website, where we periodically post ideas and materials.

**Molly:** OH MY GOODNESS, DO I! I have always been a voracious reader, and it has felt SO GOOD to completely disregard most professional duties and consume popular fiction and non-fiction almost constantly for the last few weeks. This newsletter would be book-length if I listed all of my recommendations, but here are some recent favourites.

**Fiction:**

Literary fiction with a hint (or more) of sci-fi/fantasy: *Meet Me in Another Life; The Changeling; All That’s Left of Me; The One*

Fictional reimaginings of real events/people: *Behave; Mystery of Mrs. Christie; 11/22/63*

Beautiful stories and perspectives of people different from me: *A Woman Is No Man; This Is How It Always Is; My Sister, the Serial Killer*

**Non-Fiction:**

Amazingly rich histories of darkly fascinating people: *The Road to Jonestown; Jim Jones and Peoples Temple; Manson: The Life and Times of Charles Manson*

Memoirs of women who have lived through extraordinary things (my personal favourite genre): *Redefining Realness: My Path to Womanhood, Identity, Love & So Much More; A Lab of One’s Own: One Woman's Personal Journey Through Sexism in Science; Becoming Eve: My Journey from Ultra-Orthodox Rabbi to Transgender Woman; Unfollow: A Memoir of Loving and Leaving Extremism*
I’ll stop now. Believe it or not, I restrained myself, so feel free to find me on Twitter (@metzpsych) for more recs! Some are even related to work :)

**Kareanna:** My current reads include board books and *Indestructibles* with my little one, but I admit that reading for fun is how I cope with, well, everything. Here are a few of my recent favorites:

- **Black Dignity in a World Made for Whiteness** by Austin Channing Brown
- **From Scratch: A Memoir of Love, Sicily, and Finding Home** by Tembi Locke
- **The Last Thing He Told Me: A Novel** by Laura Daves
- **Noise** by Daniel Kahneman, Olivier Sibony, and Cass Sunstein
- **The Couch’s Guide for Women Professors Who Want a Successful Career and a Well-Balanced Life** by Rene Seltzer
- And last but not least, the binge-worthy *Bridgerton* series by Julia Quinn

**Daniel:** My committee-mates have provided wonderful reading suggestions, for fun and for career (and for both, of course). I’d like to suggest a couple of readings about something a bit different! As a white professor who often teaches courses such as Psychology of Diversity, I am constantly working to increase my literacy and understanding surrounding issues of race, racism, and the like. This desire has only magnified following the events of last year. As a result, I would recommend the following as helpful and enlightening tools for anyone looking to grow in this area. First, I recommend reading *White Fragility: Why It’s So Hard for White People to Talk about Racism* by Robin DiAngelo, which discusses the defensiveness that white people sometimes feel when faced with a threat to their preexisting beliefs about race. In a similar vein, you can also explore *So You Want to Talk About Race* by Ijeoma Oluo or *I’m Still Here: Black Dignity in a World Made for Whiteness* by Austin Channing Brown. Finally, I recommend *Blindspot: Hidden Biases of Good People*. Written by psychology powerhouses, Mahzarin Banaji and Anthony Greenwald (you may know them as the creators of the Implicit Association Test, or IAT), this book explores the power of implicit biases and how we can combat them. If you are interested and would like more recommendations of books about these topics, just reach out to me!

**Albee:** Like Kareanna, I have been reading more children’s books this past year as my 5-year-old gears up for Kindergarten (I cannot believe it - please stay a baby forever). Our family has also been spending a lot more time in the kitchen, reading stories and then making the featured eats (e.g., *Cora Cooks Pancit* by Dorina K. Lazo Gilmore, *Dumpling Soup* by Jama Kim Rattigan). In addition to learning new characters and stories such as *Ladybug Girl*, *Pinkalicious*, *Fancy Nancy*, *Amelia Bedelia*, and the *Princess in Black* series (there is a free booklet specifically for the coronavirus), I did find a teeny-weeny bit of time to curl up with some grown-up reads, which have informed me, like Daniel, to incorporate more diversity, equity, and inclusion themes in my courses (e.g., *The Psychology of Human Development, Educational Psychology*).

- **Arsenic and Adobo** by Mia Manansala
- **The Space Between Us** by Thrity Umrigar
- **Dear America: Notes of an Undocumented Citizen** by Jose Antonio Vargas
- **Homegoing** by Yaa Gyasi
- **Behind the Beautiful Forevers: Life, Death, and Hope in a Mumbai Undercity** by Katherine Boo

From all of us, thanks again for this fun question. Self-care looks different for everyone right now. Some of us feel more relaxed by preparing for the academic year ahead of us, while others want to read the latest thriller novels. Perhaps you have recommendations you’d like to share; feel free to message us on Facebook or Twitter so we can continue to add to our book list!

**Do you have any other ideas or questions about diversity/inclusion/equity or other topics? 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, 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.
Regional Psychology Conferences

Spring 2021 regional conferences were a huge success! Many regional conferences moved to a virtual format this year, which provided attendees more access for opportunities to learn, contribute, and network. Please, continue to support and attend STP teaching programming. It’s not too early to start preparing to attend or present at Fall 2021 or Spring 2022 conferences.

See the websites below for the latest information from each regional conference, including upcoming dates and locations for 2021 and 2022 gatherings. If you have questions about STP regional conference programming, email Garth Neufeld, regional-conference@teachpsych.org.

New England Psychological Association (NEPA)
October 23, 2021, Worcester (MA) State University

Eastern Psychological Association (EPA)
March 3-5, 2022, New York, NY

Southeastern Psychological Association (SEPA)
March 23-26, 2022, Hilton Head Island, SC

Southwestern Psychological Association (SWPA)
April 1-3, 2022, Baton Rouge, LA

Rocky Mountain Psychological Association (RMPA)
April 7-9, 2022, Salt Lake City, UT

Midwestern Psychological Association (MPA)
April 21-23, 2022, Chicago, IL

Western Psychological Association (WPA)
April 28-May 1, 2022, Portland, OR

MATOP 2021

MATOP 2021 will be virtual once again. Our focus is on using psychology for change. It is scheduled for Friday October 1 from 9:30 a.m. – 3:30 p.m. (Eastern). Dr. Karen Naufel is the keynote speaker. Other speakers include Laura Freberg, Sue Frantz, Molly Metz, Josh Fetterman, Todd Joseph, and Albee Mendoza. The conference website is here. https://dianepgcc.wixsite.com/website

We are including a teaching activity sharing session (thanks to NITOP for sharing the idea). The MATOP Teaching Activity Share (MTAS) is limited to six (6) presentations. We are looking for new activities that have not been shared previously. Apply here.

This year we are virtual, but we do have to charge a $10 registration fee to cover some expenses. Register here. We look forward to “seeing” everyone again!

Teaching Conferences

Neuroscience Teaching Conference
July 22-23, Virtual

STP (Division 2) Programming at APA 2021
August 12-14, 2021, Virtual

Australian Psychology Learning and Teaching Conference
September 17-19, 2021, Newcastle, NSW, Australia

Mid-Atlantic Teaching of Psychology Conference (MATOP)
October 1, 2021, Virtual

STP’s Annual Conference on Teaching
October 14-16, 2021, Louisville, KY and Virtual

National Institute on the Teaching of Psychology
January 3-6, 2022, St. Pete Beach, FL & Livestream

NITOP 2022

Registration for NITOP 2022 (January 3-6, 2022, St. Pete Beach, FL) is open. For safety reasons, registrations are limited to 200 people. A waitlist will be available.

For those who cannot attend in person, one day of NITOP 2022 will be live streamed. A separate registration is required to register for the live stream.

![NITOP 2022 Banner](https://example.com/nitop2022.png)
New Teaching Resource: Evaluating Research Summaries

Danae Hudson, STP’s Director of Teaching Resources, is pleased to announce the availability of a new teaching resource on the STP website.

**Title:** Evaluating Research Summaries

**Authors:** Keith Millis¹, Diane Halpern², Katja Wiemer³, Patricia Wallace¹

**Affiliations:** ¹Northern Illinois University, ²Claremont McKenna College

Description: This two-part resource, geared toward undergraduate and high school students, provides students with opportunities to learn ways research may be flawed or limited. The first document includes 16 research summaries that contain one or more methodological flaws (e.g., no control group, small sample size). Students must identify which of the 12 possible flaws could be limiting the research presented. Answers and explanations are provided in the second document. The resource can be accessed at [http://teachpsych.org/page-1603066#stats](http://teachpsych.org/page-1603066#stats).

Visit [http://teachpsych.org/page-1603066](http://teachpsych.org/page-1603066) to view the full list of STP’s teaching resources. This site also includes instructions for submitting teaching resources for peer review and for volunteering to serve as a peer reviewer.

Associate Editors, STP E-books

Jessica Cerniak, Editor of STP E-books, has announced the following individuals who have been appointed as Associate Editors of STP’s E-books:

- Alissa Beyer, Residential Faculty at Chandler-Gilbert Community College
- Heather Scherschel, Lecturer at Indiana University,
- Deanne Buffalari, Associate Professor at Westminster College

Project Syllabus: Two New Syllabi

Amy Hunter, Editor of Project Syllabus, is pleased to announce two new syllabi. To view the full list of syllabi and to learn how to submit your syllabi for peer review, visit [here](http://teachpsych.org/page).

**Statistics for Psychology (2021)**

**Author:** Isabelle Chang
**Affiliation:** Temple University

**Capstone in Psychology: Executive Function in Children’s Learning and Development (2021)**

**Author:** Isabelle Chang
**Affiliation:** Temple University

Online Leadership Trainings

APA’s Center for Creative Leadership offers online leadership trainings for students ($20), APA members ($35) and non-members ($45). Visit [here](http://teachpsych.org/page).

JUL 20, 1-2pm ET and NOV 9, 1-2pm ET

**Leading Through the Lens of Polarity Thinking**

SEP 16, 1-2pm ET

**Feedback That Works**

OCT 21, 1-2pm ET

**Direction, Alignment, Commitment**

Listing of Papers on “Psychological Literacy”

Jacquelyn Cranney (University of New South Wales) and her colleagues maintain a website that focuses on Psychological Literacy.

They recently updated the site to include a listing of papers that contain the phrase 'psychological literacy'. The extent to which the listed papers focus on 'psychological literacy' varies from 'in passing' to 'the main topic'.

If you have suggestions for any papers that should be added to this list, please email Jacquelyn Cranney at [cranney@unsw.edu.au](mailto:cranney@unsw.edu.au).

Join the Conversation on STP’s Social Media Networks

STP’s Membership Communication Committee oversees STP’s [Twitter](http://teachpsych.org/page), [Facebook](http://teachpsych.org/page), and [LinkedIn](http://teachpsych.org/page) accounts. STP also maintains three [Listservs](http://teachpsych.org/page). Join the conversation with other faculty interested in the teaching of psychology.

@TeachPsych