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## Seeking Candidates for STP Officers

STP seeks applications for five key leadership positions. 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.

- President-Elect
- Secretary
- Vice President for Programming
- Vice President for Resources
- Division 2 Representative to APA Council

**The deadline for applications is December 15, 2022.** For more information and to apply, visit [here](#).

## Join/Renew STP Through 2023

STP is 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*, through December 31, 2023. [Click here to join.](#)

**RENEW IN STP:** To maintain login access to STP’s website in 2023, please renew by December 31, 2022. [Click here for instructions on renewing in STP.](#)
Gratitude: Taking a Look Back . . . Way Back

December 7, 2022

“When eating fruit, remember the one who planted the tree.” – Vietnamese Proverb

As I write my last Presidential column, I am experiencing a mix of emotions—emotions that mirror those sentiments that often swirl at the end of a semester: relief, pride, sadness, and accomplishment. I am sure that everyone reading that brief list can relate and add to the list, as we say goodbye to students and start to look forward to a new semester. Although many of us have experienced the ebb and flow of semesters across the years, these past two-and-a-half years have been unique. Many of us have lost family, students, friends, colleagues, and mentors during this time. Many of us have experienced our own physical difficulties. The pandemic has challenged and changed us as individuals, teachers, and communities. It has been an emotional rollercoaster. Nonetheless, as I sit here and reflect today, the primary emotion that I feel is one of gratitude.

We all know that there is a growing literature related to the power of gratitude to help us shape and find meaning in our lives. As I reflect on this past year, I am grateful to all of our members within STP. It has been an honor and privilege to meet and work with you—teachers committed to both psychological science and our students. I am extremely grateful to have been able to serve as your STP President and to build on the work of so many others who have served in this role over the decades.

Looking Back a Few Decades

If you look at STP today, it would be easy to assume that as a Society and a Division of APA (Division 2), we have always been a thriving and successful organization. We also might assume that early in our history, that teachers would have flocked to Division 2 and the mission of the organization would have been clear. Yet, that is not the case.

In the years following World War II, APA put forth the idea of creating “divisions,” which focused on specialty areas. Interest in psychology was growing in large measure due to the growth and success of applied areas of psychology, including clinical, child, personality, and educational psychology. In total, APA initially created 19 divisions and decided to assign Division 1 to General Psychology and Division 2 to Teaching of Psychology, as both cut across specialty areas. At one point, there was discussion of combining the two divisions, but a vote of the involved members kept the two divisions as distinct.

Division 2 (Teaching) was slow to draft bylaws and develop membership categories. Indeed, I think I can safely say that for many psychologists, enthusiasm for the division was lacking. As noted by Wight and Davis (1992), it was a “division in search of self” (p. 365). Early membership figures are unclear, but the numbers were small. Moreover, in 1948, Helen Wolfle, Secretary of APA, noted that the Teaching Division had one of the largest numbers of resignations—21% of the membership had resigned leaving only 184 members. In 1951, the Division President Claude E. Buxton surveyed the membership about “whether the division should continue to exist” (Buxton, cited in Wight & Davis, 1992).

Part of the challenge for psychology was the growing divide between specialty areas of practice and teaching. Buxton (1952) stated, “Once we were all teachers” (p. 111). However, with increasing areas of specialty practice, Buxton noted a growing divide and conflict between those who focused on teaching and those he defined as subject matter specialists. Certainly, subject matter specialists were instrumental in the growth of divisions based on areas of practice and research interests (e.g., clinical, measurement). Teaching was often secondary to many of these areas of practice and as noted by Buxton (1952), “undergraduate teaching has assumed a subordinate role among us” (p. 111). Buxton further wrote that undergraduate teachers often were overloaded with too many responsibilities, stretched in too many directions, and focused on helping students. He wrote, “As we all know, very few of our undergraduates in psychology are going to become psychologists. Psychology teachers are accountable, then, for attempting to help their students live more advantageous private lives” (p. 112).

With these challenges, it was hard to muster broad support for the division. Fortunately, in that 1951 membership survey, a slim majority of individuals leaned towards keeping Division 2 with renewed focus on ways to build the division and expand its mandate. According to Wight and Davis (1992), Buxton articulated the following objectives for the division: “(a) communicate research or experience in teaching, (b) facilitate studies of the teaching process and situation, and (c) symbolize the teaching profession itself” (p. 373).

Membership was lean through the 1950s but began to grow dramatically in the 1960s as Division 2 added affiliate membership categories (e.g., student, international, high school). In the decades that followed, Division 2 expanded to become the Society for the Teaching of Psychology (STP) creating parity between members of all backgrounds.
Certainly, those basic objectives outlined by Buxton have flourished, and today our Mission Statement reads:

The Society for the Teaching of Psychology promotes excellence in the teaching and learning of psychology. The Society provides resources and services, access to a global collaborative community, and opportunities for professional development. It endeavors to promote equity and social justice for teachers and students of psychology with marginalized, racially minoritized, and intersecting identities. The Society also strives to advance the scholarship of teaching and learning; advocate for the needs of teachers of psychology; promote diversity, equity, and inclusion initiatives within the teaching and learning of psychology; foster partnerships across academic settings; and increase recognition of the value of the teaching profession.

From a struggling division in search of an identity, STP has grown into a thriving organization with a top-tiered Teaching of Psychology journal, an array of programming (e.g., the amazing Annual Conference on Teaching), numerous awards and grant programs, resources, eBooks, social media, professional services, and the list goes on.

So, today I am filled with gratitude for all of those early teachers who struggled to keep Division 2 alive—individuals who envisioned a dynamic and creative home for teachers of psychology. Division 2 could have easily become one of these division numbers with no name and no membership. Instead, early teachers of psychology kept working and refining the mission of Division 2 until it began to flourish. I am grateful for all the teachers who sustained Division 2 and then transformed it into STP, all the while growing the resources and opportunities for teachers. I am grateful for the work of all within STP over the past couple of decades, who have been dedicated to fostering ongoing development of a more diverse, equitable, and inclusive society with a global reach.

Additionally, for today, I am grateful to and want to thank all of the leaders within STP, including Susan Nolan (Past-President); Diane Finley (President-Elect); Stephanie Afful (Secretary); Jeffrey Holmes (Treasurer); Bill Altman (Vice President for Resources); Keli Braithman (Vice President for Grants and Awards); Danae Hudson (Vice President for Membership); Teceta Tormala (Vice President for Diversity and International Relations); Kristin H. Whitlock (Vice President for Programming); Thomas Pusateri (Executive Director); Maureen McCarthy (Representative to APA Council); Jodie B. Ullman (Representative to APA Council); and Amy Fineburg (Chair, Elections and Appointments Committee). Of course, this list is just the tip of the iceberg! STP functions because of the myriad of individuals who serve as leaders (e.g., committee chairs, editors, directors). The STP leadership page highlights these impressive individuals who form the foundation of STP.

I am also deeply grateful to all of whom worked on the presidential task forces this year and will continue to work on their various projects over the coming months. These projects will expand our knowledge related to the teaching of psychology and bring additional resources to teachers. I am in awe of all who have worked so diligently on these projects.

- Task Force for “Teaching to Make a Difference”: Neda Moinolmolki, Leslie Berntsen, Joan Bihun, Mike Corcoran, Jessica Simon, Maaly Younis
- Task Force on Teaching Ethics: Literacy, Thinking, and Reasoning: Karen Nauful, Rachel Besing, Elizabeth Pantesco, Vishal Thakkar
- Task Force on “Decolonizing Psychology” in Introductory Psychology: Teceta Tormala, Gabi Martorell, Leslie Berntsen, Ashley Morris Biddle, Vishal Thakkar, Angela Farris Watkins
- Task Force on Teaching Psychology and Climate Change: Georjeanna Wilson-Doenges, J. Michael Friedline, Danielle Fynczak, Alexandria (Ali) Hadd, Christopher Holland, Jessica (Jess) Nolan, Amy E. Sibulkin,
- Continuation of the work of the Task Force on Integration of Diversity, Equity, and Inclusion (DEI) and International Initiatives Across STP: Jerry Mize, Neda Moinolmolki, Ranjana Dutta

I encourage all of you to become involved in STP. It is an opportunity for professional development as well as service. It is also incredibly rewarding—you will never find a better group of people with whom to work and it is a wonderful and open community.

I began this column with a Vietnamese proverb: “When eating fruit, remember the one who planted the tree.” I know that I am grateful for all who planted the tree of Division 2. I am even more grateful to all who over the decades through today have continued to plant and nurture the orchard that is STP.

References


2023 STP Presidential Task Forces

STP President-Elect Diane Finley has identified two task forces for her presidential year, and she is currently seeking applicants for either task force. 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.

Terms of Service: Both task forces are time-limited. Task force reports are expected within 2023.

Community College Involvement in STP

Community college faculty comprise a large group of psychology instructors. Yet, we do not see them engaging with STP in large numbers. The purpose for this task force is to figure out how to welcome these faculty, how to increase the number who join STP, and how we can encourage them to become active in STP leadership. What can STP do to facilitate that engagement? The mission will be to explore 1) how many CC faculty, both full-time and adjunct, belong to STP; 2) if members, how can we encourage more involvement; 3) if not a member what can STP do to encourage engagement?

HBCU/MSI/TCU Involvement in STP

There are a large number of faculty who teach at Historically Black Colleges and Universities (HBCU), Minority Serving Institutions (MSI) and Tribal Colleges and University (TCU). Yet, we do not see these faculty engaging with STP in large numbers. The purpose for this task force is to figure out how to welcome these faculty, how to increase the number who join STP, and how we can encourage them to become active in STP leadership. What can STP do to facilitate that engagement? The mission will be to explore 1) how many faculty from these institutions, both full-time and adjunct, belong to STP; 2) if members, how can we encourage more involvement; 3) if not a member what can STP do to encourage engagement.

How to Apply to Either Task Force

Please submit the following materials to Diane Finley president-elect@teachpsych.org no later than Friday, December 16, 2022.
- Identify task force of interest in the subject line.
- A short letter of application explaining your qualifications for the position and why you are interested in this position.
- A current CV.

Questions? Email president-elect@teachpsych.org.

ACT 2022: Join Us Online!

By Lindsay Masland, Director of ACT

Thanks to all who attended STP’s Annual Conference on Teaching, in Pittsburgh, PA and/or via our online programming website. The 2022 ACT represented our first attempt at a hybrid conference, and we’re proud of the robust program of on-ground, synchronous, and on-demand sessions we were able to provide.

Those who register(ed) will continue to have access to our conference website until October 1, 2023. For those who were unable to attend, visit here to register to view the online content, which includes recordings of 8 synchronous sessions, 7 on-demand video presentations, 50 on-demand posters (many of these from the on-site conference), and access to the resources and slides of many of the on-ground presentations. We’re also including access to the 2021 conference content in current conference registrations, so it really is a bargain for only $25 ($50 for non-members).

Because the work of the Annual Conference on Teaching never ends, we’re already hard at work on the next conference, which is scheduled to have on-site components in Portland, Oregon at the Hilton Portland Downtown from October 5-7, 2023, plus on-demand and/or hybrid components through a 2023 ACT website. The request for both on-site and online proposals will be out in Spring 2023. I hope to see you at a future ACT!

Click here to view photos from the 2022 Annual Conference on Teaching.
APA 2023: Submit a Proposal
By Melissa Maffeo, Director of STP Programming at APA

Proposal submissions for APA 2023 is now open! APA 2023 will be held from August 3-5 in Washington, DC. STP (APA Division 2) is now accepting programming for skill-building sessions, data blitzes, symposia, critical conversations, and posters. Submit your proposal here. The deadline is January 10, 2023.

Finally, I'd like to draw your attention to Science Summits. These are in-depth showcases of outstanding science and conversations about the future of psychology. This year's summit topics are: The psychology of aging, the science that will save our planet, and the science of diversity, free speech, and academic freedom. If you teach or do research in these areas, I encourage you to submit a Division 2 proposal for a Science Summit.

If you have any questions at all, please email me atapa-conference@teachpsych.org.

APA Members: STP Needs Your Votes!
This message is targeted to APA members who are members of Division 2 (STP) or who are supportive of STP's initiatives. Please share with your colleagues who are APA members and who are supportive of STP's initiatives on the teaching of psychology.

The APA Apportionment and Bylaws Amendment election ends 11:59pm Eastern December 15, 2022. Your votes matter! To vote login to your MyAPA account and click on the link to the 2022 Apportionment and Bylaws Amendments Election Ballot.

How can you help STP (APA Division 2)?

Apportionment ballot: We encourage APA members to cast all or some of their 10 allotted apportionment votes for Division 2.

If you are an APA member, you are allowed ten votes that may be allocated to any division, or state, provincial or territorial association (SPTA) of your choice. These votes determine the number of Council Representatives for each division/SPTA. Council votes on a range of policies related to teaching as well as psychology as a whole. STP is Division 2 of APA, and our number of Council Representatives is determined by this apportionment ballot. The greater our representation the more voice we have on important issues within psychology! We encourage APA members to cast all or some of their 10 allotted apportionment votes for Division 2. Too often, members throw away these ballots, thinking that their votes do not make a difference, but these votes have helped Division 2 retain its two representatives on the APA Council. If enough votes are cast, Division 2 may be able to gain a third representative, thereby providing teachers a stronger voice to advocate for education initiatives at APA. Please support Division 2 by submitting your ballot and allotting Division 2 at least one more vote than you did last year.

APA Bylaws amendments: There are three proposed amendments that may be of interest to APA members of STP. Division 2's Advocacy Committee and Council Representatives recommend voting "yes" on these bylaw changes, with the strongest support for #2 & #3. To view these and other proposed changes to the APA bylaws, click here.

1. Updating the Mission of the Membership Board to be in Alignment with Current Practices,
2. Granting Associate members Voting Privileges After One Year (Instead of Five Years) of Membership
3. Adding a Graduate Student member on the Board for the Advancement of Psychology in the Public Interest, Board of Convention Affairs, Board of Educational Affairs, Board of Professional Affairs, Board of Scientific Affairs, Membership Board and Policy and Planning Board.

APS/STP 2023 Teaching Institute
Submissions are now open for the Association for Psychological Science 2023 Convention (May 25-28) in Washington, D.C., until December 15. Submit a poster for the Teaching Institute (May 23-24) or participate in other convention programming. Read more about poster submissions here.

Please note, the Teaching Institute requires an additional registration fee, and all first authors must be APS members. APS supports and accommodations will be posted to the convention website soon, and will include infant feeding rooms, financial assistance (including for students), ASL interpreters, and a commitment to work with other requests. Contact APS-stp IT Director Molly Metz at aps-conference@teachpsych.org with questions.
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):

- STP Officers: President-Elect, Secretary, 2 Vice Presidents, APA Council Rep (Deadline: December 15, 2022)
- Director, STP Programming at International Conferences (Deadline: December 15, 2022)
- Members, 2023 STP Presidential Task Forces (Deadline: December 16, 2022)
- Chair, High School Teacher Travel Grant Committee (Deadline: January 15, 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/Committees (Nominations for current openings are due January 31, 2023)

STP Programming at NITOP 2023

by David Berg, Director of STP Programming at NITOP

For NITOP 2023, Jason Spiegelman and I will act as the liaison sponsors from STP. Our sponsored speaker will be Dr. Veronica Yan (University of Texas at Austin) who will present at the conference and during the live stream event. Visit here for registration information.

News from APA

Open Science at American Psychologist

To improve openness and transparency in psychological science, a number of APA Journals have adopted the Transparency and Openness Promotion (TOP) Guidelines and implemented a variety of open science practices. Click here for a list of the initiatives implemented at APA’s flagship journal, American Psychologist.

Graduate Student Survey

APA wants to help graduate students in psychological science succeed. To understand the challenges facing students today, we’re asking you to share your thoughts and experiences about your training. We plan to use this information to create resources that address your needs more effectively. To respond to the survey, visit here.

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.

DIVERSITY AND INTERNATIONAL RELATIONS

DEI Task Force: First-Generation Survey

The members of the DEI Task Force of the Society for the Teaching of Psychology invite you to participate in a survey on your experiences with and perceptions of the barriers and strengths of first-generation college students. The survey is open to all higher ed. faculty, staff, instructors, or adjuncts who teach at the college/university level. Feel free to forward the link above to colleagues in other departments at your institution or at different institutions who work with first-generation college students.

APA Summer Undergrad Research Fellowships for Minoritized Students

The American Psychological Association will offer up to 25 fellowships to college students from underrepresented groups to conduct summer research in a psychological science laboratory. The purpose of this fellowship program is to promote diversity among psychology undergraduates considering research as a career by expanding access to laboratory training and mentorship.

The application portal will open in early January 2023. The deadline for applications is February 15. For more information, visit here.

International Perspectives in U.S. Psychological Science Journals

The National Academies recently published an article entitled International Perspectives in U.S. Psychological Science Journals: Proceedings of a Workshop – in Brief. The National Academies writes that they are very thankful for the APA’s financial contribution towards the 2021 workshop, which allowed the examination of this important topic in U.S. and international psychological science.
APA Letter: EDI in Psychological Science

Some of you may have been following the news concerning the recent resignation of an editor of a journal published by Association for Psychological Science over allegations of racist and biased editorial practices. In response, the American Psychological Association (APA), STP’s parent organization, issued a statement concerning how APA is addressing systemic issues of bias, prejudice, and unjust barriers. The statement below contains several links that may interest teachers of psychology who publish their research, review journal submissions, and serve on tenure and promotion committees.

Like others in the psychological science community, APA has been monitoring events that occurred last week regarding equity, diversity, and inclusion issues within our scholarly discourse. APA has been committed to acknowledging, apologizing, and addressing longstanding biases that impair the ability of our discipline to accurately reflect all humans’ behavior, and that have disadvantaged scientists who represent the diverse points of view our science needs.

There are many systemic issues that will need to be addressed to ensure that psychological science – the basis of our discipline – is free from bias, prejudice, and unjust barriers. These systemic issues will require systemic changes.

APA has begun this process with several efforts designed to educate editorial staff, incorporate diverse voices into the editorial process, and dismantle racism within scientific discourse. We encourage all scientists to review these materials as we work together to rectify the problems of racism and discrimination that have plagued our scholarly work. These include the APA EDI Toolkit for Journal Editors, APA Editor Fellowships for Scholars from Underrepresented Populations, APA’s leadership in developing EDI Journal Reporting Guidelines with many other psychological science organizations, APA Inclusive Language Guidelines, APA’s Task Force on Inequities in Academic Tenure and Promotion, as well as many additional resources.

Of course, we welcome input and comment (science@apa.org) to improve psychological science by ensuring that racism, bias, and discrimination are eradicated from our pursuit to understand human behavior.

Jasper Simons
Chief Publishing Officer
American Psychological Association

Mitch Prinstein, Ph.D.
Chief Science Officer
American Psychological Association
## GRANTS & AWARDS

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

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### Instructional Resource Grants

STP announces the call for Instructional Resource Grant (IRG) funding proposals. Consistent with our Mission Statement and the Statement on Addressing Systemic Racism and Inequality in STP, we encourage applications from colleagues who are from underrepresented groups and have diverse backgrounds and experiences.

Do you have an idea for a teaching resource that could help instructors of psychology? Are you interested in conducting instructional research relevant to the teaching of psychology? Would you like to share these ideas with other teachers of psychology? If so, please visit the IRG program website to learn more and to apply. **The deadline for proposals is February 1, 2023.**

### STP Excellence in Teaching Awards

STP announces its 2023 program of awards for outstanding teachers of psychology. Consistent with our Mission Statement and the Statement on Addressing Systemic Racism and Inequality in STP, we encourage applications from colleagues who are from underrepresented groups and have diverse backgrounds and experiences.

Teaching awards of $1500 and a plaque will be bestowed for outstanding performance in each of six categories as listed in the grid on this page.

Visit here for more information and to apply. For questions, contact Jess Kraybill, 2023 Chair of the STP Teaching Excellence Committee (teaching-awards@teachpsych.org).

**Deadline: January 15, 2023**

Pictured at the 2022 Annual Conference on Teaching are (l to r): STP Past President Susan Nolan; Melanie Maimon, recipient of the Wilbert J. McKeachie (grad student) Excellence in Teaching Award; and STP Vice President for Grants and Awards Keli Braitman

### 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.
GSTA Corner

Reflections on the Past Year

This month’s corner is meant to address the many experiences we as graduate students have had over the past calendar year, and to highlight what we have been thankful for as we continue to grow as instructors.

Authors: William Ridgway, Madeline Bruce, Skyler Mendes, Jackson Pelzner, and Morgan Franklin

William: Similar to each year as a doctoral student, there is much that takes place. This past year is no exception. From working with an amazing team of GSTA graduate students, to the development of forensic-based courses, to meeting with fellow instructors at STP’s 2022 annual conference, this year has certainly provided me with many joyful memories. Prior to serving as GSTA Chair, I have always had a love for teaching. I suppose in many ways, my time spent lecturing came naturally; however, I owe much of my foundation to my teaching mentor, Wayne Weiten. I will always be thankful for the time spent learning from him, and the opportunities I have and continue to be provided. In fact, as I reflect on the last year, I am perhaps reminded most of the influence we as instructors have. The extent to which we commit ourselves to teaching and mentoring plays a notable role in the lives of our students. Our presence and how we show up for our students can go on to change the very course of their academic journey.

Given that graduate programs can lack an emphasis on the importance of teaching, it’s crucial that anyone who ever takes on the position of an instructor, ensures that they do everything they can to be prepared and to make a positive impact. Overall, this year and my experiences both in the classroom, and outside of it, will be remembered fondly.

Mads: The past year was notable, both personally and professionally. My partner and I moved 800 miles to Houston, TX for my internship year, which is the last year of a clinical doctoral program! Teaching is unfortunately not a part of my duties right now, but through the year, memories and future ideas for teaching have kept me grounded. As it is my last year as a student, I’ve tried to dive into topics and roles where I have little to no experience, and sometimes, I’ve gotten a lot of water in my nose. Sometimes things are smooth, and sometimes, it feels like a tsunami. And during a particularly turbulent week, what kept me afloat was a phone call from my mentor. Swimming and other water-based metaphors aside, I am grateful to have been taught by thoughtful teachers and to enter this field to do the same, because through each hardship, I’ve found myself asking, “What if a student came to me with this situation?” I find I’m perhaps my best self when I think about what I would do if I were to teach about what I’m encountering. A thoughtful, compassionate voice often comes through with some empowering advice. I’m grateful for teaching and learning. Cheers to more lessons in 2023!

Skye: I find myself reflecting this year on my gratitude for mentorship. For the faculty reading, please know how much of an impact you have when you help graduate students (or others in your sphere of influence) pursue their interests in teaching. As GSTA members, many of us are in PhD programs built on mentorship models in research training but few (if any) formal structures for mentorship in teaching. I have learned a great deal this year from my informal group of teaching mentors who show up like a loyal Avengers team around me whenever I send up even the smallest flare seeking guidance. They have served as my biggest cheerleaders and sagacious sounding boards throughout 2022 while I taught two new courses. I am deeply thankful to have them in
my corner, from navigating the (thankfully quite rare and small) challenges along the way while teaching those courses, to helping me make major decisions about my next teaching employment while I embark on 2023 and the final year of my program in nonresidence. I would also like to name and thank several of these people. I feel deep gratitude for the connections I have with two of the teaching faculty at my University, Carolyn Cavanaugh Toft and Christina Pedram at Arizona State, who have been frequent sources of shrewd advice and supportive reassurance. Next, it has been one of my greatest joys this year to reconnect not only personally but also to begin collaborating as colleagues with my former undergraduate advisor, Michael Spiegler of Providence College, who supervised my work as an undergraduate interteaching coach 10+ years ago, and who now provides support while I supervise my own crew of outstanding coaches. Michael and I have this very publication, STP News, to thank for that reconnection spark, since Michael reached out after recognizing my bio that appeared in the April issue! Last, I’d like to give a shoutout to the STP Professional Development Mentoring program which connected me this summer with a formal teaching mentor, Sarai Blincoe of Longwood University, who has provided savvy insights throughout the last year. As 2022 comes to a close, I give heartfelt thanks to these and all of the mentors across STP (formal or not!) who have helped graduate students navigate their adventure in teaching.

Jackson: This past year has been another successful year of growth and learning as an instructor. At the start of 2022, I made significant strides with improving my course structure and automating many of the mundane tasks that instructors must endure as part of their job. For example, I was able to eliminate, or otherwise significantly reduce, the time spent answering redundant emails by creating a frequently asked questions document that students use as a supplemental resource. The best part is that some students have reached out to personally tell me how much they appreciate having that resource when they have questions about the course that are not explicitly outlined in the syllabus. I think as instructors it’s important to provide all the tools necessary so that students can devote more time to studying and less time waiting for a reply, especially if several students have the same question. I’m especially grateful to GSTA and the rest of our committee members for a great year. Thank you for this opportunity to meet some very impressive graduate student instructors and for all the great discussions we’ve had during our monthly meetings.

Morgan: As I reflect on my experience teaching, I am always grateful for the relationships I build with my students and mentors. When we consider teaching, we often think about the ways in which we may impact and educate students. However, I find that in my teaching my students have also challenged and inspired me in my work as an instructor and psychologist. While I have not engaged in teaching in the fall semester, I have found other ways to engage in informal instruction (i.e., assisting colleagues who are teaching and mentoring students. I am always grateful for the insights I gain from students in the student-instructor relationship.

Follow GSTA on Twitter (@gradsteachpsych) and Facebook (groups/theGSTA), check out past entries for the GSTA Corner, or write to us at gsta@teachpsych.org. Learn more here.

APA Division 2 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. Please contact Doug Woody (fellows@teachpsych.org), chair of the STP Fellows Committee, with any questions.
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 Committee Announcements

As the year winds down, we are happy to share that the ECP has some exciting announcements! In this newsletter we get to recognize outstanding ACT ECP posters, announce that Courtney Gosnell will take on the role of ECP committee chair, and say goodbye to two of our cherished members. We’ll also take a moment to briefly describe what we hope to accomplish in the coming year, so look out for some exciting things happening in the coming months!

ECP Poster Awards @ ACT 2022

Each year, the ECP committee gets the chance to read and review all ACT posters where the first author is an ECP. This year, for the first time ever, we got to review posters for both in person and online formats. There were so many wonderful posters that it was a challenge to narrow them down to just three! Here are the top three 2022 ECP ACT poster prizes, all of which are available online for ACT 2022 registrants:

- **1st Place:** Megan Ringel - Flipping the Introductory Statistics Classroom: Benefits and Challenges Observed in the First Year
- **2nd Place:** Shaina Rowell - Integrating Information Literacy in a Developmental Psychology Course (co-author: Melissa Vetter)
- **3rd Place** (pictured): Shana Southard Dobbs - The Impact of Syllabus Statements of Support and Allyship on Student Perceptions of Instructor and Course (co-author: Tess Gemberling)

Welcome to Incoming Chair

We are excited to announce that Courtney Gosnell will be the 2023 ECP Committee chair! Courtney has been on the ECP committee for two years and throughout her time, her main role has focused on planning the ECP speed mentoring event at STP’s Annual Conference on Teaching. She’s excited to spend her last year on the committee getting to know the new members and supporting the committee’s mission to serve ECPs.

Saying Goodbye

In addition to welcoming our newest members and chair, we must also say goodbye to our outgoing members: Janet Peters & Albee Mendoza. Janet has been on the committee since 2019 and served as chair this past year. She considers serving on the ECP as the most personally and professionally rewarding experience to date. Albee joined the committee in 2020 and after her term concludes, she hopes to carry on her legacy of service to STP by participating in other task forces and committees.

What’s in store for 2023

From mentoring to ACT 2023 in Portland, we are planning several opportunities for ECPs to engage in networking and development. And we invite you to be part of the process! What would you like to see from your ECP committee? What workshops, trainings, programs, or resources can we provide to help facilitate your personal and professional success? If you have an idea, email us at: stp-ecp@teachpsych.org

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

Do you have any other ideas or questions about ECP-relevant topics?

Fill out this simple form and your question may be featured in an upcoming column.
Teaching Conferences

- National Institute on the Teaching of Psychology
  January 3-6, 2023, St. Pete Beach, FL
- Introductory Psychology Coast-to-Coast 2023
  January 20, 2023, Virtual
- Teaching of Personality & Social Psychology at SPSP
  February 23, 2023, Atlanta, GA
- APS/STP Teaching Institute
  May 23-24 (APS May 25-28), 2023, Washington DC
  **Deadline for posters: December 15, 2022**

Psychology ONE

June 22-23, 2023, Durham, NC
**Deadline for proposals: March 3, 2023**

Regional Psychology Conferences

Please see dates and deadlines below related to regional conference programming in 2022. As you are able, we encourage you to support and attend STP teaching programming at regional conferences. 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.

- **Eastern Psychological Association (EPA)**
  March 2-4, 2023, Boston, MA
- **Southeastern Psychological Association (SEPA)**
  April 5-8, 2023, New Orleans, LA
- **Rocky Mountain Psychological Association (RMPA)**
  April 13-15, 2023, Albuquerque, NM
  **Submission deadline: December 12, 2022**
- **Midwestern Psychological Association (MPA)**
  April 20-22, 2023, Chicago, IL
- **Western Psychological Association (WPA)**
  April 27-30, 2023, Riverside, CA
- **Southwestern Psychological Association (SWPA)**
  March 31-April 2, 2023, Frisco, TX
- **New England Psychological Association (NEPA)**
  Dates and Location in Fall 2023 TBD

**NITOP 2023: In-Person & Live Stream**

NITOP 2023 will occur January 3-6, 2023, in St. Pete Beach, FL at The Tradewinds. Registration is currently open for the in-person conference until December 20 and for the 1-day online livestreaming option that will occur Thursday, January 5, 9am-6pm Eastern.

**SPSP Teaching Preconference**

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. Beth Morling and David Strohmetz are the keynote speakers. Please send any questions you may have to Drew Christopher, Director of STP Programming at SPSP.

**Psychology ONE**

By Bridgette Hard with the Psychology One Steering Committee

Join us for Psychology ONE in 2023, presented by STP and Duke University! Featuring presentations by Afiya Mbilishaka and David Myers.

Join us at Duke University, Durham, NC, June 22-23 to learn and share with us. Registration is only $135 for STP members ($165 otherwise).

We will accept proposals until **March 3, 2023**, for teaching demonstrations, brief research presentations (related to teaching Intro psych) and roundtable discussion topics. Submit a proposal here.

**Introductory Psychology Coast-to-Coast**

TIP Northwest and Psych One, together, with Macmillan Learning, are proud to present a virtual Introductory Psychology conference that reaches two coasts, and hopefully many more. Join us on January 20, 2023 (11:30am-3:30pm Eastern), for **Introductory Psychology Coast-to-Coast**, featuring invited speakers Carol Dweck and Jasmine Mena, along with Alison Melley, Des Robinson, Rachelle Tannenbaum, Monica Thieu, Bridgette Martin Hard, and Garth Neufeld. Registration is only $25.

**SETOP 2023**

We invite you to join us at our SETOP Conference this February 17-18, 2023. Our program includes two outstanding keynote speakers, 2022 Psi Beta President, current CABE co-chair, and Division Chair at Hillsborough Community College, Todd Joseph; and Danforth Endowed Professor of Psychology and Director of the Institute of Social Justice Inquiry and Praxis at Morehouse College, Sinead Younge.
RESOURCES

Teaching of Psychology: OnlineFirst
Here are recent articles 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.

Special Issue on Social Justice Pedagogy: Diversity, Equity, and Inclusion in the Teaching of Psychology
- Diversity, Equity, Inclusion, and Internationalization: Past, Present, and Future of STP
- Social Justice Pedagogy: Diversity, Equity, and Inclusion in the Teaching of Psychology

The Proof of Concept Corner
- Students in Team-Based Learning Classes Report Greater Perceived Social Support
- Initial Evidence for Shifting Race Essentialism Beliefs in the Classroom
- Improving Undergraduate Psychology Students’ Understanding of the Graduate School Application Process
- Relationships Among Study Guide Format, Academic Motivation, Self-Efficacy, and Student Grades

The Scholarly Teacher Corner
- In-Egg-Quality: Teaching Perpetuation of Wealth Inequity Across the Lifespan Through a Hands-On Activity
- Speed-Interviewing for Classroom Group Formation: How a Clever Twist on the Classic “Speed-Dating” Tradition Enhances Small Group Coursework
- The Promise of Labor-Based Grading Contracts for the Teaching of Psychology and Neuroscience

The Science of Teaching and Learning Corner
- Does “Psychological Literacy” Feature in Non-Psychology Degrees? A Cross-Discipline Study of Student Perceptions
- Multimedia Characteristics, Student Relationships, and Teaching Behaviors Predict Perceptions of an Inclusive Classroom Across Course Delivery Format
- Myths of Popular Psychology Among University Students and Teachers: Does Training in Psychology Reduce Belief in Myths?

New STP E-book
Jessica Cerniak, Editor of e-books, is happy to announce STP’s publication of a new e-book, Empowering Students as Change Agents in Psychology Courses. The book was developed and edited by Melissa Fortner and Iva Katzarska-Miller from Transylvania University, under the managing editorship of Jessica Cerniak.

As the need for integrating Diversity, Equity, and Inclusion (DEI) frameworks into the teaching of psychology has become increasingly urgent, it also has become apparent that we need to adjust focus, from increasing awareness of powered societal systems to empowering students as social change agents. In this e-book, psychology educators describe a broad range of pedagogical strategies and techniques for empowering students.

This e-book, like all of STP’s e-books, is completely free and easily downloadable. The complete library of STP e-books, and information about proposing and publishing an e-book with STP, are available here.

“This is How I Teach” Blog
Chelsea Robertson, West Liberty University, 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?

Resources from APA

Becoming a Psychological Scientist
Becoming a Psychological Scientist: A Series to Successfully Apply to Grad School and Help Diversify the Field is a series of prerecorded videos and Q&A webinars to guide applicants through every stage of the application process and promote diversity among psychological scientists.