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CANDIDATES FOR STP OFFICES

The STP Elections & Appointments Committee is pleased to announce the candidates who will appear on the upcoming ballot for STP offices. Candidate statements are available here. STP members will receive ballots later this month and may vote until June 1, 2020.

President-Elect
Diane Finley
Linda Woolf

Secretary
Stephanie Afful
Amy Hunter

Vice President for Programming
Angela Legg
Kristin Whitlock

Vice President for Resources
Bill Altman
Danae Hudson

Division Two’s Representative to APA Council
(Voting restricted to APA members of STP)
Maureen McCarthy
Elizabeth Swenson

2020 STP TEACHING AWARD RECIPIENTS

By Kristztina Jakobsen & Jess Kraybill
Chair & Co-chair, STP Committee on Teaching Awards
Please join us at the Annual Conference on Teaching to celebrate the outstanding recipients of this year’s STP’s Excellence in Teaching Awards. We give special thanks to all nominees, nominators, and reviewers for participating in the awards process.

Wayne Weiten Teaching Excellence Award (2-year college):
Jaclyn Ronquillo-Adachi, Cerritos College

Mary Margaret Moffett Memorial Teaching Excellence Award (high school):
Steve Jones, City of Medicine Academy

Wilbert J. McKeachie Teaching Excellence Award (graduate student):
Amy Nusbaum, Washington State University

Jane S. Halonen Teaching Excellence Award (early career):
Lindsay Masland, Appalachian State University

Robert S. Daniel Award (4-year college):
Guy Boysen, McKendree University

Adjunct Award
Andrea Bonior, Georgetown University

STP News Co-Editors: Stephanie Afful & Tom Pusateri Send inquiries or news items to stp@teachpsych.org
March 20, 2020
Hello, my heroes! I have been completely impressed and humbled by the generosity of our teaching psychology community in the wake of this extraordinary time dealing with COVID-19. As this virus – such a tiny little thing – has such a big impact on everyone, I have seen so many ways that our community has reached out to be “all in” with helping everyone move to online or home learning.
The Facebook group has grown as people recognize the quality of the resources being shared there in the spirit of doing what is right for students. So many individual members – more than I can recognize specifically here – have given their time and expertise publicly and privately over the last couple of weeks to help those who are shifting to a totally new (to them) platform of teaching. I thank everyone so much for making that group a part of the “helper” community. Shout out to Lyra Stein, Chair of our Member Communication Committee and her colleagues on the committee for managing it so well!
It feels like STP has been preparing unknowingly for this kind of thing for a while now – we have people who not only teach online regularly but engage in the scholarship of teaching and learning about online teaching. Our members know how to set up and deliver instruction online, and we know some of the conditions and practices under which it works best. We all recognize that things will not all go smoothly as we go to full online instruction at our institutions, but we can feel confident that people are nearby (both physically and virtually) to lend a hand when things feel wrong. I am so proud to be a part of such an outstanding community!
Our Spring 2020 STP Executive Committee meeting, scheduled for March 27-29 in my city Birmingham, Alabama, has been canceled. We are working as a group to find time to meet virtually. Like many of us who are grieving missed opportunities and experiences, I am heartbroken not to be able to share my city with our fabulous EC. STP sponsors so many programs that involve travel and support for conferences, and we are so sad that people who were supported by our various programs and grants cannot use them this spring and early summer. The EC has voted on a set of policies regarding deferring awards and grants that hopefully will fulfill those in the coming year. If you have incurred travel expenses that were to be funded by STP, please review our new policies so we can work with you on those expenses.
I truly hope that we can work together as a larger community to do our part to flatten the curve with this virus so that we can get back to meeting and learning together in person. Virtual meetings and learning certainly have their charm. As an introvert who works from home already and likes her personal space, I can’t say I’m struggling with social isolation and distance. But I do look forward to reducing the social distance I need to keep from other people and seeing y’all face-to-face, especially y’all in my cherished STP family.
Be safe and well with you and yours. Reach out when you need. Help where you can. We will persist!
Amy Fineburg
STP President 2020

April 1, 2020
I hope that you are finding some semblance of rhythm in this uncertain time. I hope that you and yours are healthy, and if not, that you are able to find effective healthcare. I hope your online teaching and communications platform is working. I hope that you are finding joy seeing your students’ faces from time to time. I hope that your children are finding new and fun ways to play and learn. I hope your pets are loving every minute of you being home more. I hope that your cooking is better than mine. And if none of these things are happening for you, I hope you can reach out to someone in this community or another one near you for help. Even though we must maintain distance, we are not alone.

The Executive Committee met virtually on March 28, and we were able to get some important work done for the Society. Some of what we do in the spring meeting is to review what we did last year. We had a great 2019 under Rick Miller’s presidential leadership:

- We instituted two new awards – the Mentorship of Teachers Award and the Civic Engagement Award.
- Two new e-books are in the works.
- The International Twitter Poster contest was a hit, and it has potential for more growth this year as people seek virtual outlets for presenting their research.
- Plans are underway for ACT in October, and we’re hoping – so very much hoping – that we can all meet together in person in Pittsburgh this fall.

For 2020, we are planning some 75th anniversary celebrations at ACT (again, hope springs eternal for a conference this fall), and I will be formalizing work I’ve been doing with our Membership and Diversity Committees on further diversifying STP’s membership and work. Susan Nolan, our President-Elect, shared her vision for 2021, and I’m excited for you to hear more from her in the fall on what she has in store for STP.

While things feel cruel right now, there is goodness going on. People are helping each other. Pet photos are being shared. Silly things that kids say are making the rounds. John Krasinski (of The Office and Jack Ryan and Emily Blunt’s husband fame) shared Some Good News. We found some toilet paper in a store last week. Small victories in trying times are beacons of light in the darkness. Our STP community is a light in my world. Thanks to you all for your generosity and solidarity.

See you this fall, I hope.

Amy Fineburg
STP President 2020
Mentorship of Teachers Awardee

by Seungyeon Lee, Chair

Mentorship of Teachers Award Committee

We are pleased to announce that the inaugural recipient of STP's Mentorship of Teachers Award is Judith Bryant, PhD, a Professor of Cognitive, Neuroscience, and Social Psychology at the University of South Florida. The committee was extremely impressed by Dr. Bryant's significant contributions she has made both inside and outside of her home institution, including her mentorship work to the National Institutes on the Teaching of Psychology (NITOP), the Society for Research in Child Development Institutes (SRCD), and her mentorship program through American Psychological Association (APA). Please join us in celebrating her accomplishments at the awards ceremony this October at STP’s Annual Conference on Teaching (ACT)!

ACT 2020

by Jordan Troisi, Director
Annual Conference on Teaching

Please know that the STP Executive Committee and I are closely monitoring the current Coronavirus pandemic and its potential impact on the Annual Conference on Teaching (ACT), scheduled to be held at the Omni William Penn Hotel in Pittsburgh, October 8-10. We are currently planning to hold ACT as scheduled. So please do submit a proposal (as many of you already have)! The deadline is May 1. In the event that we are not able to hold the event, those who have already registered to attend ACT will receive full refunds of their registration fees.

We will make a final decision about ACT as the situation evolves, and as we get closer to October. Some data points that will guide our decision include:

- number of conference proposals received by May 1 compared to previous years
- college/university travel policies for fall 2020
- college/university policies for in-person teaching and classes for fall 2020
- status of Pittsburgh’s ban on meetings of large numbers of people
- federal/other travel advisories or restrictions

If your campus issues a formal statement or policy about travel or classes for the fall, please let us know by completing the Google Form available here.

We hope that ACT will occur as planned, and at this point in time we expect it to. But should that not be possible, we will be in touch with more guidance as soon as we are able.

News from APA

Resources for managing COVID-19

APA and APA Services, Inc. are developing a wide range of resources to help psychologists and the public dealing with the impact of COVID-19. Here's a list, which you are welcome to share widely:

- Free access to the Publication Manual
- Electronic resources for distance learning
- Free lesson plans for teaching high school psych
- Free journal articles relevant to COVID-19
- Advice on conducting research during COVID-19
- COVID-19 Education FAQs
- Psychology training and education statement
- Advice for caring for patients during COVID-19
- COVID-19 updates for professionals & the public
- Self-care resources for psychologists
- Practice resources in response to COVID-19
- Free CE series on telepsychology best practice
- Expansion of telehealth coverage via Medicare

Crash Course: How to Be a Teacher

APA Division 15 (Educational Psychology) authored a Crash Course: How to Be a Teacher in Psychology Today to assist parents, grandparents, custodians, and guardians in teaching children during COVID-19.

APA/Clark Workshop Canceled

The APA/Clark University Workshop for High School Teachers, originally scheduled for June 24-26, 2020, has been canceled.

AP 2020

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

AP Special Issue: Paper Proposals

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

Technology, Mind, & Society

APA will hold its third interdisciplinary Technology, Mind & Society conference in Denver, Colorado, Nov. 12-14, 2020. Join scientists, industry leaders, practitioners, students and policymakers in exploring the critical role psychology plays in the design, use, adoption and impact of technology and artificial intelligence. The deadline for submissions is May 1, 2020.
APA’s Advocacy for Education

Advocating for Psychology Students, Campus Safety, and Student Mental Health During the COVID-19 Crisis

APA cosigned a National Women’s Law Center letter asking the U.S. Department of Education to pause its Title IX rulemaking for the duration of the COVID-19 national emergency. The letter is consistent with APA’s previous advocacy efforts expressing concerns with the department’s proposed rule and its impact on victims of sexual misconduct on college campuses.

APA cosigned two letters by the Federation of Associations of Schools of the Health Professions asking House and Senate leadership and the White House to include support for students in health fields, including psychology, in any legislation related to COVID-19. The letters call for lawmakers to address the financial aid concerns of students in health professions and they highlight the impact of the COVID-19 pandemic on clinical training opportunities due to the closure of many internship sites.

APA included several recommendations in a House Dear Colleague letter on ways to address the mental health impact of COVID-19. Among them is a request to include a provision allowing college student mental health and medical professionals to practice across state lines for a period of six months. This would help ensure that college students who return home for the remainder of the semester continue to receive care through their campus counseling center. As part of the Higher Education Mental Health Alliance, APA cosigned letter highlighting this recommendation.

APA endorsed a letter to the Department of Education led by the Consortium for Citizens with Disabilities that opposes any waivers to the Individuals with Disabilities Education Act and the Rehabilitation Act of 1973 as a result of the COVID-19 pandemic. The letter details the principles that must be upheld to maintain critical educational supports and civil rights for disabled students. The Coronavirus Aid, Relief, and Economic Security [CARES] Act (H.R. 748) signed into law last week directs the department to send a list of waivers to Congress that could potentially weaken some of the most important federal protections for students with disabilities.

For more information, contact Kenneth Polishchuk at kpolishchuk@apa.org.

MEMBERSHIP

Current STP Service Opportunities

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

Editor, “This is How I Teach” Blog (May 1, 2020)
Editor, STP E-books (June 1, 2020)
Members of the Membership Committee (ongoing)

FAQs About STP Membership

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

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

The GSTA Corner

submitted by GSTA Steering Committee

Resources for Teaching Online

We wanted to start this Corner by acknowledging the incredible work that many instructors have been doing to transition their courses online, support their students and mentees, and take care of themselves and their loved ones in this challenging time. We are also deeply grateful to all the instructors who have generously shared their materials, strategies, and words of encouragement with others. In this spirit, we’ve dedicated the first part of this Corner to sharing some of the strategies and resources that we, as graduate student instructors and teaching assistants, have found especially helpful. We hope you will find these useful too!

Supporting Our Students:

• Communication is essential. Send students emails to keep in touch -- social distancing can be lonely but it doesn’t stop us from establishing a supportive community. Post announcements on the course website / learning platform (e.g., Blackboard) to update and inform students about course expectations and their progress. Remind students that you are still available during office hours (and outside of those hours) to talk about class, as well as other concerns (as you feel appropriate).
● Be flexible with students: this is a tough time for everyone. If you typically enforce a strict policy (e.g., no late work), be more willing to accommodate student requests. Some institutions have decided to provide students and/or course instructors the option to choose whether they would like to change the grading guidelines to Satisfactory/ Unsatisfactory as compared to traditional letter grades. Given the unforeseen circumstances that have likely impacted students’ learning opportunities, advocating for such grading changes for your courses may be appropriate.

● Many students may be unfamiliar with learning online, so be prepared to offer students guidance. While this document is tailored to students at the City University of New York, many of the strategies are useful to students transitioning to distance learning at any university.

● Compassion in the times of uncertainty is a key to help your students transition to online learning. Students may be going through major life changes in terms of their living situation and access to resources. To help address students’ higher levels of loneliness and anxiety, it may be helpful to provide an ungraded discussion board for students to share news, stories, comments and stay connected to you and to other classmates.

Support for Instructors:

● Don’t approach the current mid-semester transition to online courses in the same way that you would approach developing and teaching an online course. Instead, Fox’s blog post, titled, Please do a bad job of putting your courses online, can help you think through how to move your course online in a way that supports your students’ needs and recognizes the difficult circumstances that you and your students are facing.

● Read and share resources with colleagues. Here is an evolving collection of co-authored resources that may help you navigate teaching online with contributions including Jacqueline Wernimont (Dartmouth College, USA), and Cathy N. Davidson (CUNY Graduate Center, USA). You can also join the STP Facebook page to learn about the awesome and creative ways other GTAs and professors are navigating this online teaching world!

● If possible, allow students to complete the course work asynchronously (with synchronous office hours and/or group review sessions). Some students might not be able to attend synchronous classes and need alternative support. If you do decide to include a synchronous component in your course, it can be helpful to establish guidelines and norms for the online learning environment. These might include a conversation about muting microphones when not speaking, operating camera placement, considerations on the setting and whether it is okay for other individuals to be around. Providing support to students and working collaboratively to address students’ concerns are important.

● Refer students to appropriate resources for managing difficulties they may experience online. This may include IT support for internet issues, or approaching situations with grace should students experience connection difficulties. It may also require additional efforts and compassion to ensure students have the necessary equipment needed to successfully complete the course. Most importantly, be kind to yourself, especially if it is your first time teaching online. Remember that your students will remember your kindness and compassion during this time more than anything else!

Upcoming Changes to GSTA Leadership

GSTA Chair, Elizabeth S. Che, will step down June 1, 2020. Liz served as the GSTA Deputy Chair from January 2017-December 2018 and has been Chair since January 2019. We thank Liz for her leadership and many contributions to the success of the GSTA! Current GSTA Deputy Chair, Jessica E. Brodsky, will be taking over as Chair for the remaining term.

Join the GSTA Steering Committee!

We seek one new member to join the GSTA’s six-person Steering Committee starting June 1, 2020 for a six-month term, with the option to extend for another year. The Steering Committee oversees GSTA budget, expectations, and programming. Steering Committee members are expected to meet regularly in person/teleconference/video conference.

If you are interested in joining the GSTA Steering Committee, please complete this form by May 15th, 2020. Please email Jessica Brodsky with any questions.

Other GSTA Activities and Initiatives

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

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

GSTA Steering Committee

Elizabeth Che (Chair), The Graduate Center, CUNY
Jessica Brodsky (Associate Chair), The Graduate Center, CUNY
Adam Greene, Southern Illinois University
Amy Maslowski, University of North Dakota
Terrill Taylor, University of North Dakota
Maaly Younis, University of Northern Colorado
**The ECP Corner**

**Pushing through the Pandemic**

**Dear ECPs,**

I don’t even know where to start. In addition to all of the work I am doing to move my courses to an online/distance-learning delivery and support my students (not to mention supporting my family and trying to take care of myself), I’m also worried what this whole situation means for my evaluation and promotion. I don’t really want to dive into the internet with my questions, though, because all of that information can be overwhelming. Any words of reassurance for me?

Sincerely,

**Pushing through the Pandemic**

**Dear Pushing through the Pandemic,**

We hear you. Things feel pretty overwhelming right now, but the one thing that has provided me (Molly) comfort is just how communal and generous our professional community has been in pulling together to support each other. I don’t want to overwhelm you with too much information, so this month, we want to share with you just a few favorite resources and tips.

First, please adjust your expectations for the remainder of your term. This is an unusual and unprecedented experience for most of us, and the old rules just don’t apply. Pare back the moving parts of your course, and return to the basics of your learning outcomes – how can you help your students achieve these outcomes while minimizing stress and uncertainty? A decent plan communicated clearly and soon will likely be far more valuable to your students than a perfect but complex plan communicated next week. I know this sounds hard to the perfectionists amongst us, but consider the benefits of a **satisficing** mindset over a **maximizing** one.

Rebecca Barrett-Fox urges us to “Please do a bad job of putting your courses online,” a reminder that these are extraordinary times and we’re all dealing with a lot. Good enough is good enough. Finally, the mid-term adjustments we are making now are NOT the same as moving a course to a fully online version, so take any online teaching advice with a grain of salt. For those of our colleagues on the quarter system, this general advice still holds – you have only had a couple of weeks (at most) to shift your Spring quarter plans to an online format, whereas planning a fully-online course may take months. Do your best for your students, for sure, but be mindful of what you can reasonably expect to accomplish with so little lead time.

Second, limit your information gathering to colleagues in your department, your university, and your domain. Every field has different needs and norms, and getting sucked into an argument about the best way to teach public speaking online if you are not, in fact, teaching public speaking may not be the best use of your time and emotional energy. Further, your department or unit may have specific technologies they require, and if so, that is one fewer choice you have to make! If you can, find a colleague or two who you know have similar teaching styles and philosophies as you, and work together to make a game plan or create resources (e.g., a how-to document on how to use Bb Collaborate works for everyone using the same LMS at the same institution!). Here are just a few resources that have come together in the last couple of weeks to support you through this time.

- [http://tiny.cc/stpmasterlist](http://tiny.cc/stpmasterlist) Pinned post in STP Facebook group compiling numerous resources. This group is amazing but a little unwieldy sometimes - I strongly recommend using the search function to narrow down the posts you sift through!

- [http://tiny.cc/lectureswap](http://tiny.cc/lectureswap) Google Spreadsheet tracking psychology faculty willing to swap online lectures or guest lecture if the instructor is unavailable due to illness or caregiving. Includes undergrad/grad level, areas/topics of expertise, and contact info.

- [http://tiny.cc/videoswap](http://tiny.cc/videoswap) Google Spreadsheet tracking lecture videos made by psychology colleagues.

- [http://www.amazingeducationalresources.com/](http://www.amazingeducationalresources.com/) A massive list of education companies providing FREE subscriptions due to school closures. Includes resources aimed at all levels of education. I don’t recommend reading the whole thing, but you can search the name of a specific app you are interested in. Useful for your own classes, but also for any kiddos in your family!
Third, as you note, this term will eventually be over, but those of us who are formally reviewed (i.e., annual progress, probationary/tenure/continuing status, regular student evaluations of teaching, contract renewal, etc.) might be worried about how your choices now will affect your reviews. We cannot answer this for each of you, of course, but we urge you to contact your chair, dean, or union about specific policies for your school. Here are two spreadsheets tracking administrative responses and policy changes – if your employer is not on here, then there is lots of precedent to provide support for any motions submitted to your leadership!

- [http://tiny.cc/adminresponse](http://tiny.cc/adminresponse)  
  Google Spreadsheet tracking university administrative responses, including switching to pass/fail grading, adjustments to faculty review criteria, extensions to tenure/review clock, and **removal or adjustment of student evaluations of teaching for Winter/Spring 2020.**

- [http://tiny.cc/tenureclock](http://tiny.cc/tenureclock)  
  Google Spreadsheet tracking policies specific to tenure/review clock extensions, including sources of statements.

- [https://apastyle.apa.org/blog/canceled-conferences](https://apastyle.apa.org/blog/canceled-conferences)  
  Don’t forget: Work accepted for presentation at a conference still counts! Here are APA’s guidelines on references for cancelled conference presentations.

Finally, take care of yourselves. This is not a sprint, and we cannot continue to support our students, families, and each other if we are not supporting ourselves as well. There are tons of lists and resources out there for self-care in addition to hobbies and activities, but here are just a couple to start with (note: the ECP committee benefits in no way by sharing these resources, except by having happy and healthy colleagues)

- [https://www.downdogapp.com/](https://www.downdogapp.com/)  
  Down Dog is offering free subscriptions for everyone until April 1, and for teachers AND students until July 1 (K-12 AND college). Access online practices in yoga, barre, HIIT, and general fitness.

- [https://www.headspace.com/covid-19](https://www.headspace.com/covid-19)  
  Headspace is offering additional free meditation tracks for everyone, plus additional resources for businesses, educators, and healthcare professionals.

- [https://www.virusanxiety.com/](https://www.virusanxiety.com/)  
  Meditations, Q&As with mental health experts, random internet things to occupy yourself, and more.

- When you’re having a hard time, try to remember all of the wonderful examples of the human spirit we have already seen displayed in these extraordinary times.

  - [http://tiny.cc/italysings](http://tiny.cc/italysings)
  - [http://tiny.cc/canadacares](http://tiny.cc/canadacares)
  - [http://tiny.cc/spainexercises](http://tiny.cc/spainexercises)
  - [http://tiny.cc/chinadonates](http://tiny.cc/chinadonates)

Sending you warm, healthy, and sanitized thoughts (and wash your hands!). This is hard, for sure, but you’re not in this alone.

Distantly yours,

Your STP Early Career Psychologists Committee

Submit questions to ‘Ask an ECP’

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

For regular updates on ECP activities:

Follow us on Twitter (@STP_ECP) and Facebook
Visit our STP website or email us.

Sincerely,

Your STP Early Career Psychologists Committee

Karenna Malavanti, Ph.D.
Albee Mendoza, Ph.D.
Molly Metz, Ph.D.
Janet Peters, Ph.D.
Daniel Storage, Ph.D.
PROGRAMMING

Regional Psychology Conferences

Due to COVID-19, all six spring regional conferences have had to cancel or postpone. Please see the websites below for the latest information from each regional conference, including upcoming dates.

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)
Mar 12-14, 2020, Boston, MA Canceled
Next meeting: March 4-6, 2021

Southeastern Psychological Association (SEPA)
Apr 1-4, 2020, New Orleans, LA Postponed
Next meeting: To be determined

Southwestern Psychological Association (SWPA)
Apr 3-5, 2020, Frisco, TX Postponed
New dates: Aug 27-30, 2020 Frisco, TX

Rocky Mountain Psychological Association (RMPA)
Apr 16-18, 2020, Denver, CO Canceled
Next meeting: Apr 7-11, 2021, Albuquerque, NM

Midwestern Psychological Association (MPA)
Apr 23-25, 2020, Chicago, IL Postponed
Next meeting: To be determined

Western Psychological Association (WPA)
Apr 30-May 3, 2020, San Francisco, CA Postponed
New dates: Oct 29-Nov 1, 2020, San Francisco, CA

New England Psychological Association (NEPA)
Oct 23-24, 2020, Worcester, MA

MATOP

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

Teaching Conferences

Iowa Teachers of Psychology Conference (IToP)
Apr 17, 2020, Waterloo, IA Postponed

Higher Education Innovation Summit
Jun 3-5, 2020, Rochester, MN Postponed

Psychology One Conference
Jun 25-26, 2020, New York, NY Canceled

Biennal International Seminar on the Teaching of Psychological Science
Jul 13-17, 2020, Paris, France Postponed

Mid-Atlantic Teaching of Psychology
Oct 2, 2020, Largo, MD
Proposals due May 30, 2020

Northeast Conference for Teachers of Psychology
Oct 23, 2020, Worcester, MA
Proposals due Jul 1, 2020 (Posters: Sep 24)

Technology, Mind & Society (An APA Conference)
Nov 12-14, 2020, Denver, CO
Proposals due May 1, 2020

NECTOP

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

We invite applications from faculty and graduate student members of STP who would like to develop or write a (SoTL) project to apply to this year’s SoTL workshop, which will be held at concurrently with STP’s Annual Conference on Teaching (ACT), October 8-10, 2020, in Pittsburgh, PA. The cost of the SoTL workshop is $180 and includes all meals and keynote sessions of the concurrent ACT Conference. Mentors work with their teams starting in Summer, 2020 (by email/phone) to prepare for the workshop as well as during the ACT conference (and potentially a pre-conference option).

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

High School Teacher Travel Grants

STP annually offers grants to ten high school teachers traveling to a psychology or teaching-of-psychology conference. There are two application deadlines to account for spring and fall conferences: April 1 and October 1.

Because of the COVID-19 national emergency and many conferences being cancelled, the April 1 deadline is deferred until June 1. To apply for the $1000 grant, visit here.

Apply for Conference Speaker Grants

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

APA Grants and Awards

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

Division 35 Awards
The Society for the Psychology of Women (APA Division 35) offers several awards that may interest teachers of psychology:

Mary Roth Walsh Teaching the Psychology of Women Award (Deadline: May 1, 2020): Designed for junior faculty teaching the psychology of women or gender course focusing particularly on teaching innovations.

Laura Brown Award (Deadline May 1, 2020): Honors a psychologist who made outstanding contributions in advancing lesbian, bisexual, and transgender women’s psychology through research, teaching, practice, and activism.

Graduate Student & Early Career Psychologist Awards for LGBTQ-related research (Deadline: May 1, 2020) and for travel to APA 2020 (Deadline: May 1, 2020).

Other Grants and Awards

SPSSI Action Teaching Grants
The Society for the Psychological Study of Social Issues (SPSSI) invites you to apply for an Action Teaching Grant of up to $1,500. The deadline is April 15, 2020. To learn more about action teaching and see award-winning examples, visit here.

Elizabeth Hurlock Beckman Award
This $25,000 award is given to current or former academic faculty members who have inspired former students to “create an organization which has demonstrably conferred a benefit on the community at large” or inspired former students to “establish on a lasting basis a concept, procedure, or movement of comparable benefit to the community at large.” Applications are due by 5:00pm EDT on April 30, 2020. For more information, visit here.
RESOURCES

“This is How I Teach Online” Blog

Crissa Levin, Utah State University, is the most recent contributor to STP’s “This is How I Teach” Blog. In consideration of the transition many teachers are making to online teaching, Crissa focuses on how she teaches online.

Would you like to contribute to the blog? Contact howiteach@teachpsych.org.

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

STP invites your program to contribute to the latest edition of the STP Guide to Graduate Student Training in the Teaching of Psychology. When it is completed (Fall 2020), it will be posted online on STP’s e-books page and will be available at no cost. You can access the 2nd Edition of the e-book here. To be included in the 3rd Edition, please complete this online survey by April 13, 2020 about teacher training and teaching opportunities in your department, the survey should take less than an hour to complete, and can be saved and completed in multiple sessions.

Authors: Submit to STP Book Notes

STP Book Notes would like to feature YOU! If you’re a current STP member and you have published a book that is related to the teaching of psychology, we would love to feature a short description of your work on the Book Notes page. Please email book-notes@teachpsych.org for specific instructions on how to submit a blurb about your book.

PsychSessions: Teaching Online

To assist faculty making the transition to online teaching during the pandemic, Garth Neufeld and Eric Landrum prepared a mini-series of interviews on online teaching for their PsychSessions podcast. To listen to the series, visit the PsychSessions library; The series began with ASK009 on March 15, 2020.

McKeachie Symposium Video/Photos

The University of Michigan’s Department of Psychology created a website with a video and photos from the McKeachie Symposium and Memorial Dinner, which occurred on November 22, 2019.

COVID-19 Resources for Faculty

Here is a list of COVID-19 resources from other organizations that may be helpful for faculty.

American Association of University Professors
Coronavirus Information for Higher Ed
AAUP provides resources for faculty on teaching and shared governance during the pandemic.

Association for Psychological Science
Psychological Science and COVID-19
APS provides commentaries on social impact on adults/children and remaining resilient. APS also made some research/resources publicly available.

Association of American Colleges & Universities
Survey of College Presidents on Future Repercussions of Coronavirus

Chronicle of Higher Education and ABC Insights
Colleges and Coronavirus: Time to be Proactive
A series of virtual discussions on the impact of COVID-19 on higher education.

National Association of School Psychologists
Countering Coronavirus Stigma and Racism: Tips for Teachers and Other Educators
Also check out their list of Health Crisis Resources to help schools support students and the community.

PODNetwork
Keep Teaching During Campus Emergencies
Webinar recorded March 12, 2020 on how institutions are developing contingency plans for emergencies.