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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.

- Call for Applications for STP Officer Elections (Deadline: December 15, 2021)
- Members, STP Fellows Committee (Deadline: November 15, 2021)
- Members, Early Career Psychologists Committee (Deadline: November 15, 2021)
- Member, Membership Committee (Deadline: November 29, 2021)
- Director, STP Programming at APA (Deadline, November 30, 2021)
- Director, STP Programming at APS (Deadline, November 30, 2021)
- Chair, Early Career Psychologists Travel Grant Committee (Deadline, November 30, 2021)
- Committee Member, Graduate Student Travel Grant Committee (Deadline, November 30, 2021)
- Member, Instructional Resource Grant Committee (Deadline, December 15, 2021)

STP News Co-Editors: Stephanie Afful & Tom Pusateri Send inquiries or news items to stp@teachpsych.org
Stealing Back Joy: A Renewed Focus on Student Mental Health

November 4, 2021

“How COVID-19 Stole ‘Children’s Joy,’ a recent headline offered. And we’ve all heard stories of stolen joy. The student who gave up their waning-summer weekend at the shore in an overcrowded shared rental because a sibling is immunocompromised. The ones who struggle to maintain fitness and social networks now that the indoor volleyball habit seems, well, treacherous. Or the ones who are saddened that limited tickets to indoor commencement exercises means they can’t include the family cheering squad they always imagined.

But for some students, “stolen joy” may represent more than just a sad moment. Rising rates of mental illness among our secondary and higher education students have long been a concern. But these trends are even more concerning during the pandemic. This is true broadly; about half of university students in the U.S. report moderate-to-severe stress and about 25% report that they have considered suicide. Similar patterns have been reported around the world. These trends are even more pronounced for historically marginalized groups. In the U.S., for example, university students who are American Indian or Black, are particularly at risk for psychological disorders, and although Asian American students do not seem to be at higher risk for mental illness, they do seem to be less likely than their peers to seek treatment. In other examples, university students from lower castes in India are at higher risk, as are indigenous students in Canada.

There may be a silver lining, though. I suspect – and I’m not alone in my suspicion – that the pandemic has made many more people aware of the acute need for accessible psychological interventions and perhaps even reduced the stigma associated with seeking mental healthcare. Whether because rates of mental illness are higher or because students are more open to treatment, rates of help-seeking at university counseling centers are higher than ever.

With that preamble, I want to showcase one important resource, published recently by the U.S. Department of Education and the Office of Special Education and Rehabilitative Services. Titled Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs, this comprehensive report outlines seven challenges related to offering mental health support – as well as seven recommendations – across all levels of education, including secondary and higher education. Admittedly, this is a U.S.-centric report; however, existing research suggests that the conclusions may be relevant at least in some international contexts.

The challenges include: 1) disparities, including based on race, in both vulnerabilities and access to treatment; 2) the enduring obstacle that is stigma; 3) a lack of (or lack of awareness of) evidence-based interventions; 4) the unfortunate “silo-ing” of mental healthcare; 5) a lack of funding and relevant policies; 6) limited mental-health resources in school settings; and 7) limited data to drive decision-making. The report’s recommendations directly address these challenges and offer a blueprint to identifying and addressing mental health in our students, as well as to increasing resources, developing policy, and (hopefully!) reducing stigma.

As psychology educators, we are uniquely positioned to forward these goals. Many of us are trained as clinicians. Many of us are not. Regardless, our training situates us to understand human emotions, behavior,
and/or cognitions. And, as STP members, we all love to teach and support students! We can all forward an agenda, similar to the one in this report, in our own classrooms, programs, and institutions. Or even with a single student. My own institution’s slogan is Hazard Zet Forward, which loosely translates to “whatever the obstacles, keep on fighting.” In the context of stealing back our student’s joy, it’s a fitting slogan. Hazard Zet Forward.

The latest introduction in my ongoing series of “meet the EC” features Kristin Whitlock, our new Vice President for Programming. Kristin has been active within STP and other psychology professional organizations for quite some time, and we’re excited for her to bring her talents and experiences within the secondary school psychology teaching world to the STP Executive Committee. Among (many, many) other contributions, Kristin has served as a committee chair for the development of APA’s National Standards for High School Psychology Curricula and as a steering committee member for the APA National Summit for High School Psychology. In recognition of her work on behalf of psychology instructors, Kristin was awarded one of just two STP presidential citations in 2020. Below, Kristin writes about her position and what she most values about STP. As always, check out STP’s Get Involved page to see where you might fit within our organization!

**What would you like STP members to know about your position?**

STP programming is among the most visible of STP initiatives. For many instructors it is the place where many first realize the existence of our organization. Currently there are nine directors and programming chairs working year-round planning for the many conferences, preconferences, and teaching institutes available to STP members. Along with STP’s own Annual Conference on Teaching (ACT) we also team up to provide teaching programming with other organizations, such as the Society for Research on Child Development and the Society for Personality and Social Psychology. STP’s presence is also felt at regional and international conferences, as well as at the American Psychological Association and the Association for Psychological Sciences annual conferences. I’m excited to be a part of this effort and look forward to supporting STP and the Programming Division. Recent years have brought new challenges to conference planning, and I look forward to the future as we continue to find ways to make what we offer more accessible to more psychology instructors.

**What do you most value about STP?**

It’s hard for me to pick just one thing I value about STP. I am amazed at the incredible resources available for teachers of psychology across all levels of instruction. STP is like a safety net for those instructors new to the classroom, as well as seasoned veterans. I always come away from STP events energized by what I learn and inspired by the incredible members of our community.

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**Join the Conversation on STP’s Social Media Networks**

STP’s Membership Communication Committee oversees STP’s Twitter, Facebook, and LinkedIn accounts. STP also maintains three Listservs. Join the conversation with other faculty interested in the teaching of psychology.

@TeachPsych
STP President-Elect Linda Woolf’s Initiatives

I’m excited to announce the 2022 Presidential Initiatives and Task Forces! Please email me, Linda M. Woolf, if you are interested in serving on any of these task forces or if you have any questions.

Presidental Theme
Teaching to Make a Difference: A Social Justice Approach

Task Force for “Teaching to Make a Difference”
As teachers, we recognize that psychology has value to people’s lives individually and collectively within a multi-cultural global community. Human rights, social justice, and global citizenship are not just buzzwords but are grounded in psychological principles and essential to the wellbeing of persons, peoples, organizations, and communities. This task force will solicit, gather, and highlight resources related to a) activities/projects used by teachers to teach and promote human rights, social justice, and global citizenship (e.g., unique service learning projects; global psychology activities); b) integration of theories and research concerning these constructs into existing psychology courses; and c) identification of unique courses/programs aimed at promoting human rights, social justice, and global citizenship within a psychology framework.

Task Force on Teaching Ethics: Literacy, Thinking, and Reasoning
Both the APA Guidelines for the Undergraduate Psychology Major and the recent APA Introductory Psychology Initiative identify ethics as a core learning theme. Yet, very little guidance is provided to high school and undergraduate psychology teachers concerning the teaching of ethics or ethical principles beyond ethical standards related to research methods. At the graduate level, U.S. psychology students are taught the breadth of the APA Ethical Principles of Psychologists and Code of Conduct. However, many of our students continue in social work, counseling, nursing, other graduate programs, or international programs with their own unique ethics codes. Additionally, a rule-based approach may enhance ethical literacy but be of little use in teaching students ethical reasoning and thinking. This task force will solicit, develop, gather, and promote resources related to the teaching of ethics on the high school and undergraduate level, including guidelines related to best practices in teaching ethics.

Task Force on “Decolonizing Psychology” in Introductory Psychology
STP has many resources aimed at incorporating diversity issues into the classroom and making classrooms more inclusive. However, these materials are not focused on the teaching of introductory psychology from a perspective grounded in research/materials related to decolonization, liberation psychology, or critical psychology. This task force will solicit, gather, and promote articles, activities, lecture materials, and projects aimed at both typical chapters within an introductory psychology course as well as materials aimed at more general decolonizing approaches to teaching the class.

Task Force on Teaching Psychology and Climate Change
For many of our students, climate change is an abstract concept with seemingly little significance to their daily lives. Yet, it represents an existential threat to the lives of many around the globe, with immediate ramifications in terms of economics, displacement of persons and peoples, increased risk for global violence, and future pandemics. Psychology plays a vital role related to climate on many fronts from beliefs and attitudes about climate change to behavior change regarding conservation to psychosocial and mental health consequences of the climate crisis. This task force with solicit, gather, and promote resources related to integrating issues of climate into psychology courses; promotion of psychological research related to climate/sustainability; and teaching about human rights, social justice aspects (e.g., structural and institutional aspects of climate policy), and the mitigation and human adaptation of individuals and communities to climate change. The task force also will make sustainability recommendations to STP.

Continuation of the work of the Task Force on Integration of Diversity, Equity, and Inclusion (DEI) and International Initiatives Across STP
In 2020, the DEI task force began work under the initiative of Amy Fineburg and continued under the guidance of Susan Nolan. Much work has been completed but it is an ongoing endeavor. The task force is exploring a variety of recommendations based on assessment of structural issues within STP, such as integration of DEI and internationalization across the organizational structure as opposed to the current siloed approach, as well as the creation of affinity groups. A Color Paper will be issued soon, which will articulate current task force findings and recommendations. As such, much of the work of the task force in the next year will relate to implementation of proposed actions.

I hope many of you will get involved!

Best,
Linda Woolf
STP President-Elect
APA 2022: Call for Div. 2 Proposals

APA’s 2022 convention (August 4-6, 2022) will be in person in Minneapolis—and we want you to be part of it. Our call for proposals is now open for division programs through December 17, 2021.

This year, we are excited to announce new session formats that are designed to increase attendee engagement for deeper learning—and more meaningful interactions with attendees about your work! Learn more and start your proposal today!

For Division 2 (STP) proposals: We welcome proposals for symposia, posters, CE workshops, and more. We invite proposals for any Teaching of Psychology subject matter and are particularly excited about proposals focused on inclusive teaching practices, "pivot teaching" (in online/remote/hybrid contexts), and refocusing what we have learned after teaching remotely. For more information, contact Melissa Maffeo, Director of STP Programming at APA.

APA Apportionment Ballot

APA Members of STP (APA Division 2): The APA Apportionment and Bylaws Amendment election is currently active and will end at 11:59pm EST on December 15, 2021.

Each eligible voter is allowed ten votes that may be allocated to any division, state, provincial or territorial association of their choice. STP is Division 2 of APA and is entitled to positions on the Council of Representatives proportional to the number of votes the division receives in the apportionment balloting. We encourage APA members to cast all or some of their 10 allotted apportionment votes for Division 2. Last year, we nearly gained a third representative who could provide teachers a stronger voice 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.

Report from ACT 2021

by Lindsay Masland

Director of STP’s Annual Conference on Teaching

Thanks to all who attended STP’s Annual Conference on Teaching. The 2021 ACT was the biggest in our history, and we’re proud of the robust program of 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, 2022. For those of you who were unable to attend, visit here to register to view the online content.

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-ground components in Pittsburgh, Pennsylvania from October 20-22, 2022, plus on-demand and/or hybrid components through a 2022 ACT website. I hope to see you at future ACT!

Death Notices

Aaron T. Beck, best known for developing Cognitive Behavior Therapy, passed away on November 1, 2021, at 100. Read the New York Times obituary.

Mihaly Csikszentmihalyi, who described the ‘flow’ of human creativity, died on October 20, 2021 at 87. Read the Washington Post obituary.

News from APA

APA Adopts SLOs for Introductory Psych

The APA Council of Representatives adopted the Student Learning Outcomes for Introductory Psychology as APA policy on October 29, 2021. These student learning outcomes were an product of the APA Introductory Psychology Initiative.

Results of APA Elections

The APA Election Committee has announced that Thema S. Bryant-Davis, PhD, was elected President-elect and Tamara S. Lyn, PhD, and Debra M. Kawahara, PhD, were elected as members-at-large of the Board of Directors. STP’s Executive Committee had endorsed all three candidates. Thank you to those Division 2 members who voted in this year’s elections.

APA’s Resolutions Addressing Racism

On October 29, 2021, the APA Council of Representatives passed three resolutions acknowledging and apologizing to people of color for APA’s role in promoting and perpetuating racism and racial discrimination in the United States; the role of psychology and APA in dismantling systemic racism in the United States; and advancing health equity in psychology.

APA’s Advocacy for Education

APA Services work leads to changes in student loan forgiveness program that will reduce student loan debt and incentivize public service.

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.
DIVERSITY & INTERNATIONAL RELATIONS

Call for Papers: Psychology from the Margins

Psychology from the Margins, a student-led, peer-reviewed journal supported by the National Museum for the History of Psychology is seeking submissions for our fourth annual issue. This journal features scholarly work addressing the history of research, practice, and advocacy in psychology, especially as it relates to social justice, social issues, and social change. The purpose of the journal is to fill gaps in the literature by providing an outlet for articles in psychology that highlight stories unrepresented in mainstream historical narratives. This year, we particularly welcome papers that address the theme of issue four- “Applied Psychology and Minoritized Groups: Using History to Inform Present Practices”. We encourage contributions that draw attention to how applied psychological research, practice, and advocacy have affected and been affected by minoritized groups and individuals. Manuscripts should be between 20 and 40 pages in length (not including references).

Possible Topics:
- Considerations related to use of mainstream psychological approaches with minoritized groups in light of histories of marginalization and oppression
- History of a culturally specific approach and current state of the research
- History of a harmful psychological practice with minoritized groups
- Misapplication of psychological knowledge to marginalized groups throughout history and how it is/can be addressed
- How social justice and advocacy endeavors in the history of psychology informs current practices
- Modern applications of historical contributions of marginalized psychologists
- Historical roots of social justice and advocacy
- History of marginalized psychologists advocating for equity and justice
- Explorations of the historical work of underrepresented groups in shaping applied psychology

Submission Guidelines: Interested authors are welcome to submit an abstract for feedback from the editorial board regarding the topic’s fit and focus for this issue by emailing the editors (see below). Completed manuscripts should be submitted through the Psychology from the Margins portal found at https://ideaexchange.uakron.edu/psychologyfromthemargins/

Questions and correspondence are welcomed and may be directed to Nicole Theiss Fogwell, M.A. (ntf11@uakron.edu) and Devynn Campbell-Halfaker, M.A., (dcc78@uakron.edu).

SIOP Quarterly Talk on DEI Initiatives

The Society for Industrial and Organizational Psychology (SIOP) Bridge Builders Committee invites anyone interested in Industrial-Organizational Psychology to our last quarterly talk of the year. Diversity, Equity, and Inclusion (DEI): The Role of I/O Psychology in Promoting Fair Organizations

Date & Time: Monday, November 15, 7:30pm ET
Format: Zoom webinar (Free)
Registration: https://linktr.ee/SIOP_BB

The link above also provides access to recordings from the three earlier talks this year as well as several educator resources for those interested in incorporating I-O Psychology into their teaching.

RESOURCES

Recent Additions to Project Syllabus

Recent additions to Project Syllabus so far this year:
- Behavioral Neuroscience
- Capstone in Psychology: Executive Function in Children’s Learning and Development
- History of Psychology
- Human Sexuality
- Multicultural Psychology
- Reading and Writing for Psychology
- Research Methods (includes pandemic teaching methods)
- Statistics for Psychology
- The Good Place (honors course)
- Theories of Personality

“It This is How I Teach” Blog

Regan A. R. Gurung, Oregon State University, is the most recent contributor to STP’s “This is How I Teach” Blog. Would you like to contribute to the blog? Contact howiteach@teachpsych.org

APA Publishes a Book on the Work of the Introductory Psychology Initiative

Gratitude in the Classroom
Submitted by: Maaly Younis and Kelly Cuccolo

Mental health concerns can impede academic achievement, well-being, and quality of life. Mental health in higher education seems to be a topic of conversation, especially in the face of the disruptions and stress caused by the COVID-19 pandemic. As such, educators may be seeking ways to protect, or enhance the well-being of students, and even feelings of connectedness. Gratitude may be one way that educators can achieve these aims. Gratitude involves bringing mindful attention to the positive aspects in one’s life (Emmons & Stern, 2013) cited in Biber (2020). Biber (2020) further discusses the benefits of implementing gratitude practices as part of the classroom environment as it serves different purposes such as increasing prosocial behavior, increasing positive social interactions between the students and raises the students’ cognitive and emotional awareness. Gratitude exercises have also been found to reduce feelings of depression, anxiety and stress and improve connectedness and engagement with others and school in general.

Furthermore, gratitude is associated with students’ satisfaction with school and trust in their teachers (Biber, 2020).

Teachers can implement gratitude exercises to help promote emotional regulation with their students, hone concentration, and emphasize social–emotional learning. Teachers can use the creation of a gratitude wall to instill gratitude in their students and promote emotional and social well-being. For example, expressions of gratitude from college professors have been positively associated with student engagement (e.g., attendance), connectedness, and well-being (e.g., happiness; Howell, 2014). Indeed, gratitude seems to be a relatively simple way to increase student engagement (Flinchbaugh et al., 2012). For instance, Flinchbaugh et al., (2012) had students complete a gratitude journal (listing up to five things students were thankful for in their lives) weekly before the start of the first class of the week. Zakrzewski (2013) provides a plethora of examples and activities for those looking to implement gratitude into their courses.

*Adapted from Difficult Dialogues (Vanderbilt University). Other useful resources are available at Carleton College and Learning for Justice

References

Other GSTA Activities and Initiatives
For regular updates on GSTA activities, follow us on Twitter (@gradsteachpsych) 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.
Dear STP ECP Committee,

I was teaching during much of this year’s virtual Annual Conference on Teaching (ACT) and wasn’t able to participate in as much of the (great-looking!) programming as I was hoping. I’m particularly interested in knowing about things to check out for ECPs! Any recommendations would be greatly appreciated!

Please inform, Catching Up

Dear Catching Up,

We’re so glad to hear that you’re still interested in checking out the programming for this year’s virtual Annual Conference on Teaching (ACT)! Like last year, this year’s ACT was exciting and engaging, in spite of—and perhaps sometimes because of—the virtual modality. Because registration costs were so low (e.g., $25 for members), the conference was widely accessible and attendance was massive. (In fact, it was our biggest ACT ever, with well over 400 attendees!) There were dozens of posters, on-demand videos, and synchronous talks, workshops, and keynotes that are now being hosted on the conference website. These materials will remain available until October 1, 2022; register here.

Those who register can browse all the programming on the conference website:

- recordings of the synchronous presentations,
- recordings of the on-demand presentations, which are conveniently divided into
  - Best Practices presentations,
  - Professional Development presentations,
  - Scholarship of Teaching and Learning (SoTL) presentations,
  - Equity, Inclusion, & Liberation presentations, and
  - STP presentations (e.g., awards, task forces), and
- on-demand posters, divided into
  - Best Practices and Professional Development posters,
  - Scholarship of Teaching and Learning (SoTL) posters, and
  - Equity, Inclusion, & Liberation posters.

There are a wealth of amazing resources for teachers of all stages, including ECPs. It’s challenging to narrow them down to a reasonable number to highlight here, but we’ll do our best!

One excellent piece of programming that will be useful to teachers of all experience levels is the synchronous presentation by Kristina Howanksy, L. Greene’s “Best Practices: Engaging Diverse Students in Career Development in Psychology” presentation is a must for career champions for their students.

In terms of on-demand presentations, in this day and age we would highly recommend checking out Carey Bernini Dowling and Rebekah Smith’s “Designing Asynchronous Online Courses for All Class Sizes.” Similarly practical is Julie C. Hill’s “My Students ACTUALLY Read: Techniques Beyond the Reading Quiz for Increasing Reading and Preparation Before Class.” (This is certainly a struggle for many of us, and these recommendations are awesome!) Finally, Marie S. Hammond, Peggy Brady-Amoon, and Ruth L. Greene’s “Best Practices: Engaging Diverse Students in Career Development in Psychology” presentation is a must watch for anyone wanting to be career champions for their students.

Finally, we would be remiss if we failed to mention our own workshop specifically designed for ECPs, titled, “The Holistic ECP: Centering values, boundaries, and equity as cornerstones of career decisions.” In this workshop, we completed a variety of activities together, including a value sort to help us determine what our values and priorities are, an activity to develop goals that are Specific, Measurable, Ambitious, Realistic, and Timely (i.e., “SMART”), and an activity that required us to think through how we might turn those SMART goals into “SMARTIE” goals (i.e., goals that address or consider Inclusion and Equity). If you missed this workshop, fear not! You can find our worksheet—containing these activities and more—by clicking HERE.

We hope you find these materials enriching, and that you feel motivated to continue exploring the many excellent resources that were not mentioned in this brief post!

Your STP Early Career Psychologists Committee
Courtney Gosnell, Ph.D.
Karen Malavanti, Ph.D.
Albee Mendoza, Ph.D.
Molly Metz, Ph.D.
Janet Peters, Ph.D.
Daniel Storage, Ph.D.

India Johnson, Melanie Maimon, and Eva Pietri, titled, “Inclusify Your Syllabi: A Practical Guide to Incorporating Identity Safety Cues into Your Course Syllabi.” We would also recommend checking out another synchronous presentation, titled, “Half Data, Half Heart: Reflections on the Teaching Life,” by Jordan D. Troisi. While the former is more of a practical, hands-on, data-driven discussion of inclusive syllabi, the latter is marked by reflective musings about teaching (still with important practical implications).

Submit your ideas or questions for our monthly column to ‘Ask an ECP’

For regular updates on ECP activities:
- Follow us on Twitter (@STP_ECP) and Facebook
- Visit our STP website or email us.
**GRANTS & AWARDS**

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<th>STP Grant/Award/Recognition Program (click here for a full list of programs)</th>
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<td>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.</td>
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<tr>
<td>JAN 15, 2022</td>
<td>Excellence in Teaching Awards (Six award categories: 4 year college or university, 2 year college; high school, early career, graduate student, adjunct faculty)</td>
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<td>FEB 01, 2022</td>
<td>Instructional Resource Grants</td>
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<td>Mentorship of Teachers Award</td>
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<td>Projects or Sponsorship Requests</td>
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**STP Awards/Grants Deadlines**

The chart above lists the upcoming deadlines for STP’s Awards and Grants programs with links for more information. Please consider applying for the programs for which you qualify and encourage your colleagues to do so. All applicants must be STP members; to join STP, visit [here](#).

**APA Division 2 (STP) Fellows**

APA Members of STP: The [Online Fellows Application Platform](#) is open. Please apply prior to December 31, 2021 to be considered for Fellow status in 2022. Visit the [STP Fellows](#) website for more information about the application process and criteria for Division 2 Fellow status.

**New APF Gold Medal Award Program**

In 2022, the American Psychological Foundation (APF) is unveiling the revised award program: The APF Gold Medal for Impact in Psychology. The award will recognize the work of a psychologist or group of psychologists in any stage of their career in any field of psychology that is impactful, innovative, and transformational. Visit the [nomination portal](#). **Applications are due Jan. 15, 2022.** Join an [information session](#) on December 9, 2021, at 4 pm ET.

**APA/APF Funding/Award Programs**

Visit [here](#) for a complete list of funding and award programs from APA and 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. To view current deadline and to apply online for open programs, visit [here](#). The following programs may be of particular interest to the general audience of teachers of psychology.

APF Charles L. Brewer Distinguished Teaching of Psychology Award

$2,000 to recognize a significant career of contributions of a psychologist who is an exceptional teacher of psychology. **Deadline: December 1, 2021**

Queen-Nellie Evans Scholarship

$4,000 scholarship offered annually for graduate students in psychology who demonstrate a financial need and are committed to improving the disparities in societal structures and issues that negatively impact communities of color, particularly of African descent. **Deadline: January 31, 2022**

BEA Grants for Precollege/Undergrad Teaching Conferences

These grants support precollege and undergraduate teaching conferences to enhance the quality of teaching and learning outcomes. **Deadline: February 8, 2022**

Suinn Minority Achievement Program Award

Awarded to departments of psychology who have demonstrated excellence in the recruitment, retention, and graduation of ethnic minority students. Nominations are submitted by student(s) within the particular psychology graduate department and/or program. **Deadline: June 1, 2022**

High School Psychology Outreach Grants

$25,000 to support regional teaching networks that facilitate networking and professional development opportunities for high school psychology teachers. **Deadlines are July 1 and November 1 each year.**

CIRP Outstanding Dissertation Award

The committee sponsors an award for the most outstanding psychology dissertation on international and global communities. **Deadline: June 3, 2022**
Regional Psychology Conferences

It’s time to submit proposals for Spring 2022 regional conferences. Please see dates and deadlines below. As you are able, we encourage you to support and attend STP teaching programming at regional conferences. See the websites below for the latest information from each regional conference, including upcoming dates and locations for upcoming gatherings. If you have questions about STP regional conference programming, please email Garth Neufeld at regional-conference@teachpsych.org.

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

Proposals due November 15, 2021
Undergraduate Posters Due December 1, 2021

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

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

Proposals due November 26, 2021

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

Proposals due: December 1, 2021

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

STP program proposals due December 1, 2021

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

Proposals due November 15, 2021

New England Psychological Association (NEPA)
2022 Dates and Location TBA

SPSP Teaching Preconference

by Drew Christopher
Director of STP Programming at SPSP

We are pleased to announce that the annual Teaching Personality and Social Psychology Preconference at SPSP will be held virtually on Wednesday, February 16, 2022. We are honored to have Regan Gurung and Nathan DeWall as our two keynote speakers.

Submissions for posters and single presenter talks are now open. Proposals can be submitted for a virtual poster session or single presenter talk on topics in all areas related to the teaching of personality and social psychology. The deadline for all submissions is November 15, 2021.

NITOP 2022

Registration for NITOP 2022 (January 3-6, 2022, St. Pete Beach, FL) is open. 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.

Teaching Conferences

STP’s 2021 Annual Conference on Teaching
On-demand through October 1, 2022, Virtual

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

SPSP Teaching Personality and Social Psychology Preconference
February 16, 2021, Virtual

Proposals due November 15, 2021

Southeastern Teaching of Psychology Conference
February 18-19, 2022 (Link above is to 2021 event)

Proposals due date TBA

Roundtable Conference in Psychology and Education
February 24-26, 2022, Virtual

Proposals due November 22, 2021

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