STP News
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Current STP Members, Please Note

Updating Your Email/Mailing Addresses
If you are changing institutions or moving, now may be a good time to check your STP member profile to see if you need to update your email address and/or mailing address. Instructions for updating your membership information are available here.

Renewing STP for 2021

STP members will receive renewal notices later this year. Renew before October 25, 2020 to qualify for STP’s 2021 grants/awards with November 1 deadlines. Renew before December 31, 2020 to receive uninterrupted print issues of ToP in 2021.

Questions about Your STP Membership

Please contact stp@teachpsych.org if you have any questions about your membership.

Joining STP

We are now processing new members for 2021. Your membership will officially begin January 1, 2021, but you will receive the following complimentary benefits as soon as we complete processing your application (Read Please note here):

- Online access to the STP website
- Free registration to STP's 2020 Virtual Annual Conference no Teaching
- Online access to Teaching of Psychology (ToP)

You will begin receiving print issues of ToP starting with the January 2021 issue, and you will receive the benefits above through 2021.

To join STP, visit http://teachpsych.org/join/. To appear on the mailing list for the January 2021 issue of Teaching of Psychology, please join before October 15, 2020; otherwise, you may receive this issue as a back issue (i.e., considerable delay in its delivery).
July 8, 2020

Ok, so, the pandemic is not getting better and the plans for this academic year probably won’t work. I’m predicting that, at some point, we will have stretches of time where every day will be like a snow day – will we meet today or not? So, let’s take a detour from the angst and worry over Academic Year 2020-2021 and celebrate some truly wonderful psychology educators.

One of my privileges as STP President is to bestow Presidential Citations to two colleagues “who have made extraordinary life-time contributions to the Society and/or to the teaching of psychology.” The two people that I have honored this year are among the best teachers and people I know.

Loretta Neal McGregor, PhD, is a Professor of Psychology at Arkansas State University and is President of the Faculty Senate. Loretta earned her bachelor’s degree from Ouachita Baptist University, her master’s degree from Emporia State University, and her doctorate from Wichita State University in Human Factors Psychology. She has taught in higher education for almost 30 years. She served for 8 years as department chair at Arkansas State in the Psychology and Counseling Department. Prior to her tenure at ASU, she was an assistant professor at Southern Arkansas University and her alma mater, Ouachita Baptist University.

Loretta has served the teaching of psychology for many years as an advocate for quality undergraduate education for all students. She has taught courses across the undergraduate psychology curriculum, including research methods, statistics, and introduction to psychology. She has been a member of APA’s Board of Educational Affairs and served as Division 2’s (STP’s) Associate Director for Society Programming for the APA Convention. She was a long-time Advanced Placement (AP) Reader and Table Leader, helping to ensure quality scoring of AP Exams for students around the world. Loretta is one of the most preeminent scholars of the life of fellow Arkansan Mamie Phipps Clark, the pioneering social psychologist who, along with her husband Kenneth Clark, conducted the “Black Doll/White Doll” studies that ultimately influenced the 1955 Brown v. Board of Education decision from the United States Supreme Court. Loretta is a sought-after speaker on teaching, learning, and Dr. Clark’s contributions to the field. She is an alumna of the Leadership Institute for Women in Psychology (LIWP). She is the first African American awarded a Presidential Citation from Division 2.

Kristin Habashi Whitlock is the AP Psychology teacher at Davis High School in Bountiful, Utah. She also teaches courses at Weber State University in Ogden, Utah. Kristin has been teaching AP Psychology at Davis since the course’s inception in 1992, and she has been involved with the AP Reading since 2001. She has been a Question Leader, Rubric Master, Table Leader, and Reader at the Reading and has served as an Advisor to the College Board and on the AP Psychology Development Committee, which is charged with developing questions for the AP Psychology Exam.

Kristin has been active in promoting quality high school psychology instruction for most of her career. She helped found and directs the Utah Teachers of Psychology in Secondary Schools (U-TOPSS) Fall Conference and is a member of the APA’s Introductory Psychology Initiative group. She served with me on the Steering Committee for the APA National Summit for High School Psychology, co-chairing the “Psychology is a Science” strand. She has served as chair of TOPSS and has presented at just about every major psychology and psychology-affiliated conference that exists, including NITOP, ACT, NCSS, and Psychology One. Kristin is generous in sharing good psychology instruction with others, including being a co-author of such resources as the Barron’s AP Q & A Psychology book and presenting at AP Summer Institutes each year. Kristin is the first high school psychology teacher awarded a Presidential Citation from Division 2.

I am sad that I won’t be able to see them in person this year at our Annual Conference on Teaching (ACT) since we had to move that event to an online experience. So, I made some lemonade out of those lemons and recorded a Zoom-cast with Loretta and Kristin to explore some of their perspectives on teaching and to show you all what amazing, caring, excellent teachers and people they are. Please enjoy our friendly chat.

Speaking of ACT and going virtual, please take a moment to listen to me, Tom Pusateri (our Executive Director) and Jordan Triosi (Director of ACT Programming) discuss our decision making process for going virtual and what we are looking forward to for this year. Thanks to Eric Landrum and the PsychSessions podcast team for taking the time to interview us and share how much we will miss seeing everyone in person this fall. (And take some time to browse around the PsychSessions site to find interviews with amazing psychologists and psychology teachers!).

Amy Fineburg, 2020 STP President
FEATURED ITEMS

Linda Woolf receives Brewer Award

Linda Woolf, who was recently elected to serve as STP President in 2022, has been named this year’s recipient of the Charles L. Brewer Award for Distinguished Teaching of Psychology. Here’s a link to the American Psychologist article on this award.

Congratulations, Linda!

STP’s Selections for APA Poster Showcase

Each APA division selects two top poster submissions (one whose first author is an APA student affiliate and one whose first author is an APA member) to be showcased at a special poster session during the APA Convention. STP (APA Division 2) is proud to announce the posters selected for APA 2020 Virtual:


If you registered for APA 2020 Virtual, please check out these and other posters selected by other divisions at APA’s Science in the Morning session.

ACT 2020 will be Virtual

by Jordan Troisi, Director, Annual Conference on Teaching

Dear Colleagues,

Earlier this month, we provided a substantial update to the plans for the Annual Conference on Teaching, which we will move to the virtual realm for ACT 2020. I now have a few additional updates to share with you.

First, registration to Virtual ACT will be free for all STP members. You may check the status of your membership by visiting here.

Second, because of the many challenges this transition presents, we have begun the process of selecting only a handful of presentations that we can make a part of Virtual ACT. By mid-August, we hope to have reached out to all submitters to ACT to let them know the ways they will be able to take part in Virtual ACT 2020. Though none of us were hoping for a Virtual ACT, we do hope that the strong lineup of presentations will be relevant and important for the ways we are thinking about teaching in this day and age. Though virtual, ACT 2020 will still be the best of teaching programming.

We will be in touch with more information for our accepted presenters and our Virtual ACT attendees in the coming weeks and months. When it is developed, we look forward to sharing with you a schedule for Virtual ACT 2020, as well as a stellar set of teaching ideas and resources.

STP Leaders Discuss Decision on ACT

Eric Landrum interviewed STP leaders Amy Fineburg (President), Tom Pusateri (Executive Director), and Jordan Troisi (Director, Annual Conference on Teaching) about the decision to move ACT to a virtual conference. Hear the interview on PsychSessions: SB11.

Division 2 Program at APA 2020 Virtual

You may view a list of STP’s program of posters and sessions at APA 2020 Virtual here (filter for Division 2). APA will make these contents available through August 1, 2021 to anyone who registers for APA 2020 Virtual. To register, visit here.

News from APA

APA’s Advocacy for Education

APA expressed strong opposition in early July to the guidance from U.S. Immigration and Customs Enforcement on international students studying at U.S. colleges and universities. The policy would have prohibited international undergraduate and graduate students, with nonimmigrant F-1 and M-1 visas, from returning to or remaining in the United States if their institutions adopt online-only instruction models due to the COVID-19 pandemic. Because of considerable opposition from states, universities, and organizations concerned with higher education, the administration agreed to rescind the policy.

APA has endorsed legislation that aims to lower the cost of federal student loans and make education more affordable for many doctoral psychology students.

Technology, Mind, & Society

APA will hold its Technology, Mind & Society conference, (originally scheduled for Nov 12-14, 2021) as a virtual event.
Your ECP committee is sharing a snapshot of what it has been like to be an ECP during the COVID-19 pandemic.

All ECP committee members are early career professionals. We have navigated changes in teaching delivery this spring and are spending our summers planning for an uncertain future while also trying to plan our promotion portfolios, etc. This is our 2020 teaching time capsule.

Kareena: Like many ECPs across the nation, I had to quickly switch delivery for 4 classes during an extended spring break. As you all know, this is not an adequate amount of time to prepare online course delivery for 3 different preps, and, to be honest, it was a bit overwhelming! However, since these were classes I had already taught before, I felt that I could (at the very least) support my students through this sudden shift to online. I focused on organizing my modules with engaging presentations, YouTube videos, demonstrations, and mental health resources. While I don’t think my Spring 2020 courses were “model” online courses, I felt that students were well-connected to each other and myself, and they learned what I wanted them to learn. For the summer, I taught two online courses: one synchronous and one asynchronous. I felt much better prepared when I had about 4 weeks to prep for online course delivery. Just as in face-to-face teaching, I felt that I learned so much by preparing a new course (even though these were classes I had previously taught in the summer session before, just in a different modality). I learned to foster community better by using the Groups feature in Canvas for discussions and responses, and also found that a mid-week deadline (in addition to an end-of-week deadline) worked well for checking in and making sure students didn’t fall behind. I will be using both strategies moving forward, as I will be teaching online exclusively this fall. This October, my promotion portfolio is due, and I will be reviewed by my colleagues and dean for promotion to Senior Lecturer. I am spending part of my summer making sure that my portfolio highlights all the hard work I’ve done in the last few years!

Daniel: I feel very blessed in that, while most of my teaching tends to happen face-to-face, I was fortunate enough to have had several opportunities to teach online prior to the onset of COVID-19. Additionally, the University of Denver is on the quarter system, which means we were able to finish up the Winter quarter face-to-face before transitioning to online for the Spring quarter. Thankfully, this made for a relatively smooth transition from face-to-face to online teaching. I taught three classes in the Spring: Introduction to Statistics, Psychology of Diversity, and Social Psychology—the latter being with graduate students. I already had an asynchronous implementation of Introduction to Statistics ready, so that was fairly easy to copy and paste (with minor adjustments) for the Spring. The other two courses were very discussion-focused, and it felt most appropriate to make them synchronous. I was happy with these choices, and I believe I was able to accomplish my course objectives despite the pivot. This was also a great time to support my colleagues who haven’t yet taught online, and I enjoyed helping them learn how to record videos, use Zoom’s functions, and so on. In the Fall quarter, the University of Denver plans to offer a mix of face-to-face, hybrid/hyflex, and online/distance classes. I will be teaching two classes online (Introduction to Statistics, again) and one class face-to-face (Data Analysis Using R, for the first time). Times are certainly uncertain, but overall, I’m enjoying the extra challenge and opportunities for innovation in our teaching. I hope you feel the same!

Albee: I remember telling my students on a Friday in March 2020 that classes would be migrating to an online format and that class was the last one in which we would be together in-person. They had multiple questions during that class along with strong requests to make the class asynchronous, and I remember being honest with them and saying, “I don’t know” many times. The Monday after, my institution offered workshops to learn Microsoft Teams. I had to understand that platform well enough to use it for my own teaching as well as to help my students navigate it. After modifying several assignments and making new deadlines for the 4 classes I was teaching, I communicated all changes to students using email and the learning management system. I was worried about students being able to access content (some of them did not have working laptops or computers at home) so I provided instructions to download apps.
(e.g., Microsoft Power Point, Microsoft Teams, YouTube, Turnitin Feedback Studio) on their smartphones. To enhance my content, since I honored my students’ requests for asynchronous delivery, I directed them to more online resources (e.g., TED Talks). Since I planned on having guest speakers in the classroom, I demonstrated how to record on Teams to my guest speakers (e.g., professionals who majored in psychology) and they were kind enough to do a lecture virtually so that students were able to hear their stories. In terms of academic honesty, I utilized Turnitin.com more heavily, having most assignments submitted in that platform. In addition, I changed my exams, so students have a choice on what questions to answer. This helped students get a sense of ownership in their choice of questions and it was relatively easy to detect cheating if two or more students answered the exact same questions in the exact same order. Overall, there were more extensions of deadlines and more incomplete grading. In terms of advising, I did more work on the front-end as I prepared their degree audits prior to each meeting then we met virtually on Teams. In terms of scholarship, I actually attended more conferences this year since I could attend them virtually and costs are relatively lower. In terms of service, committees have met through various means including Teams, Google Hangouts, and Zoom. There were actually more meetings since we did not have to travel and since we stuck at home. This fall, my institution is planning to conduct classes face-to-face. Thus, I am going to be more mindful about what to do in an in-person setting. I will plan on more games, videos, discussions, and activities so that class time is spent wisely. The changes due to the pandemic informed my teaching practices (i.e., backward design) and the decisions I made during the spring may actually help me in the fall as I work on my tenure portfolio. Like Kareena, my portfolio is due in October. Wish me luck!

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

Submit questions to ‘Ask an ECP’
For our monthly column, we want to research and answer questions that mean the most to you. If you have a question, fill out this simple form and your question may be featured in an upcoming column.

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

The GSTA Corner
Preparing for Fall, 2020
The Fall 2020 semester will look different for many of us as compared to previous semesters. Many of us will be teaching or assisting with courses in either an online or hybrid format (see Lang’s Small Teaching and Darby and Lang’s Small Teaching Online as a starting point). For some instructors, this will be informed by experiences in Spring 2020 (see some students’ reactions here). For others, this will be a completely new experience. To help you prepare, we want to offer some resources and strategies on ways to navigate teaching and supporting your students in these uncertain and unprecedented times, especially amidst the persisting pandemic and movements for equality. Additional resources can also be found on Every Learner Everywhere and Pedagogies of Care.

Asynchronous online courses (i.e., students and the instructor do not meet during a specific time) necessitate unique considerations due to the lack of direct contact, as well as increased self-motivation required from students. Furthermore, consider the following when preparing to teach this format:

- The importance of first impressions through a welcome video: https://youtu.be/Lrh7hx9r70
- Openly discuss your identities. For instance, your first course announcement/email could outline your background and ask students to do the same (Riggs & Linder, 2016).
- Be mindful of the diverse identities of students in your course. Think about how accessible your materials are for a student who is hearing and/or visually impaired (Pang, 2020).
- When determining how students will be assessed, be cognizant that recent research (Gernsbacher et al., 2020) posits that timed exams are not equitable or inclusive. See other assessment suggestions in the researchers’ paper.
- Prepare for potentially political discussions that might happen without the advantages of face-to-face interactions. Have a plan for addressing microaggressions and microinvalidations (Torres, 2018).
- To help you better determine how you will approach this method of teaching, see this resource, which compares and contrasts completely asynchronous courses (see here for a discussion of the benefits and drawbacks of including pre-recorded videos) to asynchronous course content but live class.

Synchronous online courses (i.e., students and the instructor meet online regularly during a specific time) may maintain a similar structure...
as compared to traditional face-to-face classes, except the physical space of being in person. Here are some helpful strategies to keep in mind when preparing for synchronous online learning:

- **Ice Breakers**: may be helpful for the first day, as they have been shown to reduce stress and build connection between students and the instructor, especially in an online format where it is more difficult to have all students “go around the room” and share.

- Consider ways to maintain flexibility for students who need accommodations, such as closed captions, note taking, or whose attendance may be impacted by health-related factors or technology issues. Will class sessions be recorded for students to access at a later date? Will attendance be taken?

- Expect technical difficulties and have a back-up plan communicated to students on what to do should technology fail.

- Utilize live-stream discussion tools, like the “chat” and “reaction” features of Zoom or Top Hat to stimulate discussion and facilitate connection between students.

**Hybrid courses (i.e., students and the instructor may meet in person for some period of time, whereas online during other times) may be new to some, and more familiar for others. If new to hybrid teaching and learning, consider the following suggestions:**

- When reviewing or designing a hybrid learning course, ask how the online and face-to-face components work together to address the learning outcomes, accommodate various learning modalities, allow students to engage with the course content in meaningful ways, and lead to deeper learning.

- Explain the rationale for using a hybrid learning approach and list the learning benefits (expect some resistance as students are pushed out of their learning comfort zones; *Sands, 2002*).

- Consider how much time you spend online versus in-person. Some things may be easier to implement online (such as classroom lectures), whereas other things may be more important to share face-to-face (e.g., activities, discussions, interactive learning).

- Consider using a flipped-class approach. This consists of preparing pre-recorded material for students to engage with ahead of the class meeting so that your time in-person (or online) can be used to connect more deeply with the material. More information about a flipped class approach can be found here.

- Communicate with your program faculty and university administrator about your concerns should face-to-face meetings become a problem. Keep in mind your role and identity as a student first and foremost to ensure you are well and stay protected.

- Expect the unexpected and be forgiving of not doing everything perfectly. There will be many new challenges with teaching partially in-person and partially online. One instructor described the experience of their in-person teaching COVID learning curve here.

On another note, we also want to recognize that many of our colleagues have lost their teaching or assistantship positions because of the pandemic. While each college or university’s situation might be different, our desires and commitments to teach within these educational institutions remain the same. The ever-changing dynamics of the current pandemic are unprecedented, and we stand in solidarity with those who are unable to retain their teaching or other assistantships. Please know that we see you, we hear you, and we are with you. We hope to be of support for you in any way we can. If there is anything we can do, as a Steering Committee, to support our fellow colleagues experiencing such losses, please feel free to reach out to us and let us know of your situation and/or needs.

**GSTA Invited Speaker at APA 2020**

Dr. Amy Silvestri Hunter gave the GSTA invited address at the virtual 2020 APA Convention. Dr. Hunter is an Associate Professor and Chair of the Department of Psychology at Seton Hall University and the Associate Director of Project Syllabus, a compendium of model psychological syllabi sponsored by the Society for the Teaching of Psychology (APA Division 2). Dr. Hunter provided a brief background on the empirical basis for the current rubric used to evaluate syllabi and then provided suggestions for easy-to-implement changes to ones’ syllabus consistent with the Project Syllabus rubric that are likely to enhance student satisfaction.

**GSTA Activities and Initiatives**

For regular updates on GSTA activities, follow us on Twitter (@gradsteachpsych) and Facebook (groups/theGSTA), 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 post ideas and materials.

**GSTA Steering Committee**

Jessica Brodsky (Chair), The Graduate Center, CUNY
Adam Green, Southern Illinois University
Amy Maslowski (Deputy Chair), U. of North Dakota
Laura Simon, Ohio State University
Terrill Taylor, University of North Dakota
Maaly Younis, University of Northern Colorado
Current STP Service Opportunities

Get Involved! 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.

- **Consulting Editor, Teaching of Psychology, with an Expertise in Hispanic Serving Institutions** (September 1, 2020)
- **Consulting Editor, Teaching of Psychology, with an Expertise in Tribal Colleges and Universities** (September 1, 2020)
- **Consulting Editors, Teaching of Psychology** (September 1, 2020)
- **Associate Editor, "This is How I Teach" Blog** (September 1, 2020)
- **Chair, International Twitter Poster Conference Committee** (September 11, 2020)
- **Chair, STP International Relations Committee** (September 15, 2020)
- **Chair, STP Membership Committee** (September 15, 2020)

- **Call for Chapters for STP e-book: Teaching Psychology Online** (September 30, 2020)
- **Member, STP International Relations Committee** (October 15, 2020).

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

- **APA Fellows Committee: Neuroscience Slate** (September 11, 2020)
- Learn how to nominate yourself or a colleague for a position in APA leadership.

FAQs About STP Membership

*We are now processing STP memberships, renewals, and updates for 2021.* Visit [here](#) to join/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?

Join STP’s Social Media Networks and LISTSERVS
Diversity Matters

Racism as Prejudice + Power

For this month’s column, we respond to a question about how to help students realize that racism is a structural phenomenon, especially when this appears to contradict the definition they had been taught for years prior to enrolling in our class.

Dina: First, I’d “roll with the resistance” to prevent increased defensiveness, and just acknowledge that it is really hard for us to “unlearn” things, as psychology studies have repeatedly demonstrated. Learning entails adding new skills or knowledge to what we already know, but unlearning requires stepping outside our mental model to choose a different one, which can be quite difficult. However, the ability to unlearn when warranted and allow new information to revise and expand our former views is integral for both critical thinking and growth, which I’d emphasize as an important goal of higher education. Anti-racism is an ongoing process that involves a willingness to both learn about racism and its structural power inequities and “unlearn” racist views, and address their adverse consequences, which I’d validate is no easy feat.

Dictionaries are often revered as the things that give words meaning and custodians or defenders of “correct” language, but as linguists emphasize, all dictionaries actually do is record the meanings of previous usages. Definitions are given by the people using the terms, which are constantly evolving with language as we come up with better words that reflect our society or culture. Defining racism as “racial prejudice” and “a belief that race is the primary determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race,” like dictionaries such as Merriam-Webster did until Kennedy Mitchum repeatedly urged them to take systemic oppression into consideration, problematically ignores the dark history of racism throughout America’s inception. Racist laws, practices, and policies, including Jim Crow laws, redlining, name discrimination and Plessy versus Ferguson, all contribute to institutional and structural racism and systematic oppression of Black people that should be fully encompassed in the everyday definition of racism, not just the psychological/social science definition of racism as “prejudice combined with social and institutional power.” It is important to acknowledge our racist system of advantage based on skin color because defining racism without power and privilege has been used to push the problematic narrative of “reverse racism.” For example, the popular case of Abigail Fisher v. University of Texas Austin, in which Abigail Fisher claimed she was denied admission to the university simply because she was white, illustrates how supporters of the reverse racism ideology have claimed that racial minorities receive “unfair advantages” in school admissions and job selections instead of acknowledging their systemic oppression. Research shows that a growing concern among white Americans is a perceived anti-white bias and the “browning of America,” which may be exacerbated by demographers’ prediction that the USA will be majority non-white by 2045. In contrast, the definition of racism in the social sciences that’s now been adopted by Merriam-Webster and other dictionaries, implies that calling racial disparities “racism” is natural because it is indisputable that racial disparities stem from bias-infused barriers, so the impact of power and privilege (and the sociopolitical-historical context) can actually be addressed instead of ignored.

Jennifer: I have experienced similar discussions and disagreements when teaching about racism. I usually try to pose questions to help students think about why they are upset about “power” being part of the definition. Why is it upsetting to not be able to call an action against a white person “racism”? If the action is called “racial prejudice” and not racism, what are the implications or consequences? I also try to couch these questions within a broader conversation about how systemic and structural racism is different than racist actions at the individual level. In response to dogmatism related to the dictionary, I encourage students to think about how definitions change to reflect cultural beliefs. Dina gives a great example of how Merriam-Webster’s Dictionary plans to edit and update its definition of racism, and this is a great point for discussion! Our language is socially constructed. Whatever the case, I find it important to encourage the discussion and provide resources. I am sometimes more concerned by white students who stay silent rather than those who push back.

View this and past columns on our blog. If you have a question related to diversity, equity, and inclusion in the teaching of psychology, let us know at this link or scan the QR code and we might answer it in a future column.
PROGRAMMING

Regional Psychology Conferences

Due to COVID-19, all regional conferences in 2020 have been canceled, postponed, or moved to virtual events. See the websites below for the latest information from each regional conference, including upcoming dates. If you have questions about STP regional conference programming, please email Garth Neufeld, regional-conference@teachpsych.org.

New England Psychological Association (NEPA)
Oct 24, 2020, Virtual Conference
[NOTE: NECTOP 2020 has been canceled]

Western Psychological Association (WPA)
Postponed: Oct 28-31, 2020, Virtual Conference

Eastern Psychological Association (EPA)
March 4-6, 2021, Philadelphia, PA

Southeastern Psychological Association (SEPA)
March 17-20, 2021, Orlando, FL

Rocky Mountain Psychological Association (RMPA)
Next meeting: Apr 7-11, 2021, Albuquerque, NM

Southwestern Psychological Association (SWPA)
Next Meeting: April 9-11, 2021, San Antonio, TX

Midwestern Psychological Association (MPA)
Next meeting: April 22-24, 2021, Chicago, IL

NITOP 2021 Canceled

This is Stephen Chew writing on behalf of the NITOP Organizing Committee. We made the difficult decision to cancel NITOP 2021. Although we will not hold NITOP formally, we are planning some events in the spirit of NITOP that will be open to everyone. Some will likely be held during January 3-6, and others may happen earlier. More on this as we develop plans. If you registered for NITOP, you will receive a full refund.

The health and safety of our participants has always been our prime consideration. The course of the pandemic is clearly worsening, especially in Florida. We are all facing an uncertain fall, with the possibility of quarantines and outbreaks. The evidence is mounting that infection can occur through suspended aerosols, so people should not spend too much time in enclosed spaces with large groups. As an international conference, we cannot ask participants to fly to Florida for extended meetings in rooms, even with masks and physical distancing. We do promise, however, that NITOP will be back as soon as we are able, and it will be as formative and fun as it always has been. We regret having to make this decision, but we are confident it is in everyone’s best interest. Thanks to everyone who have helped make NITOP the conference that it is.

MATOP

MATOP is still happening this year although we have gone virtual. It will be held on Friday October 2 from 9 a.m. - 3 p.m. Speakers include Melissa Beers (Ohio State University), Laura Freberg, Josh Fetterman, Bonnie Green, Jason Spiegelman, Sally Farley, and Albee Mendoza. Registration (which will be free) and program information is coming soon. It will be found on the DIV2PSYCHTEACHER listserv and here.

Teaching Conferences

MidAtlantic Teaching of Psychology Conference
Oct 2, 2020, Virtual

Annual Conference on Teaching: Virtual ACT
October 2020 dates to be announced

Northeast Conference for Teachers of Psychology
Oct 23, 2020, Worcester, MA Canceled

Iowa Teachers of Psychology Conference (IToP)
November 6, 2020, Waterloo, IA

Technology, Mind & Society Showcase (Virtual)
More details will be available on the website

National Institute on the Teaching of Psychology
January 3-6, 2021, St. Pete Beach, FL Canceled

Higher Education Innovation Summit
Jun 2-4, 2021, Rochester, MN
Calls for ToP Consulting Editors

STP highly encourages applications for these positions from colleagues who are from underrepresented groups and have diverse backgrounds and experiences.

STP is taking applications to serve on the Editorial Board of Teaching of Psychology as Consulting Editors.

Two positions are for applicants with specific expertise in research and teaching in: (1) Hispanic Serving Institutions and (2) Tribal Colleges and Universities.

The other positions are open to all applicants.

Duties & Qualifications:

- Review 8-10 manuscripts per year including revision and resubmissions.
- Work side-by-side with the Associate Editors and Editor of ToP to ensure high quality publications.
- Must be a current STP member. Membership in APA not required. Membership in STP is $25/year, and $15/year for grad students, postdocs, and retirees.
- For the 2 positions requiring expertise: Relevant experience related to the position and expertise in current SoTL research, including trends, historical references, etc. as they relate to increasing the quality of education in the area of expertise.

Term of Service: Each position is a 3-year appointment that would start January 1, 2021 and end December 31, 2023.

Please include the following in your application:

- A one-page letter of application explaining your qualifications for the position and why you are interested in this position. This may include, but not limited to, how often do you review for ToP or other teaching or SoTL related journals? What HSI areas or topics related to the teaching of psychology that you have expertise in? What courses in psychology do you have expertise in?
- A current CV.
- The contact information for two references who can speak in detail about your qualifications for this position.

Please email all materials to Aaron S. Richmond no later than September 1.

Call for Chapters for STP e-book: Teaching Psychology Online

The editors for STP’s e-books are seeking proposals for an upcoming e-book, Teaching Psychology Online. We seek chapters focused on how faculty teach fully online or hybrid psychology courses. Some ideas for prospective chapters include:

- Teaching specific psychology courses online
- How faculty intentionally converted an on-ground psychology course to an online psychology course, either before or because of the pandemic (e.g., what was kept or edited, why, etc.)
- How to adapt a laboratory component of a psychology course for online students
- How to use a hybrid course format for teaching psychology (e.g., what psychology content is taught online vs. in class and why, etc.)
- Teaching online specific psychology content or courses that did not go well or as planned, and how to address those issues in future online courses
- Ways to create experiential learning opportunities in online psychology courses

We are particularly interested in chapters about introduction to psychology; cognitive, personality and abnormal psychology; research methods; courses with lab components; and graduate psychology courses.

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

Please email Jessica Cerniak by September 30, 2020 for more information about contributing to the eBook.

Feedback Requested: Today in the History of Psychology WIKI

We are exploring ways to expand the use of Today in the History of Psychology. Please help us know how we can best serve you by completing this six-item survey by September 6. Although we are especially interested in hearing from individuals who have taught or are teaching a history of psychology course, we welcome input from all psychology instructors.

Authors: Submit to STP Book Notes

STP Book Notes would like to feature YOU! If you are 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. For specific instructions on how to submit a blurb about your book, please email book-notes@teachpsych.org.
**“This is How I Teach” Blog**

Karen Brakke (Spelman College) and Ken Keith (retired, University of San Diego) are the most recent contributors to STP’s “This is How I Teach” Blog.

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

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**TOPSS Course Templates in Canvas**

APA’s TOPSS Committee recently updated its content specific, peer-reviewed resources, videos and formative assessments organized by the National Standards for High School Psychology Curricula. The entire course template is available on Canvas Commons, is shareable and customizable, and can be used in on-line or in-person psychology classes. For more information and instructions for gaining access to the resources, visit here; you can also watch a YouTube video on the resource here.

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**GRANTS & AWARDS**

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**APF Grants and Scholarships**

The American Psychological Foundation has several opportunities for awards, grants, and scholarships. The list below contains those that are most relevant to the teaching of psychology. Visit here (requires login or creating a free account) for additional awards, grants, and scholarships related to psychology research and practice, including many for graduate students and ECPs.

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**2021 Queen-Nellie Evans Scholarship**

The Queen-Nellie Evans Scholarship will recognize outstanding minority graduate students who have a demonstrated commitment to improving the conditions of marginalized communities. Preference is given to those who are preparing for a career in academia clinical service delivery, or public policy and see their work as helping to improve the condition of marginalized communities. One $4,000 scholarship is available for the Fall 2021 semester. **Deadline: November 15, 2019**

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**2021 Charles L. Brewer Distinguished Teaching of Psychology Award**

The Charles L. Brewer Distinguished Teaching of Psychology Award recognizes a significant career of contributions of a psychologist who has a proven track record as an exceptional teacher of psychology. The awardee receives a plaque, a $4,000 award and an all-expense paid round trip to the APA Annual Convention, where the award is presented. Awardees are also invited to give a special address. **The deadline for nominations is December 1, 2020.**