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 beginning on April 15. Ballots will be due on May 14. (Note: Any changes in these dates will be announced on the STP home page.)

President-Elect (2022; will serve as President in 2023 and Past President in 2024)

- Diane Finley, Ph.D.
- David Kreiner, Ph. D.

Vice President for Diversity and International Relations (3-year term, 2022-2024)

- Kelley Haynes-Mendez, Psy.D.
- Judith Pena-Shaff, Ph.D.

Vice President for Resources (3-year term, 2022-2024)

- Danae Hudson, Ph.D.
- Jordan D. Troisi, Ph.D.
**ACT 2021**

Planning for the 2021 Annual Conference on Teaching (ACT) is in full swing! We have our fingers crossed that we'll be meeting face-to-face in Louisville, KY from October 14th-16th, but regardless of the format, the 2021 ACT is a go.

In that spirit, I'm pleased to announce our three keynote speakers. Vijji Sathy will give a talk on "Inclusive Teaching Approaches in Psychology." Jordan Troisi will share "Half Data, Half Heart: Reflections on the Teaching Life. Susan Nolan, our STP President, will be speaking on "The Future of Psychology Teaching and Learning: Why We Need to Think Internationally, No Matter Where We Live."

Also, it's time to begin pulling together your presentation proposals. This year, we are accepting proposals in the following formats: poster, 25- or 45-minute symposium, 2-hr workshop, "Live from Louisville," and Lunch PIE. "Live from Louisville" presentations are 10-minute class activity demos that cast the audience as your students. Lunch PIE is our new and improved version of "Learn at Lunch." During these Participant Idea Exchanges (PIEs), hosts facilitate roundtable discussions about a topic of interest. And if I have my way, we'll definitely be eating pie during our PIEs!

Last, in addition to our tried-and-true presentation themes of SoTL, Teaching Tips/Best Practices, and Professional Development, we've added a new theme of Equity, Inclusion, and Liberation to highlight presentations that concern perspectives, pedagogies, or methodologies designed to support excellence in students or teachers with identities subjected to systemic marginalization. We are now accepting proposals for all themes and presentation types through Friday, April 30th.

Looking forward to seeing everyone at the 2021 ACT!

**STP Webinar: How to Become an Effective Journal Reviewer**

The Editor of *Teaching of Psychology*, in collaboration with the STP Early Career Psychologists Committee announce a free webinar:

**Tips of the Trade: How to Become an Effective Journal Reviewer**

Although reviewing for academic journals is a skill most academics need in their careers, many academics may have never received formal training in how to write reviews that provide authors with constructive feedback. Join Aaron Richmond, Editor of *ToP*, for a one-hour info session on improving as a journal reviewer. Implications for roles on journal editorial boards and future training will be discussed.

One-hour Zoom webinar: Friday, April 2, 2021
11am Pacific/12pm Mountain/1pm Central/2pm Eastern

Hosted by Aaron S. Richmond, Editor, *Teaching of Psychology* & Professor, Department of Psychological Sciences, Metropolitan State University Denver

Register here: [http://teachpsych.org/ToPWebinar](http://teachpsych.org/ToPWebinar) *A recording will be made available for STP Members following the event.*

**STP Member Achievements**

If you are an STP member who has recently achieved an award, recognition, or other accomplishment that has been released to the press, send the following to stp@teachpsych.org with the Subject: STP Member Achievement: A 1- to 2-sentence description of the achievement, a link to the press release, and (optional) a photo of the recipient. The editors of STP News will review submissions for consideration for publication in upcoming issues of this newsletter.

**Gary Lewandowski**

Gary W. Lewandowski Jr., Ph.D., Professor of Psychology at Monmouth University, published my book *Stronger Than You Think: The 10 Blind Spots That Undermine Your Relationship...and How to See Past Them*. It uses over 350 research studies to help readers learn how to avoid taking the good parts of their relationship for granted.

**News from APA**

**APA Adopts Resolution on Human Rights**

APA has adopted a resolution pledging to integrate its longstanding concerns for human rights and related initiatives into a framework that will underpin its decision-making. The resolution grew out of a report by the APA Task Force on Human Rights and builds upon an increased focus on human rights in APA’s strategic plan and Ethics Code.

**Call for Papers: Special Issues of TIPS**

APA Publishing invites article submissions for *Translational Issues in Psychological Science*. At least one author must be a graduate student or post-doctoral fellow.

- Socioecological Approaches to Psychology (Deadline: May 3, 2021)
- Addressing racism, anti-blackness, and racial trauma in psychotherapy (Deadline: May 31, 2021)
- Psychology and the Pandemic (Deadline: July 1, 2021)
One Year (and Hopefully Only One Year) of Solitude

Just a year ago, most of us had no idea that in about a week, our lives would change in ways enormous and tiny. (I’m writing this on March 7.) My personal shut-down day was March 15, the first day that Seton Hall University, where I teach, went fully remote. My last non-take-out restaurant meal was a few days before that. I wish I had known! I had a veggie sausage at a local beer hall, which was delicious, but my mediocre cooking skills mean that I can grill the heck out of a Beyond Sausage at home. In retrospect, I would have opted for the spectacle of a sushi bar or a sizzling skillet of fajitas!

I won’t lie. It’s been hard, and I hit (and pushed through) my own personal pandemic wall in December. But I also recognize the enormous disparities in the ways in which the pandemic has affected us, with people like me – white, childfree, employed, working remotely – faring far better than others. Women, especially those with children, have disproportionately lost their jobs and dis/proportionately taken on increased childcare obligations, including monitoring online learning from home (Thibaut & van Wijngaarden, 2020). Young people who identify as LGBTQ have faced the difficulty of isolation from supportive communities and, in some cases, the challenges of moving back to intolerant family homes (Gonzales et al., 2020). People living in certain counties (e.g., rural vs. urban), states, and countries have suffered more than others, often because of socioeconomic status or governmental policies (e.g., Moreno et al., 2020). And our BIPOC friends, neighbors, and colleagues have faced particular difficulties, due in large part to the structural inequities, including over-representation in essential jobs and decreased access to healthcare, that have only been exacerbated during the pandemic (Loeb et al., 2020).

Many parts of the world are also experiencing rising rates of xenophobia and anti-Asian racism (Misra et al., 2020). As an instructor, I start each class by sharing articles that I, or the students in the class, have found that relate to topics in the course. I recently flagged a New York Times article titled “What This Anti-Asian Violence Reveals About America” to share with my students. Not long after, I heard from Molly Metz, a member of STP’s Early Career Committee and until recently the head moderator of STP’s Facebook page. She shared a powerful Twitter thread by psychology professor Jin X. Goh who asked “has your university/ department/ organization said anything about the wave of violence against Asians and Asian Americans?” And anti-Asian racism isn’t limited to the United States; it affects many of our STP members around the globe.

Molly’s message and Goh’s tweets are important reminders of the work that STP needs to keep doing. I want to again call attention to STP’s Statement on Addressing Systemic Racism and Inequity in STP and encourage all of us to keep talking about racism and antiracism – with each other and with our students. And to keep finding ways to incorporate these topics into our classes both to support our Asian, Black, and other BIPOC students and to educate all students. I also want to encourage us to support and speak out on behalf of our Asian colleagues and students. (There are many helpful resources related to anti-Asian racism, including this compilation from Northwestern University and more general resources related to racial trauma from STP.)

As I indicated in my last post, one of my goals for this platform is to introduce STP members to the sprawling organizational structure of the organization in the hopes of helping anyone who is interested to find your niche within our organization. STP has five Vice Presidents, so starting with this post, I’ll introduce you to each of them. Appropriately, given the topic of this post, I’m starting with the Vice President for Diversity and International Relations, Kelley Haynes-Mendez. Kelley was an essential part of the development of the statement and resources on racial trauma I describe above, and has also spearheaded an organizational initiative to assess STP’s current status on diversity, equity, and inclusion. Below, she discusses her role within STP, the opportunities within her area, and why she so values her involvement in STP.

Kelley particularly wants to highlight STP’s Get Involved page, and she encourages STP members who are BIPOC or who represent marginalized and underrepresented communities to join us! Please do!

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

The Vice President for Diversity and International Relations is responsible for collaborating and consulting with the other four VPs, the Chairs of the Diversity Committee and the International Relations Committee, and other Executive Committee members to ensure that diversity and international issues are infused in all Society’s activities. The Vice President oversees and works...
closely with the chairs of the Diversity Committee, International Relations Committee, and International Twitter Poster Conference Committee in order to advance diversity and international issues within STP. Additionally, I consult with Presidential task forces and our journal editor in order to address diversity, equity, and inclusion issues. Presently, I am helping to coordinate an organizational self-assessment for diversity, equity, and inclusion. I am also consulting with the current Presidential task force on diversity, equity, and inclusion alongside chairs and members of both the Diversity and International Relations committees.

What do you most value about STP?
I found a home in STP after presenting at its Best Practices conference for teaching diversity. After that conference I was invited to be member of the Diversity Committee. After serving there for several years I became a liaison between the Diversity and International Relations Committees and later chair of the International Relations Committee. While serving as chair of the International Relations Committee I was also invited to be a part of a Presidential Task Force on internationalization. There are a number of opportunities to plug in and get involved within STP. Having so many opportunities available usually means that anyone who is interested can find a good fit. This is what I value most about STP – the opportunity to get involved with various committees, task forces, and other projects and initiatives.

References

STP Mentoring Virtual Get-Together
The STP Mentoring Program and the Early Career Psychologists Committee are planning a virtual get-together for Saturday March 13 from 2pm-3pm Eastern (11am-12pm PST; UTC-5). The event is restricted to STP Members and will be limited to the first 50 registrants; those who sign up after the first 50 registrants will be placed on a waiting list. To sign up, click here.

“This is How I Teach” Blog
Chris Hakala, Springfield College, 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

Do You Like Classifying Stuff? STP’s Tagging Project Needs You!
Ever wish that you could find all of STP’s resources on a given topic in one easy, unified way? So do we!

RESOURCES
That’s why we’ve been working on a project to tag our resources (teaching materials, eBooks, syllabi, blog posts, you name it) with common words such as “statistics”, “development”, “social”, and of course, “engagement”! If you’re inclined to help us, your role would be to simply review a resource (e.g., a quick glance), determine the tags that best fit, and add them. We’d provide the list of items to tag, starting with our teaching resources, and a schedule so that this big task can be chunked up into manageable pieces.

Sound like something you’re interested in for a little bit of “service to discipline” credit or just because you’re an obsessive organizer? Then drop a line and your CV by March 30, 2021, to Jon Westfall, STP Internet Editor, at ie@teachpsych.org. STP encourages applications from colleagues who are from underrepresented groups and have diverse backgrounds and experiences.
DIVERSITY & INTERNATIONAL RELATIONS

AusPLAT 2021

By Professor Frances Martin
frances.martin@newcastle.edu.au
Chair AusPLAT Conference Committee

The 2021 Australian Psychology Learning and Teaching (AusPLAT) Conference will be September 17-19, 2021.

AusPLAT is the premier conference in Australia for Psychology educators in universities, colleges, and high schools to present their research and to discover new and interesting concepts in Psychology learning and teaching. AusPLAT liaises with national and international societies in developing its program for the conference.

The conference is planned to be a hybrid in person at Newcastle and at nodes in some cities/online conference. The program will consist entirely of talks, preferably presented live to an audience, and shared online via Zoom, or exclusively online via Zoom.

The main conference site will be The University of Newcastle (city campus – NUSpace). If the situation permits, people who can commute to Newcastle will be encouraged to attend sessions in person. For participants who are interstate and elsewhere, Zoom presentation is possible, and we have arranged for nodes/satellite sites in each major city. At these, talks can be presented in front of a live local audience, and feature in the conference via Zoom. If you cannot attend either the main conference or a node/satellite site, you can present at a scheduled time into the programme via Zoom.

ToP Special Issue: Call for Papers
Diversity, Equity, and Inclusion in the Teaching of Psychology

New Extended Deadline: Now April 15th, 2021

Guest editors:
- Delishia M. Pittman, The George Washington University, dmpittman@gwu.edu
- Jasmine A. Mena, Bucknell University, j.mena@bucknell.edu
- Joaquín Borrego, Jr, Pacific University, jborrego@pacificu.edu

Diversity, equity, and inclusion (DEI) have become increasingly central to our understanding of the human experience. While awareness and scholarship about the importance of DEI has grown, expertise involving the most effective pedagogies for integrating DEI into teaching of psychology has not been widely disseminated. Teaching of Psychology (ToP) invites submissions for a special issue on Social Justice Pedagogy: Diversity, Equity, and Inclusion in the Teaching of Psychology. Submissions that engage with DEI content and process including, but not limited to, learning objectives, teaching tools and techniques, assessments, managing difficult classroom dynamics, and/or curriculum considerations, as they relate to the following themes, are especially welcome:

- Social justice models and evidence-based practices for incorporating diversity/multicultural topics across the psychology curriculum
- Inclusive pedagogy that is sensitive to systematically marginalized students including innovative approaches to assessment of learning
- Racial healing and trauma in the context of teaching and learning in psychology
- Effective strategies on how to increase the representation of underrepresented faculty and teachers of psychology (e.g., people of color or LGBTQIA+) in higher education and other professional activities
- Teaching methods that illuminate the psychological underpinnings of racial, sexual-orientation, and other biases, bigotry, and prejudices
- Provide innovative and thought-provoking paradigm shifts in improving educational equity in psychology (e.g., Liberation-based psychology, andragogy, etc.)
- Decolonization of psychology and the teaching of psychology at all training levels from high school to graduate level training
- Promotion of increasing diverse population representation in the educational processes related to teaching, learning, and training of psychology and related career paths (e.g., teaching assistant mentoring)

Manuscript submissions are due April 15th, 2021. All manuscripts should be submitted electronically through the ToP submission portal. As part of the submission process, please indicate the corner to which you are submitting the manuscript (Proof of Concept, Replication, Science of Teaching and Learning, Scholarly Teacher). Additional details about manuscript corners are available here. Each manuscript will undergo the double-blind peer review process. Please email any of the guest editors if you have any questions or require additional information. You may also contact ToP editor, Aaron S. Richmond at top@teachpsych.org. Finally, please share this call-for-manuscripts widely.

APA Teacher Resources on Diversity

The APA Education Directorate has published a self-reflection tool for educators that was developed by the Working Group on Diversity and Access as part of the APA Summit on High School Psychology Education. The tool may help teachers or psychology at any level consider how they may make their classrooms more inclusive and diverse. The tool is available here.

APA also provides a set of Mental Health Primers geared for teachers in K-12 classes but that may also be helpful for teachers in post-secondary settings. Visit here.

APA provides links to additional diversity resources for teachers here.
GRANTS & AWARDS

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<th>Deadline</th>
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| APR 1, 2021    | High School Teacher Travel Grants  
Conference Speaker Grants                                                                 |
| MAY 31, 2021   | Scholarship of Teaching and Learning Workshop                                                                 |
| NOV 1, 2021    | Early Career Travel Grants  
Scholarship of Teaching and Learning Research Grants  
Promoting Partnerships Small Grants                                                                 |
| DEC 31, 2021   | APA Division 2 (STP) Fellows (Must be an APA member to apply)                                                                 |
| ONGOING        | Projects or Sponsorship Requests                                                                                     |

Conference Speaker Grants

The STP Conference Speaker Grant Committee is now accepting applications for the spring round of funding. The deadline for spring applications is April 1, 2021, for conferences taking place during the remainder of the 2021 calendar year. Up to three $1500 grants will be awarded to offset the direct travel expenses of a keynote speaker at a teaching-oriented conference. Applications should be submitted by the conference organizer(s), on behalf of their invited speaker(s). Applicants for this grant program must be members of STP. You can find information about the grant program, eligibility requirements, and application details here. If you have any questions about the program or wish to submit an application, please contact Kyle Conlon, Conference Speaker Grant Committee Chair, at speaker-grant@teachpsych.org.

High School Teacher Travel Grants

The STP High School Teacher Travel Grant Committee will fund approximately 10 grants, with a maximum award of $1000 per grant, for conference attendance between January 1 and December 31 of the award year. Grant funds will be used to defray the costs of travel to psychology teaching conferences or to more general psychology conferences that have a significant teaching of psychology component.

Applicants must be members of STP, and priority will be given to applicants who have submitted, or will be submitting, a teaching-related proposal to the conference they are seeking to attend, or attending a conference hosted by Teachers Conference travel must occur in the calendar year in which an award is granted.

To apply, visit here. Questions? Contact Committee Chair Eric Castro, hs-travel@teachpsych.org.

Funding Opportunities from APF

Visit here for a list of funding opportunities from the American Psychological Foundation (APF) designed for early career psychologists, mid/senior level psychologists, teachers of psychology, and achievement awards.

Visit here for a list of scholarships and grants for graduate students.

Apply online for all programs here; read FAQs here.

2021 APF/ Society for General Psychology
Mary Whiton Calkins Grant

$3,000 Due May 31, 2021

One grant of $3,000 to support faculty who are members of Div. 1 (Society for General Psychology), who teach at primarily undergraduate-serving institutions, and who identify undergraduate education as the primary focus of their research.

2021 APF Graduate Student Scholarships

$2000 to $5,000 Due June 30, 2021

This program assists graduate students of psychology with research costs associated with the master’s thesis or doctoral dissertation. Applicants must be enrolled during the 2021-2022 academic year in a graduate department of psychology that is a member of COGDOP.

Funding Opportunity from Psi Chi

Visit here for information on the Robert Cialdini/Psi Chi Undergraduate Research Grant for Field Research in Psychology.
Joining or Renewing in STP for 2021

We are now processing new members and renewals for 2021. To check the status of your membership, visit here and click on the link to view your membership card (requires login).

- For instructions on joining or renewing, visit here.
- Questions? Contact stp@teachpsych.org.

Current STP Service Opportunities

Get Involved in STP! Please consider applying for the following positions and please encourage your colleagues to apply as well.

- Associate Editors, Teaching of Psychology Idea eXchange (ToPIX) (March 31, 2021)
- Join STP's Tagging Project (March 31, 2021)
- Call for Articles: Special Issue of ToP on Social Justice Pedagogy (April 15, 2021)
- Director, Departmental Consulting Services (May 30, 2021)

The ECP Corner

Incorporating Career Readiness in Courses

Dear ECPs,

Do you incorporate career readiness into your courses? If so, how?

Sincerely,
Workforce Curiosity

Dear Workforce Curiosity,

Thanks for the thoughtful question! My answer is that yes, I (Janet) always incorporate career readiness into my courses. This decision is a reflection of my personal values, the demographics of the students I work with, and the broader literature. In a national survey, 84% of incoming college students reported that a very important reason they were attending college was “to get a better job” (Stolzenberg et al., 2019). Given that there are a wide range of opportunities for psychology bachelor’s degree holders in the workforce, it is surprising to learn that only 27% of graduates report that their jobs are closely related to psychology. Sadly, the majority of psychology majors (62%) report that their jobs are only somewhat related.

Clearly, there is a disconnect between what students are learning in the classroom and the ways in which they think it applies to their jobs. Further, most psychology majors do not attend graduate school, but move directly into the workforce (56% of them do not pursue any graduate degree, 30% earn a master’s degree, and 4% obtain PhDs. The remaining 10% pursue graduate work outside of psychology).

One way to reduce the “knowledge-skills” gap and to prepare students, no matter their career path, is to be intentional in our teaching.

If you want to include some ways to incorporate career readiness into your course, I outline some of the ways I include it into my teaching (statistics, research methods, intro, and organizational psychology).*

*Disclaimer: Every instructor has their own set of resources, opportunities, and hurdles. The following ideas are not meant to be prescriptive, but rather provide the opportunity to reflect on what is possible and contribute ideas and resources for those curious about supporting career readiness.

Foundational Level: Explicitly Connecting Learning to Life

The first step is not changing what you teach or how you teach it, but rather to make explicit the connections between course concepts and the underlying skills. One of my favorite resources I have found is APA’s resource guide for the “Skillful Psychology Student” that outlines workforce relevant skills that are learned through psychology (Naufel et al., 2018). Seriously, if you don’t have this handout already, YOU NEED IT. I use it all the time to clearly connect what we are doing/learning and how it will serve students in their future professions.

If you need a little help or want to see an example of how I do this, you can check out my PPT. In it, you can see the slides I use to help connect course content to job-related skills/competencies at the beginning, middle, and end of semester. If you want to update the skills slide, you can look up current trends in employment skills, such as the Forbes list of skills you need to succeed in 2020.

Finally, you can also incorporate self-reflections into your course wherein students make their own connections between course content and their lives/career aspirations. Such reflections can make salient and reinforce the connections between class concepts and their professional development.
Moderate Level: Opportunities for Professional Skill Development

Another way to incorporate career skills is by reframing the work in your classes. This takes a bit more effort than just clarifying skills students are already learning, but it also creates new opportunities for connection and professional growth. Let’s brainstorm some ideas!

- Perhaps in a community health psychology class, students write a public policy position paper that addresses a local concern (instead of a generic research paper).

  **Skills from APA:** Cognitive (analytical thinking, critical thinking, creativity, information management, judgment/decision making), Communication (written), Personal (integrity, self-regulation), Social (collaboration, service orientation), and Technological (depending on medium)

- Instead of a generic final presentation, students present to an external audience - maybe local experts, middle/high-schoolers, or non-psychology majors (audience depends on your learning outcomes).

  **Skills from APA:** Cognitive (analytical thinking, critical thinking, creativity, information management, judgment/decision making), Communication (oral), Personal (integrity, ethical, self-regulation), and Social (inclusivity, collaboration, service orientation)

- Instead of a final paper, students create a podcast or infographic.

  **Skills from APA:** Cognitive (analytical thinking, critical thinking, creativity, information management), Communication (oral/written), Personal (adaptability), Social (collaboration, service orientation), and Technological (flexibility/adaptability to new systems, familiarity with hardware/software)

Note: You can still require the work to be based on quality, peer-reviewed research. It’s just that the method of communication and mode of delivery might look different than a research report.

**Advanced Level: Fully Integrated Projects**

For those desiring the highest level of skill-based career readiness, you might consider a service-learning or problem-based learning project. The applied nature of these types of projects can make professional skill development more salient for students, while also reinforcing their ability to transfer their knowledge to complex, real-world situations. For example, in my statistics course, we pair up with a local non-profit organization to analyze their data. Each week in lab, the students conduct an analysis and write-up the results. At the end of the semester, students present the results back to the community partner.

Typically, these are large-scale projects that require a strong community partnership and are integrated throughout the duration of the course. Thus, they require significantly more planning and time to develop. If you are looking for ideas for some of these larger scale projects and high impact practices, I recommend one of STP’s newest e-books, *High Impact Educational Practices: A Review of Best Practices with Illustrative Examples*. Here is just a sample of the creative ideas in the book:

- Chapter 13: Research Team: Impactful Team Building and Professional Skills
- Chapter 17: Collaborative Assignments and Projects to Address Real-world Issues: Using a PSA Group Project to Combat Stigma
- Chapter 38: Service Learning: A Review of Best Practices
- Chapter 48: The Value of ePortfolios in the Psychology Curriculum

We hope this gives you some ideas and inspiration for how to incorporate career readiness skills into your courses! The process and outcomes might look different across faculty, classes, and institutions, but the endeavor is meaningful for all!

Sincerely,
Your STP Early Career Psychologists Committee

Courtney Gosnell, Ph.D.
Kareanna 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

Receive a $10 gift card for completing a training-based survey.

If you are a graduate student teaching undergraduate courses, please consider completing this training-based survey. The survey aims to provide graduate students with strategies for introducing employment relevant skills in their courses. The project is funded in part by a Society for the Teaching of Psychology SoTL Research Grant. The first 300 graduate students who complete the training will receive a $10 Amazon e-gift card. This survey will take approximately 45 minutes to complete and will be open through the spring. Please direct any questions to Elizabeth Che.

Q&A with GSTA Steering Committee

Submitted by Laura T. Simon (Treasurer) and Adam Green (List-serv Monitor)

During these first few months of this new year, the GSTA Corner will be featuring brief interviews with all six members of our committee. This month, we are featuring this year’s Treasurer and Listserv Manager.

Type of doctoral program, year, & expected graduation:

Laura: I am a fifth-year doctoral candidate in Developmental Psychology at the Ohio State University. I am on track to graduate in August 2021, but I may extend until May 2022.

Adam: I am a third-year doctoral candidate in Applied Experimental Psychology at Southern Illinois University Carbondale. I hope to graduate either Summer of 2022 or Spring 2023

Classes you have taught and/or been a GTA for (undergraduate or graduate):

Laura: I have taught 8 sections of Introduction to Psychology at the Ohio State University. I was a graduate teaching assistant (GTA) for undergraduate Behavioral Neuroscience, as well as Social Psychology: The Self. I am hoping to teach undergraduate Psychology of Childhood or Lifespan Development for the 2021-2022 academic year.

Adam: As a graduate student, I have TAed for Introductory Psychology, Graduate Research Methods, Graduate Statistics, and Introductory Statistics/Research Methods. I hope to teach my own course (Social Psychology or Stats/Research Methods) in the coming semesters.

Experiences you have been able to participate in because of being a part of GSTA:

Laura: As a member of the GSTA, I have been able to disseminate information on teaching pedagogy, advocate for equity in the classroom, and share my love of teaching with fellow graduate student instructors.

Adam: I have been involved in contributing to and disseminating the GSTA Corner, writing blog posts on equity in schools, and working with the other committee members to best support graduate student teachers.

Benefits of GSTA on your professional development and future as an academic:

Laura: The GSTA provided additional leadership and service opportunities to support my future goals as an academic. I am grateful for the opportunities to collaborate with fellow GSTA steering committee members and graduate student instructors who are as passionate about teaching as I am.

Adam: I have gained experience in leadership, collaboration, and pedagogical practice from my activities with the committee. Simply having access to the other GSTA members has given me new perspectives, techniques, and priorities when it comes to my teaching style and goals.

Impact of GSTA on you personally:

Laura: Besides the relationships cultivated between the GSTA steering committee, I have felt personally and professionally supported by participating in the GSTA. My teaching has been invigorated and I have gained a great deal of satisfaction leading, assisting, and challenging other graduate student instructors to continue to grow in the classroom.

Adam: The GSTA committee is a group of people who truly love teaching. As I come from a program which is research/consulting based, having people like myself who take joy in teaching has been crucial for me in feeling supported and valued as a teacher. While we have not been able to attend conferences as a committee, I am hopeful that we will be able to in the future and can meet graduate student teachers that way.

Advice (teaching and/or research tips) for other graduate students:

Laura: Be yourself. I think it is easy for graduate student instructors to get weighed down by imposter syndrome or trying to be someone they are not. If you’re funny, use it to make students laugh and connect with the material! If you are serious, make the gravity of what you teach enhance your students’ empathy or the importance of the material. There is no “one right way” to teach, so teach your way!

Adam: I agree with everything Laura said. I would also add to be compassionate towards your students and anyone who works with you or under your supervision. We are teaching, and students are learning, in trying times. Do your best to work with your students to give them the best learning experience that they can have!

For regular updates on GSTA activities, follow us on Twitter (@gradstechpsych) and Facebook (groups/theGSTA), check out our Blog and Listserv, or write to us at gsta@teachpsych.org. You can find out more about us here or at the GSTA resource website, where we post ideas and materials.
PROGRAMMING

Teaching Conferences
Teaching Institute, Society for Research in Child Development;
April 6, 2021, Virtual
TIP Northwest
April 16, 2021, Virtual
Higher Education Innovation Summit
Jun 2-4, 2021, Virtual
Australian Psychology Learning and Teaching Conference
September 17-19, 2021, Newcastle, NSW, Australia

TIP Northwest
Join us for TIP Northwest 2021! For Free!
Teaching Introductory Psychology (TIP) Northwest 2021 will be held online on Friday, April 16 at 9am Pacific and will feature an invited keynote address by Dr. Bridgette Martin Hard (Duke University), as well as concurrent workshop sessions related to APA IPI’s new student learning outcomes — specifically, the Integrative Themes.

Though our workshops are now full, all teachers of psychology (up to 300) are welcome to register and join us (for free) for Dr. Hard’s keynote address: Help Students See the Bigger Picture: An Integrative “Themes” Approach to Teaching Introductory Psychology. You can register to attend this talk and to join the waitlist for the workshops by going to our website.

On behalf of the TIP Northwest Steering Committee,
Garth Neufeld, www.tipnorthwest.org

Technology, Mind and Society 2020: Free and On-Demand
Watch full recordings from the premier interdisciplinary showcase for emerging research and innovation on the critical role psychology plays in human and technology interaction. Free recordings will be available until November 12, 2021, 11:59 PM ET (UTC-5). Register here.

Regional Psychology Conferences
The Spring conference season is upon us! Many regional conferences have moved to a virtual format this year, which provides many of us more access for opportunities to learn, contribute, and network. Please, continue to support and attend STP teaching programming at regional conferences.

See the websites below for the latest information from each regional conference. If you have questions about STP regional conference programming, email Garth Neufeld, regional-conference@teachpsych.org.

Southeastern Psychological Association (SEPA)
March 17-20, 2021, Virtual
Rocky Mountain Psychological Association (RMPA) Cancelled
Southwestern Psychological Association (SWPA)
April 9-11, 2021, San Antonio, TX and Virtual
Midwestern Psychological Association (MPA)
April 22-24, 2021, Virtual
Western Psychological Association (WPA)
April 29-May 2, 2021, Virtual
Proposal deadline: January 15, 2021
New England Psychological Association (NEPA)
October 23, 2021, Worcester (MA) State University
Eastern Psychological Association (EPA)
Next meeting in 2022 (Dates and Location TBA)

APA 2020 On Demand
To view on-demand content from APA 2020 (a virtual conference), register/log-in here. Registration includes access to STP’s (Division 2’s) session.