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Changes in STP Leadership

Kelley Haynes-Mendez informed the STP Executive Committee that she had accepted a position as Director of APA’s Office of Ethnic Minority Affairs, which precluded her from continuing to serve as STP’s (APA Division 2’s) Vice President for Diversity and International Relations. In addition, Kelley withdrew her candidacy for a second term as VP. Although we are saddened that Kelley will no longer be serving as VP, we are thrilled for her as she begins work at APA and look forward to future collaborations with her to further STP’s mission.



We are pleased to announce that the STP Executive Committee has appointed Gabrielle, P.A. Smith, Assistant Professor in the Department of Psychology and Philosophy at Texas Woman’s University, to complete the remainder of Kelley’s term as STP’s Interim Vice President for Diversity and International Relations (April 1, 2021 through December 31, 2021). Gabrielle will continue to serve as a member of President Susan Nolan’s Task Force on Integration of Diversity, Equity, and Inclusion (DEI) and International Initiatives Across STP. Welcome to STP’s Executive Committee, Gabrielle!

We are also pleased to announce that STP’s Elections and Appointments Committee was successful in finding a candidate to replace Kelley on the ballot for this year’s election. Teceta Tormala will join Judith Pena-Shaff as candidates for the position of Vice President for Diversity and International Relations. To view their candidate statements and the candidate statements for President-Elect and Vice President for Membership, visit [here](#).

GREETINGS FROM THE STP PRESIDENT

April 2, 2021

The Essential Role of Mentors, Including in the Life of STP's VP for Grants and Awards

During the pandemic, many of us have turned to our mentors for advice and support or sought out new mentors who could guide us through unexpected circumstances – such as a switch to remote teaching or a change in employment status. Other times mentors and mentees swapped roles, with the mentee sharing skills their mentor suddenly needs – whether creating video lectures for classes or practicing mindfulness medication for self-care.



As I thought about this post over the past month, the theme of mentoring has been inescapable. First, as I continue to highlight members of the STP Executive Committee with the goal of increasing awareness of the many arenas in which STP operates, I learned that Keli Braitman, STP's Vice President for Grants and Awards, credits a mentor for her involvement in STP. (You'll read more about Keli and her VP role later in this post!) Then, on March 13, I was invited to attend a Zoom social hour of STP's Early Career Psychology Committee and mentoring network. It was wonderful to hear about the relationships formed between mentors and mentees paired through STP's Professional Development Mentoring Network, directed by Diane Finley. I also worked this month on a soon-to-be-launched podcast project with colleagues Yinka Akinsulure-Smith, Eric Landrum, and Asani Seawell. Our podcast, *Beyond Teaching*, is part of the STP-sponsored PsychSessions series, and will focus on non-classroom issues that psychology instructors face. It's perhaps not surprising that the first topic we tackled was finding a mentor!

(Want to join STP's Mentoring Network as a mentor or mentee next academic year? Apply through May 31 [here](#). Director Diane Finley personally makes matches based on shared interests and experiences, and she encourages folks to apply. Diane hopes to increase diversity in the program, particularly among mentors! She asks you to be sure to check that your STP membership is up to date before applying.)

Finally, our featured VP, Keli Braitman, who holds all the answers for how you can get STP money! We are eager to recognize and support the amazing work of our members, and Keli works both tirelessly and enthusiastically to oversee the many committees that carefully review applications. I am so often amazed at the breadth and value of the work that our members do, and I'm grateful to Keli and the awards chairs and committees for highlighting these accomplishments.

2

What would you like STP members to know about your position? VP for Grants and Awards is arguably one of the best roles in STP – who doesn't love giving grants and awards? Kidding aside, supporting the work of our members through awards recognizing excellence in teaching, mentorship of teachers, civic engagement, and promotion of work to expand diversity, equity, and inclusion; through travel grants for early career psychologists, high school teachers, and for international travel; and grants for scholarship of teaching and learning, instructional resources, and partnerships across organizations, is incredibly gratifying.



The person in this role collaborates with chairs of 11 different grant and award committees, which is an enriching way to get to know others in STP. Another benefit is in learning more about the important work that our members are doing to support the mission of the Society. It is both humbling and gratifying to see the breadth and depth of these endeavors. In addition to overseeing the development, maintenance, and functioning of STP's grants and awards programs, the VP for Grants and Awards considers new areas for recognition and support. Most recently I worked with the VP for Diversity and International Relations and the chair of the Diversity Committee to develop our latest award to recognize instructors who promote and prioritize the values of diversity, equity, and inclusion in their teaching and mentoring. Lastly, serving with other members of the Executive Committee is an excellent way to learn more about the various areas of STP, including programming, resources, membership, and international relations.

What do you most value about STP? I returned to teaching at the age of 38 after working in non-profit research for several years. Having been away from the classroom, one of my mentors suggested I become involved in STP as a way of connecting with others with a passion for teaching. She directed me to the 'Get Involved' page and my first touchpoint was serving on the Partnership Small Grants committee. I began taking advantage of STP's varied resources, networking, and professional development opportunities. The more I leaned in, the more connected I felt. I teach in a small 3-person department, and so developing networks with teachers outside of my institution became so rewarding and has led to opportunities that have enhanced my teaching, scholarship, and service. In short, my professional (and social) life would not be the same without STP. What I most want others to know is that there are a variety of grant and award programs to support and recognize our members' work. [Please take a look!](#)

FEATURED ITEMS

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 STP's 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)

- Judith Pena-Shaff, Ph.D.
- Teceta Tormala, Ph.D.

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

- Danae Hudson, Ph.D.
- Jordan D. Troisi, Ph.D.

Recipients of STP Awards

Keli Braitman, STP's Vice President for Grants and Awards, is pleased to announce the 2021 recipients of the following STP award programs. Recipients will be honored at this year's Annual Conference on Teaching, and the full citation of their awards will appear in an upcoming issue of *Teaching of Psychology*.

Keli thanks the members of the award selection committees for their work on selecting this year's recipients.

Civic Engagement Award

Fanli Jia, Chair of the award committee, is pleased to announce that the recipient of STP's 2021 Civic Engagement Award is Dr. Justina Oliveira, Associate Professor of Psychology at Southern New Hampshire University. Dr. Oliveira's scholarship focuses on service-learning experiences for students and faculties, partnering community members in I-O Psychology, and assessing students' learning outcomes in international education. Dr. Oliveira's commitments to integrating civic engagement into her teaching via service-learning classes, study abroad programs, and global education are highly impressive.



Mentorship of Teachers Award

Seungyeon Lee, Chair of award committee is happy to announce that the recipient of STP's 2021 Mentorship of Teachers Award is Dr. Melissa Beers, the program director for Introduction to Psychology and coordinator for introduction to social psychology at the Ohio State University. Her research interests focus on effective teaching practices, graduate student training for college teaching,



and assessment of student learning. Her significant contributions including her work with the APA Introductory Psychology Initiative (IPI) and teacher training and development team, were highly impressive.

ACT 2021

By Lindsay Masland, Director of ACT

The question on everyone's minds is, "Are we really going to have a face-to-face conference in October?" And the answer is . . . "Yes!" I hope to be offering vaccinated hugs and air high-fives (your choice) to all of you at the Annual Conference on Teaching from **October 14-16th in downtown Louisville, KY.**



Of course, dramatic shifts in health or financial data could affect our ability to do this, but based on current trends, we expect to be face-to-face, and we are working hard to create an event that will be safe and enjoyable for everyone. We are also considering offering an asynchronous virtual component to the conference, as we know not everyone will be able to travel this October. Financial and logistical considerations preclude us from offering concurrent face-to-face and synchronous virtual programming, but we are looking into ways to make this conference experience more accessible to all.

Once we get the details sorted out, we'll share the registration form and hotel reservation website, but in the meantime, don't forget to submit your [presentation proposals](#)! I'm pleased to report we've had a steady stream of submissions since day one, so things are looking good for a great conference. 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. Full information regarding submission types and themes, required elements by submission type, and answers to other frequently asked questions can be found at the link above. We are **now accepting proposals through Friday, April 30th.**

Looking forward to seeing everyone at the 2021 ACT!

APA 2021

By Missy Beers, Director of STP Programming at APA, and Mona Xu, Associate Director

APA2021

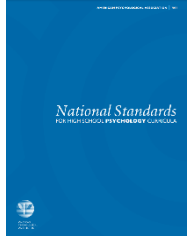
APA's annual convention will occur August 12-14, 2021. All division programming will be virtual and on-demand, with live events during the conference dates, including live sessions with presenters in Division 2! Visit APA's [conference site](#) to sign up for alerts. Registration will open June 2021.

On-demand content from APA 2020 will continue to be available until August 1, 2021, both for those who have registered for the 2020 convention and for those who pay the registration fees. Visit [here](#).

Many thanks to all the outstanding reviewers and submitters who have shaped an exciting Division 2 program! We will be sharing the impressive line-up soon.

News from APA

Call for Comments: *National Standards for High School Psychology Curricula*



APA's Board of Educational Affairs seeks public and member comments on the revised draft of the *National Standards for High School Psychology Curricula*.

The deadline for comments is May 22, 2021. Visit [here](#).

Psychology Doctoral Career Outcomes

Every year, more than 6,000 students graduate with a doctoral degree in psychology. What happens to students after graduation? How prepared are they to succeed in their careers? Find out more about [doctoral career outcomes](#), including info briefs on non-linear career pathways, career preparation, and essential job skills. Contact [Karen Stamm](#), Director of APA's [Center for Workforce Studies](#) with any questions.

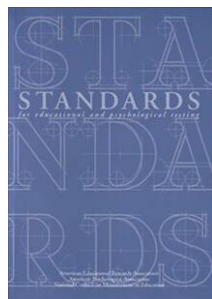
APA Resource: Mental Health Primers

[Mental Health Primers](#) are developed by APA's [Coalition for Psychology in Schools and Education](#). These primers provide information for classroom teachers to help them identify behaviors in the classroom that are symptomatic of mental health and other psychological issues, with the goal of directing teachers to appropriate resources for the students. New primers include:

- Students experiencing race-based hate
- Students experiencing low self-esteem or low perceptions of competence
- Students experiencing bullying
- Students exploring gender identity
- Students exposed to trauma

Open Access to *Standards for Educational and Psychological Testing*

The American Educational Research Association (AERA), American Psychological Association (APA), and the National Council for Measurement in Education (NCME) announce that the current edition of *Standards for Educational and Psychological Testing* is now available as a [free download](#) in English and Spanish. Readers have the option of downloading the book as a pdf, a pdf eBook, and an ePub eBook. Visit the [Standards website](#) for more information.



Call for Papers: *Translational Issues in Psychological Science*

APA Publishing invites article submissions for *Translational Issues in Psychological Science*. At least one author must be a graduate student or post-doctoral fellow. The editors seek articles on general topics and commentaries on past articles. In addition, the editors seek calls for articles on the following topics for special issues:



- [Socioecological Approaches to Psychology](#) (Deadline: May 3, 2021)
- [Psychology and the Pandemic](#) (Deadline: July 1, 2021)
- [Psychological Science and Global Health](#) (Deadline: October 1, 2021)

APA's Advocacy for Education

APA Chief Executive Officer Arthur Evans sent a [congratulatory letter](#) to the new Secretary of Education Miguel Cardona and [offered to partner](#) on a comprehensive set of education-related priorities.

APA joined a group of 50 other national education, health care, and child welfare organizations in calling on the Centers for Medicare and Medicaid Services to [expand access to school psychologists](#) by updating its billing guidance to schools.

Technology, Mind and Society 2021

APA will hold the 2021 Technology, Mind, & Society Showcase as a virtual conference, November 3-5, 2021. **The deadline for proposals is May 21, 2021.** Visit [here](#).

Free recordings from the 2020 Showcase will be available until November 12, 2021, 11:59 PM ET (UTC-5). Register [here](#).

TECHNOLOGY, MIND & SOCIETY SHOWCASE A VIRTUAL EVENT **WATCH ON DEMAND**

 JEREMY BAILENSON, PhD	 LISA FELDMAN BARRETT, PhD	 JUAN E. GILBERT, PhD
 MAJA MATARIĆ, PhD	 SAFIYA NOBLE, PhD	 ROSALIND PICARD, ScD

2020 KEYNOTES

GRANTS & AWARDS

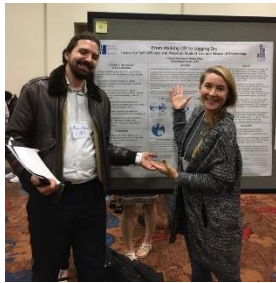
Deadline	STP Grant/Award/Recognition Program STP encourages applications from colleagues who are from underrepresented groups and have diverse backgrounds and experiences.
MAY 31, 2021	Scholarship of Teaching and Learning Workshop
NOV 1, 2021	Early Career Travel Grants Scholarship of Teaching and Learning 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

Apply for the 2021 SoTL Workshop



STP announces the 11th annual **STP SoTL Workshop**. We invite applications from faculty and graduate students who would like to accomplish developing and/or writing a Scholarship of Teaching and Learning (SoTL) project.

This workshop will be held at the same time and place as the **STP Annual Conference on Teaching (ACT)**. We are hopeful that the 2021 ACT conference will be in-person. We are waiting to hear before we make concrete plans. The cost of the SoTL workshop (TBD) will include all meals AND keynote sessions of the concurrent ACT Conference.



Mentors work with their teams starting in Summer, 2021 (by email/phone) to prepare for the workshop during the ACT Conference (as well as a potential pre-conference option).

If you are interested in being considered for the 2021 SoTL Workshop, please complete the application online using the link below **before May 31, 2021**. To apply, click [here](#) (requires login).

APA CSES Leadership Awards

APA's Committee on Socioeconomic Status (CSES) invites applications for the 2021 **CSES Leadership Awards**. These awards recognize the outstanding achievements of students, psychologists and friends of psychology who have made significant contributions to the understanding of socioeconomic status and the lives and well-being of the socioeconomically disadvantaged. **The deadline for all award categories is April 21, 2021.**

APA ECP Achievement Awards

APA's Committee on Early Career Psychologists (CEPC) is excited to offer three distinct **Early Career Psychologists Achievement Awards** for those who have made a significant impact on psychology and/or society in three categories. **The deadline is May 10, 2021.**

SPSSI Action Teaching Grants

The Society for the Psychological Study of Social Issues (SPSSI, APA Division 9) provides **Action Teaching Grants** of up to \$1,500 to members who seek to develop, enhance, or measure the impact of an action teaching activity, assignment, field experience, or web-based resource. A maximum of three grants will be awarded annually. **The deadline is April 30, 2021.**

To learn more about action teaching and see award-winning examples, visit [here](#).

Funding Opportunity from Psi Chi

Each year, one \$1,500 grant will be awarded for an undergraduate student research project specifically for field research in social psychology. A \$500 stipend will be paid for the faculty sponsor on the project. Projects involving **social media or other methods of online field research** are welcomed and encouraged to submit. **Applications are due May 1, October 15, and January 1.** Visit [here](#).

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 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**.

DIVERSITY & INTERNATIONAL RELATIONS

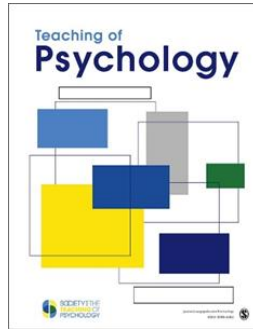
ToP Special Issue: Call for Papers

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, jbtorrego@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:

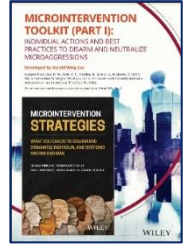
- Social justice models and evidence-based practices for incorporating diversity/multicultural topics across the psychology curriculum
- Inclusive pedagogy that is sensitive to systematically marginalized students including innovative approaches to assessment of learning
- Racial healing and trauma in 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. 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.

Microintervention Toolkit

Derald Wing Sue developed a *Microintervention Toolkit: Individual Actions and Best Practices to Disarm and Neutralize Microaggressions* based on a book Sue co-authored. To request access to this resource, visit [here](#).



Psychology Day at the U.N.

Psychology Day at the United Nations provides an opportunity for psychology to share with U.N. the role of psychology in addressing concerns of global importance and introduces psychologists and psychology students to psychology's current and potential involvement in U.N. activities and issues. This year's theme is *Psychological Contributions to Building Back Better in a Post Pandemic World*.

April 15, 2021 11am-1:30pm EST (UTC-5)
Virtual via WebEx (Register [here](#))

AusPLAT 2021

By **Professor Frances Martin**
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.

PROGRAMMING

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, including upcoming dates and locations for 2021 and 2022 gatherings. If you have questions about STP regional conference programming, email Garth Neufeld, regional-conference@teachpsych.org.

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**

New England Psychological Association (NEPA)
October 23, 2021, Worcester (MA) State University

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

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

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

Teaching Conferences

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*.



TIP NORTHWEST

The Virtual 7th Annual Conference for Teaching Introductory Psychology

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](http://www.tipnorthwest.org).

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

2021																																						
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MEMBERSHIP

Current STP Service Opportunities

Get Involved in STP! 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.

- Call for Articles: Special Issue of *ToP* on Social Justice Pedagogy (April 15, 2021)
- STP Regional Coordinator at SEPA (May 1, 2021)
- Director, Departmental Consulting Services (May 30, 2021)
- Co-Editor, STP E-book for "Teaching Tips" e-book (May 30, 2021)
- Associate Editors, STP E-books (May 30, 2021)

The GSTA Corner

For regular updates on GSTA activities, follow us on [Twitter](#) (@gradsteachpsych) 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.

Q&A with GSTA Steering Committee

Submitted by Kelly Cuccolo and William Ridgway

This month's Corner will be the final installment of our Q&A series with Steering Committee members. Below, we are featuring this year's social media outreach committee members.

1. Type of doctoral program, year, & expected graduation:

Kelly: I am a fifth-year doctoral candidate in Experimental Psychology at the University of North Dakota. I will be graduating in May of 2021.



William: I am a third-year doctoral student in Psychological and Brain Sciences at the University of Nevada, Las Vegas. I will be graduating in Summer 2023.



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

Kelly: In my first two years of my program, I was a GTA for Psychophysiology, Biological Basis of Behavior, Developmental Psychology, Introduction to Psychology, Diversity Psychology, and History and Systems. Since 2017, I have been the instructor of record for Introduction to Psychology, Introduction to Personality, Social Psychology, and Abnormal Psychology. I have also been an adjunct instructor for Lake Region State College and University of Minnesota Duluth.

William: In my second year of the program, I was a GTA for Statistics for Psychologists. Since the 2020 academic year, I have been the instructor of record for Introduction to Psychology and in Fall 2021, will be the instructor of record for Forensic Psychology.

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

Kelly: I have been able to disseminate information on teaching pedagogy, and diversity and inclusion to other graduate students to help them improve their teaching.

William: I have been able to take an active role in providing graduate students with important resources and best practices for teaching. Additionally, being a part of GSTA has allowed me to forge incredible relationships with other graduate students and faculty members outside of my own academic institution.

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

Kelly: I have really appreciated being able to connect with other students who are committed to equitable

teaching and using empirically supported practices in the classroom.

William: I have been exposed to new information and perspectives pertaining to the teaching of psychology that have allowed for me to more effectively connect with students and structure courses that result in students having the ability to play gracefully with ideas. Ultimately, the continuous adoption of new perspectives and styles of teaching allow me to grow into an ideal instructor.

5. Impact of GSTA on you personally:

Kelly: I really feel supported in my teaching by being part of the GSTA – it is very personally fulfilling to build these connections and also to know you have people to turn to for advice on teaching.

William: It provides one with a supportive community that results in you feeling safe enough to take risks. There are so many ways in which a subject can be approached, so having individuals you can discuss various ideas with is important. The process and feedback allow for an additional level of confidence in how you choose to lecture on a particular topic.

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

Kelly: Do what works for you, find what works for you. Everyone is going to have a different style of teaching that is most effective for them so don't try to force yourself to teach in a way that doesn't fit your personality, values, and goals. Also, don't be afraid to ask for help, or to admit that you're wrong or don't know an answer – students appreciate the honesty and humility.

William: The many pieces of advice when it comes to teaching is extensive, so I will discuss a couple of them. First, when it comes to that first day in the classroom, make sure to walk through your course in detail and express the expectations for your students. It is true that you never get a second chance to make a first impression. Thus, a professional introduction and thorough review of what to expect, is extremely important. Second, do not try to lecture on all the material presented in the textbook. It is important to identify what needs attention in class. Accomplishing this will allow you to take time to teach important or complex topics, instead of speeding through a lecture trying to cover each piece of information presented in the textbook.

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

If you are a graduate student teaching undergraduate courses, please complete 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 an STP 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](#).

The ECP Corner

Incorporating DEI Content

Dear ECPs,

As an ECP, I've always valued the concepts of diversity, inclusion, and equity and tried to incorporate them into my courses. However, the last year of the pandemic, public health inequities, and racist and xenophobic backlash has really highlighted just how much more proactive I need to be. What are some strategies or resources you have found helpful in incorporating DEI content and policies into your courses and other interactions with students?

*Please advise,
What Can I Do?*

Dear *What Can I Do?*,

This month marks the anniversary when the world followed stay-at-home orders due to the spread of COVID-19, which originated in an Asian country. Sadly, here in the U.S., hate crimes motivated by anti-Asian sentiment have increased by 1,900% in certain states (Lang, 2021). Recent events have shed light on how everyday life can be impacted by racism, xenophobia, and discrimination, which can have adverse impact on psychological health (Reja, 2021). As early career teachers of psychology, we can change the narrative from one of exclusion and bias to one of understanding and acceptance by incorporating diversity/inclusion/equity (DEI) in the content of our classes, our connection with the campus and local community, and our mentoring of student organizations.

Courtney: Discussion of discrimination and racism come up naturally as part of the content of many of the courses I teach (e.g., Social Psychology, Introduction to Psychology). I also weave these important topics into less obviously connected courses (e.g., Research Methods) through some of the example studies I bring in. Some of the most interesting and meaningful discussions I've had with my students regarding these topics has been when we are able to take current events and/or personal experiences and to understand how that event came to be and how future negative events could be prevented (or positive events promoted) using what they have learned about psychology. Last summer, many of my discussions focused on police brutality and Black Lives Matters protests. More recently, we spent a lot of time discussing the pandemic and its impact on a variety of minority groups. My hope is that by focusing on events going on now, students can see the importance of these topics and can begin to think of practical things they can do (even small things!) to help promote a more inclusive world with less hate and more understanding. Finally, many of my classes utilize Perusall where students can comment on the text as they read. I've noticed many students have brought up their own personal experiences with racism and discrimination in this context and they often receive support and encouragement from their peers after sharing. This exchange can help the student who shared, but also helps the whole class to understand more deeply the direct impacts of racism on those around them.



Molly: Like Courtney, I do my best to incorporate diversity content in my courses, whether talking about race, culture, gender, and sexual orientation in upper-level courses on emotion and relationships, or mindfully using examples with diverse actors in statistics and research methods (and editing every example that uses **gender as a binary variable**). In all my courses, if there is a dearth of representation, we also talk about the biases and barriers to sampling from diverse populations and talk about ways to handle those biases and barriers. There are also **amazing resources** for incorporating more **diverse voices** in course readings, and others for **increasing visual representation**. More and more, I've been moving away from solely focusing on content and thinking more about (a) how my course design can be more **accessible** and **equitable**, and (b) how I can use my position to advocate for students and to remind them as often as I can about their value and humanity outside the narrow confines of academic achievement. Here are two of my favorite instructor toolkits with tons of **perspectives** and **resources** on inclusive teaching, considering content as well as process and systems.



Daniel: As others here have already mentioned, there are many tools, resources, and techniques for infusing diversity-related concepts and discussions into your courses. This is important and feasible, as many of these tweaks (e.g., incorporating diverse voices in course readings, editing the examples you use in research methods courses, making your courses accessible) are changes that don't require you to overhaul your entire course. I would like to add that, if possible, I believe every institution should have a dedicated course that explicitly explores topics related to diversity, equity, and inclusion. At the University of Denver, for example, I designed and now regularly teach a Psychology of Diversity course, and this has been a wonderful success that has allowed me to devote an entire quarter to tackling important societal questions related to diversity from a psychological perspective. Again, it's critical to weave this into all your courses as much as possible, but having a dedicated course allows you to delve deeper and highlights that you—and your institution—really value these areas.



Albee: My colleagues infuse DEI topics in the classroom, which can enhance discussion and critical thinking. Engaging students in the larger community and having them see, hear, and interact with others who are different from them can also deepen their learning experience. I am an Asian American woman and one of the few faculty of color (FOC) in my department and institution. In my short time in higher education as an ECP, I found it important to address my ethnic minority status and educational background as a way to be transparent to my students and model open discussions in the classroom. One strategy is to build in two cross-cutting themes across the content in all my courses: disability awareness and cultural diversity.



For example, I incorporate a variety of names and examples in my test questions and prompts (e.g., Samir vs. Sam, Avi and David as a couple vs. April and David). In courses focused on development themes (e.g., Lifespan Psychology), class discussions include differences in societal views on pregnancy and pregnant women from different cultures (e.g., hospital vs. home deliveries). Guest speakers from underrepresented groups in the college community (e.g., faculty and staff members from other departments) share their stories and how familial, religious, and cultural influences affected their birth experiences. In courses focused on academic achievement (e.g., Educational Psychology), factors including race, socioeconomic status, and immigrant status are explored. Notably, the impact of being diagnosed with and treated for neurodevelopmental disorders and mental illnesses in the school and home settings are discussed. Guest speakers from the local community include students with disabilities and individuals in their support systems (e.g., principal and teacher from a special education school).

Janet: Since the other ECP members have given some great examples of including diversity, equity, and inclusion in their teaching, I will discuss how I address these issues in my student mentoring. As the advisor of the Psychology Club, I bring in campus and community panel members from a variety of backgrounds, support equity-minded programs put on by students, and educate students on resources/opportunities available to them (e.g., scholarships for black, Indigenous, people of color (BIPOC) students, department grants for undergraduate research focused on equity, etc.). In my faculty role, I try to make research assistantships accessible to all students; I no longer have “entry” requirements for research assistants in an effort to reduce barriers for these opportunities. I am lucky enough to be at a smaller institution, so I am also able to provide mentoring to any student that wants it, be it mentoring for graduate school, career readiness, or academic support. At each level of mentorship, formal and informal, my goal is to actively reduce systemic barriers that might otherwise prevent wonderful students from accessing resources and opportunities.



Karena: Like Janet, I would like to focus on mentoring student organizations. I’ve had the pleasure of working at two different institutions during my (still early) career. At the first institution, which was a small liberal arts college, I noticed that there was no student organization for people of color. As a Hispanic woman, this did not sit well with me. Because I was no stranger to using inclusive language and discussing “tough topics” such as race and discrimination in my courses, students felt comfortable talking to me about the lack of representation they felt. In the campus community, we started a multicultural student association, which was primarily a social and service organization. In the local community, we also fundraised and organized events on campus for Black History Month, Hispanic Heritage Month, etc. At my current institution, I like to highlight BIPOC psychologists during their respective cultural heritage months on my office door. I leave a note



up on the door to signal my pronouns and first-generation American and college student status, and that I enjoy chatting about diversity and inclusion-related issues. Lastly, I make a point to use primary source readings outside of Western, education, industrialized, rich, and democratic (WEIRD) societies. These gestures and activities are in addition to the content changes that other ECPs have spoken about in this column.

If you are looking for more ideas, we recommend exploring the Diversity pages in the STP website, where you can find a [Statement on Addressing Systemic Racism and Inequity](#) as well as a plethora of resources within the [Diversity Matters Blog](#).

Lastly, two of STP’s newest e-books: [Incorporating Diversity in Classroom Settings \(Volume 1\)](#) centers on ability, age, culture, ethnicity/race, gender, religion, sexual orientation, and socioeconomic status and [Incorporating Diversity in Classroom Settings \(Volume 2\)](#) focuses on intersectionality. Here are a sample of ideas in these volumes:

- Communication style differences between Eastern and Western cultures
- Start! (Even if you’re uncomfortable): Infusing readings on racial discrimination into research methods
- The frailty of human nature: Daring on local conflicts to teach against prejudice, discrimination, and stereotyping
- Even the pedagogy was White: Moving away from a single lens approach in the teaching and practice of psychology

Your STP Early Career Psychologists Committee

Courtney Gosnell, Ph.D.

Karena Malavanti, Ph.D.

Albee Mendoza, Ph.D.

Molly Metz, Ph.D.

Janet Peters, Ph.D.

Daniel Storage, Ph.D.

Do you have any other ideas or questions about diversity/inclusion/equity or other topics?

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](#).

RESOURCES

STP Mentoring Program: 2021-2022

STP offers a Professional Development Mentoring Program. The purpose of the program is to help new teachers transition into the role of professional educator. The program is designed to run from August through May. **Participants must be members of STP.** Please be sure to [check your membership](#). STP encourages applications from colleagues, for both mentors and mentees, who are from underrepresented groups and have diverse backgrounds and experiences.

Applications will be available May 1-31. To apply, complete either the Mentor or Mentee questionnaire on the STP [Mentoring page](#) during the month of May.

New Syllabi Added to Project Syllabus

Amy Hunter, Editor of [Project Syllabus](#), is pleased to announce the addition of two new syllabi:

Reading and Writing for Psychology

Eleni Pinnow, University of Wisconsin - Superior
This course builds fundamental skills in reading primary scientific literature and writing using the conventions of social and behavioral sciences, including APA style.

Theories of Personality

Thomas P. Pusateri, Kennesaw State University
This syllabus incorporates learner-centered principles and specifications grading into an upper-division course in personality psychology.

"This is How I Teach" Blog

Crystal Quillen, Middlesex 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



Thank You, Mentoring Working Group!

Diane Finley, Director of STP's Professional Development Mentoring Network, expresses "A big thank you to the Mid-Career Mentoring Working Group members. They completed their project and developed several recommendations. We will be implementing some of those later on."

Note to Subscribers of STP Listservs

STP maintains its Listservs (DIV2PSYCHTEACHER, DIV2GSTA, TOPNEWS) on APA's server. APA recently updated its Listserv software, which may have deleted your subscription to one or more of these Listservs. To join or rejoin a list, visit [here](#). You may also read archives of past posts at this link.

Call for Proposals: STP E-book

The co-editors for a new STP e-book titled: ***In their own words: What scholars want you to know about why and how to apply the science of learning in your academic setting*** invite potential authors to submit proposals for chapters to appear in a section of the book titled "Putting the Science of Learning into Practice." The purpose of these chapters is to provide teachers and others who work to promote student learning with examples of applications of science of learning in real academic settings.

After proposals have been reviewed, authors of accepted proposals will be notified and provided with detailed instructions on how to prepare and submit their chapters. The chapters will follow a similar format to that used in the 2014 STP e-book *Applying the Science of Learning in Education* section titled "Putting the Science of Learning into Practice" (Benassi, Overson, & Hakala, Eds.). The proposal submission due date is May 1, 2021.

Click [here](#) for more information about the book and proposal submission. Send inquires to Catherine Overson at catherine.overson@unh.edu

To view the full collection of STP e-books and to learn how to submit a proposal for an e-book, visit [here](#).

I/O Psychology Teaching Resources

STP Member Clemente Diaz shared the following information about teaching resources available from the Society for Industrial Organizational Psychology.

How to Find an I-O Psychologist to Speak to Your Class

Most people will spend more of their waking hours working than doing anything else, so the psychology of work and organizations should be a part of every introductory psychology course. The [Getting I-O into Intro Textbooks \(GIT SIOP\) Task Force](#) is making progress in our mission to have I-O psych addressed in psych textbooks and we even have a [sample chapter](#) and a [free standalone mini-course](#) to help fill the gap.

Sometimes, however, a text just isn't enough. Sometimes you need a real person to talk to your students. Reading about I-O psychology is one thing, but having an actual I-O talk about their research or their applied work can make the subject real in ways that a textbook can't. Fortunately, dozens of speakers are waiting to hear from you and finding them is dead simple. To find an I-O psychologist to speak with your class, search the SIOP [Advocacy Registry](#).