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STP Officer Election Results

Please join us in congratulating our newly elected officers for the Society for the Teaching of Psychology. These officers will begin or continue their terms of service on January 1st, 2021.

President:
Linda Woolf

Secretary:
Stephanie Afful

Vice President for Programming:
Angela Legg

Vice President for Resources:
Bill Altman

Division Two’s Representative to APA Council:
Maureen McCarthy

We express our gratitude to those candidates who ran for these positions

Planning for ACT 2020 Virtual

On May 11, 2020, STP leaders discussed initial plans to move the Annual Conference on Teaching to a virtual environment. Pictured: President Amy Fineburg, Executive Director Tom Pusateri, VP for Programming, Angela Legg, Director of ACT Jordan Troisi, and incoming Director of ACT Lindsay Masland. Go to page 3 to read Jordan’s plans for ACT 2020 Virtual.
GREETINGS FROM THE PRESIDENT

July 8, 2020

I had hoped that, by now – July 2020 – we would be in a different place. I had hoped that, seeing the relative success of “flattening the curve” and social distancing from April and early May, we would have a better handle on how to live while waiting for a vaccine or reliable treatment for COVID-19. We needed to have a handle on all this as the fall semester looms large at summer’s end. As each day goes by, it often feels like any hope we have had for a full resumption of normalcy is fading fast.

The more I reflect on this time in our history, the more I wonder if getting back to “normal” is really what we should strive to do. The last month has shown us that “normal” for some is oppression for others. We are reminded that inequities in the systems and in ourselves erode the very goals we as teachers strive to achieve. For as long as I’ve been a teacher (since late last century), I have heard calls to change from the “industrial age” school model to one that feels more modern. I’ve heard calls to change everything from the way academic years are structured to how classrooms are managed to how curriculum is developed. As I think about what I would want for my children – a first-year college student and a rising fourth grader – I want a new normal for schooling, one that may upend some cherished traditions but that might just, in the end, help my children see equity in a system that often promises more than it delivers. Here are some ways I’d like to see schooling change as a result of our modern and difficult times:

**Learning is the constant, but time is variable.** Learning and time don’t always go in sync. Some people learn some things very quickly. Others take longer. Usually, the speed at which learning happens differs within the person. For instance, a person who might learn a language quickly might take longer to learn how to play an instrument. Someone decided at some point that learning calculus in high school should take an academic term (anywhere from 6 weeks to nine months). Someone else decided that earning a degree in calculus should take four years.

Many teaching practices are designed to manipulate this learning-time dynamic to make learning happen within the time limit. We make students sit through an entire course to earn credits even if they can demonstrate already acquired knowledge. We give extra time and offer incompletes (which must be changed by a certain time) to help students who need more time to learn. What if these time factors – length of academic terms, scheduling of the school day/week, when learning assessments occur – could be more flexible? What if the learning was the main goal instead of completing things “on time?”

At no time in educational history have we had available the technological tools needed to reach students when they are not right in front of us. We can communicate and interact with students virtually like never before. How can we capitalize on this to be able to make learning the focus? How can we reclaim time for ourselves and our students by being flexible about it? I’d like to see more schools consider how to rethink daily and term schedules that allow for flexibility with time without sacrificing – and in fact, encouraging – learning.

This type of change, though, would require our general culture to get on board. Our school day and week are based on when parents need childcare to work most jobs. The timeline for finishing the associate’s or bachelor’s degree is based on when we believe people should be living and working on their own as adults. There is little, if any, good exploration of whether an 8am-3pm, Monday through Friday schedule is ideal for learning with children. And, as we’ve seen with this season of COVID-19, I would argue that there is little real evidence that work must be done on a 9am-5pm, Monday through Friday schedule, either. As we consider reopening schools this fall, why can’t we explore how a more fluid school schedule can help students learn better? We know distributed practice is better. We know that cognitive load is important to consider. We know playtime/free time for students contributes to greater social-emotional learning. Could we adapt to a school schedule that allows for more flexibility of when learning happens? COVID-19 is giving us an opportunity to give it a try in a way that might just save lives in the process.

**Inclusive teaching must be the norm, not the exception.** If we can adopt the idea that learning should be the focus, not time, then why would anyone NOT try to make teaching inclusive? Inclusive teaching centers on making sure students feel welcome to learn. By providing structure, checking our biases, and meeting students where they are, we can remove so many barriers to learning, and the results will likely amaze us. Students aren’t coming to us from a cookie-cutter factory model of learning. They bring an amazingly complex dynamic of personal and societal variables along with them, making it the ultimate exciting challenge to figure out how to help that students learn best. For most students, turning the learning light on isn’t difficult. It may take learning to pronounce their name correctly or explaining a procedure again patiently. It may take believing their story of hardship, even if it
seems incredible. Or it may take not asking them to explain at all, but giving help anyway. COVID-19 is affecting all of us in ways we only imagined before. How many times during this time have we felt the need to apologize for interruptions by our children or our pets or our roommates or partners during our Zoom calls? Do we blur our backgrounds or turn the books on our shelves around to avoid people’s curiosity (at best) or critiquing (at worst) our lived experiences? We hope our work colleagues will understand when we can’t meet a deadline during COVID or have an errant cat show affection during a video call. Let’s learn from COVID that inclusive teaching allows us to have that understanding for our students.

The power of education must extend beyond our classroom doors. I became a teacher because I wanted to “pay it forward.” I grew up in poverty (although I credit my parents for making our home feel richer than it was), and my educational attainment has allowed me the provide my family the financially comfortable life I didn’t have then. Because of my experiences, I have long been a champion for the power of education for my students. Yet, I realize that the level playing field I work daily to build isn’t guaranteed beyond my classroom door. BIPOC students, students with disabilities, students without documentation, students who speak other languages better than English, students from poverty, LGBTQIA students, etc., could be as educated as I am but are not given respect, deference, justice, or even life in the world.

We cannot continue to sell students on a dream. If we want to see the promise of education fulfilled, we need to work in our own communities to be sure that students can realize the promise. They must not be denied housing or loans or jobs or access. They must be treated fairly and equitably. We must work to make space for our students in the world and not just in our classrooms. We must fight for systems and procedures that bring equity, not just hope for it. We must look at results and data and be willing to see when and why things aren’t working – and then change them. We must speak up. We should also be willing to step aside and make space. Our advocacy for students must extend to the world in which we all share together if we are ever to see the dream we are giving students realized.

We can be the change we need right now. You might not have any control or say over what your institution decides about school and work in the fall. The lack of voice and choice in the larger scope of things will be frustrating and frightening in this time where these issues can have life-or-death consequences. I hope that your principal or provost is considering how to keep people safe.

As you wait to find out, consider using some of these resources to help as you plan for whatever the fall may hold:

- A host of resources from STP, from e-books to syllabi to teaching activities.
- The APA Guide to College Teaching, brought to us by the APA’s Committee on Baccalaureate and Undergraduate Education (CABE) – and this work is headed up by our VP of Resources Bill Altman and STP member Megan Sumeracki.
- A Guide to Inclusive Teaching, headed up by STP member Viji Sathy and her collaborator, Kelly Hogan
- The APA’s Top 20 Principles of Teaching and Learning in K-12 Schools (which applies to all levels of teaching, I think).
- Find voices that are supporting quality teaching, maybe starting with STP’s This is How I Teach blog, the PsychTeacher Listserv, and STP’s social media accounts (STP’s Facebook group and Twitter)

I had wished that, by now, we’d’ve been able to see the end of this COVID-19 tunnel. I had wished that we could see each other at the APA Convention in Washington, but thanks to Missy Beers (our APA Convention Chair) and Jamie McMinn (our outgoing APA Convention Chair), we have a lineup of great virtual speakers. My presidential “hour” will be a Zoom panel discussion with five BIPOC STP members discussing their work and how we can build a more inclusive STP moving forward. Thanks in advance to EC VPs Meera Komarraju and Kelley Haynes-Mendez; Diversity chair Teceta Tormala; Membership Chair Rita Obeid; and Diversity committee member Dina Gohar for serving on this panel and sharing their work.

I had wished that it would’ve been possible for us to hold our Annual Conference on Teaching (ACT) in person in Pittsburgh in October. Unfortunately, we aren’t seeing the end yet, and we can’t gather in person in October. I’m proud of Jordan Triosi (our ACT Director) and Lindsay Masland (our incoming ACT Director) who have worked hard to come up with a new plan for a virtual ACT that will be available FOR FREE to all members of STP. I look forward to this opportunity, and I look even more forward to seeing you all in person again when we can be safe together.

Wear a mask. Keep your physical distance. Look out for each other.

Take care,

Amy Fineburg
2020 STP President
FEATURED ITEMS

ACT 2020 will be Virtual
by Jordan Troisi, Director
Annual Conference on Teaching

Dear colleagues,

It is with a heavy heart that I write you today. I am saddened to report that we will be unable to host an in-person version of the Society for the Teaching of Psychology’s Annual Conference on Teaching (ACT) this October 8-10. For reasons that will be detailed at greater length below, the effects of the COVID-19 pandemic have made it impossible for us to convene—or reconvene—this year, an experience that I know many of us cherish.

Instead of our in-person gathering this fall, we will be hosting a virtual version of ACT (“Virtual ACT”). Before delving into the details of what that means for ACT and what that means for you, let me first speak from the heart a bit. These are hard times for higher education, for our country, and for the people we all care about. These are hard times for those of us who have helped to make the very difficult decisions related to ACT this fall. These are hard times for me, too. As many of you know, this fall’s ACT will be the last one for which I serve as the Director. And I’ll say now what has become the clichéd refrain of the last 5 months: “this is not how I wanted this to go.” This is not how I wanted ACT 2020 to go, and this is not how I wanted to go out when it comes to ACT. I will probably say more about this at a later date, but please understand that this was not a decision that we, or I, have taken lightly. On the contrary, it is a decision that weighed so heavily on me.

Rationale for moving to Virtual ACT

There are many factors that contributed to our decision to move ACT into the virtual realm. Here are just a few:

- The health and safety of our attendees comes first when planning ACT. The likelihood of viral spread among such a large gathering would have been almost guaranteed, and we cannot ignore such a credible threat to peoples’ physical and mental well-being. Many other conferences scheduled before and after ACT have also been cancelled or moved to a virtual environment for this same reason.
- Many institutions are restricting faculty and staff travel for the fall, either through policies or removal of typical travel funding. Even some institutions that haven’t done this yet might do so in the future. These funds are crucial for many individuals to attend ACT.
- Every year ACT has a contractual agreement with the hotel that serves as our site, and these contractual agreements delineate specific amounts of expenses that we, as a group, need to spend at a hotel to “hold up our end of the bargain.” We have been fortunate in recent years to go well above the threshold that our hotel sites require, but this year, we likely would not. We would pay a financial penalty if ACT were not sufficiently large.

What the future holds for ACT 2020

It would be impossible to recreate a normal ACT in a virtual form. So much of what’s valuable at ACT happens in the interpersonal domain in a physical space: the conversations with colleagues before or after symposia, the chance meetings in the hallways, the discussions that continue well into the evening. Successful conference events are people-focused, and that looks quite a bit different—but not impossible—with a virtual approach. We are planning a Virtual ACT that will still serve the major goals we have for ACT, but through a different pathway.

Here are the types of programming that we anticipate will be a part of virtual ACT 2020 (please note, circumstances may require these to change):

- Construction of a PDF of the abstracts that will be accepted for the conference, which will allow our colleagues to include these items on their CVs.
- Access to all content of Virtual ACT for STP members through the STP website, with no additional registration fee.
- Asynchronous video recordings of select symposia accepted to ACT (details below).
- A small amount of specialized synchronous sessions, of short length, the week of October 5-10, including a culminating synchronous session on Saturday, October 10 (what would have been the last day of an in-person ACT).
- Keynote presentations in either synchronous or asynchronous format based on speaker desires.
- An opportunity to hear how to get involved in STP (this was the former STP Business meeting).
- An opportunity to hear from the STP Annual Teaching Award Winners.

Procedures and the pathway forward

Those of you receiving this message may fit into many different roles. We hope to clarify what this change in ACT means to you with the information below, and in the weeks to come when we unveil more details, but please let us know if you have any questions:
Those who have already registered and paid for ACT: you will receive a full reimbursement of your registration fee. We will begin processing these soon.

**For those who have submitted work for presentation at ACT, in the weeks to come:**
- A small fraction of you will be invited to give a synchronous presentation of your work. We will prioritize approaches that already required synchronous components to the presentation.
- A larger fraction, though still not as large as normal, will be invited to record a version of their presentation for upload to the Virtual ACT website that is in development. These videos will be available to STP members for at least the near future.
- For those who have their work “accepted” for this year’s ACT but were not invited to present it in either synchronous or asynchronous form this year, many months from now you will have the capability to “opt-in” to have your work considered for presentation at ACT 2021 next year in Louisville, Kentucky. Those who opt-in will have their submission re-evaluated with the other 2021 ACT submissions.

In the coming weeks, we will have more details about these pathways forward. But we wanted to communicate this information with you now, so that you know what’s ahead. We look forward to working with you, hearing from you, and constructing a Virtual ACT that we can all be proud of. Thank you, as always, for being such delightful and hardworking colleagues.

**STP Program at APA 2020 Virtual**

by Melissa Beers, APA-STP Program Chair

Registration is now open for APA 2020 Virtual! Fees have been cut by as much as 85% to make the convention as widely accessible as possible.

The Division 2 Program is outstanding and includes many timely and relevant sessions. You will be able to access all these sessions anytime, on demand beginning on August 6, 2020 through August 1, 2021. A unique advantage of this new format is with your registration, you will have access to many more sessions than you otherwise might have been able to attend in person. Sometimes choosing between two great sessions offered at the same time is painful – but in the new virtual format you will have access to all sessions from all divisions, as well as poster sessions.

Many, many thanks to all our presenters this year for their professionalism, flexibility, and willingness to adapt to a new and unexpected format. You can expect that virtual sessions will be briefer and more focused than they would be in person but are sure to be just as impactful.

Read the next news item for more information about APA 2020 Virtual, including how to register.

**News from APA**

**APA 2020 Virtual**

APA 2020 will be held online on August 6-8, 2020. Attendees will also receive 12 months of on-demand access to APA 2020 virtual sessions, posters, and discussions. Some of the highlights of this year’s virtual convention are:
- Inspiring Main Stage events on the psychology of racism and hate, human behavior and leadership in a time of crisis, and the psychological toll of COVID-19
- Dynamic keynote sessions from thought leaders like Jonathan Haidt, Thema Bryant-Davis, Ramani Durvasula, and others
- Access to the latest scientific research
- Information on leading practices from across the field
- Connections and a global community

The registration portal is now open. Registration fees are:
- $50: APA member*, fellow*, associate*, APA community college teacher affiliate*, APA international affiliate*
- $15: APA student affiliate (APAGS)*, APA high school teacher affiliate (TOPSS)*
- $75: Nonmember of APA*
- $30: Nonmember full-time student

*NOTE: Membership in STP is NOT the same as APA membership/associate/affiliate status. STP members who are NOT APA members, associates, or affiliates will need to pay one of the APA Nonmember rates.

**Free Webinars for Students and ECPs**

APA offers a free weekly webinar series on practical strategies and expert advice for students, early career psychologists, and their allies. Click here for more information, and to view past webinars.

**Technology, Mind, & Society**

APA announced that it will hold its Technology, Mind & Society conference, (originally scheduled for November 12-14, 2021) as a virtual event.
MEMBERSHIP

The ECP Corner
Preparing Portfolios in a Pandemic

Dear ECP Committee,

I am considering my tenure/promotion portfolio and am concerned about how to present my work and having enough evidence for all areas due to many changes and cancellations from the COVID-19 pandemic. Please help!

Sincerely,
Perturbed About Portfolio

Dear Perturbed About Portfolio,

First, peruse your institution’s Faculty Handbook and check what areas are considered when reviewing promotion/tenure. For most institutions, there are three main areas in which faculty members must provide evidence to be considered for advancement. Typically, in addition to a self-written narrative, additional sources such as letters from colleagues, peer teaching observations, or student course evaluations may be required.

Teaching: Narrative

In the area of teaching, faculty members may reflect on several questions as they write their narratives:

- How soon did you have to make changes to your classes due to the pandemic?
- What changes did you make?
- What resources did you utilize (e.g., STP ECP columns 😊)?
- What trainings did you attend (e.g., in-person, virtual, individual, intra-institution)?
- How did you deliver your materials?
- What changes did you make to your communication practices?
- What changes did you make to assignments or grading methods?

Teaching: Additional Sources

- If you completed narrated PowerPoint presentations or recorded lectures for your courses, could you ask a colleague to evaluate your teaching using that format? There are often digital forms available within each institution to standardize this process and inform the evaluation.

- If you utilized online platforms such as Kahoot or Poll Everywhere for review sessions or formative non-graded assessments, could you include that and accompanying data (e.g., how many students participated, what were pre vs. post review differences) as part of your portfolio to demonstrate engagement?

- Being involved as a mentee in the STP Mentorship Program may provide great benefit and can help in the area of teaching.

- While there is much controversy on the topic of student evaluations, what (if any) constructive comments have come up about your teaching from the students via the open section on the evaluation or via email informally (e.g., responding more quickly via email, having more virtual office hours, etc.)? These may be worth sharing in the portfolio.

Scholarship: Narrative

In the area of scholarship, faculty may have had several challenges such as not having students readily available in-person to be subjects in research, not having research assistants to help conduct data entry or data analysis, not receiving funding for research projects, or not having access to labs at all.

- What are ways to conduct research using affordable online formats? Several schools have funding to access Survey Monkey or Qualtrics to obtain survey data. Other schools may have in-network systems such as Microsoft Forms to complete survey research.

- What are ways that research assistants can be granted access to data? Perhaps some schools have the capability of distributing secure laptops or grant permission to download applications into home computers or borrowed laptops (e.g., SPSS).

- If completing individual, original research is not possible due to not having research subjects, perhaps it may be time to consider being part of the solution to the replicability crisis. There are available databases on which to replicate research on websites such as the Center for Open Science, Collaborative Replications and Education Project (CREP), and Psychological Science Accelerator.

- If you would like to be part of an existing effort, several organizations have the opportunity to contribute to ongoing projects. For example, Psi Chi’s Network for International Collaborative Exchange (NICE) supplies the proposal, a sample
Scholarship: Additional Sources

- There are a number of conferences that are opting for a virtual format (e.g., EPA, APA, APS). If you were accepted previously for these conventions, you have the opportunity to present your projects digitally. Some conferences require synchronous attendance and participation while others mandate a prerecorded talk uploaded by a certain date. Including your work in these conferences can certainly be part of your portfolio. Notably, if travel previously discouraged you from attending conferences, having them in a virtual format and participating remotely can demonstrate continuing educational interests, increasing professional development, and being able to network with outside colleagues.

- Another way to be involved in scholarship is to contribute to peer-reviewed journals as a reviewer and, if you believe you are qualified and have the time/energy, an editor. For example, APA, Sage, Wiley, Psi Chi, and Springer not only offer opportunities to review or edit journals but have tutorials and trainings on how to complete the process.

- An unsolicited or solicited email or letter from a research mentee or a student from a research methods, experimental psychology, undergraduate thesis, or capstone seminar class may be useful, especially if they describe your availability, your research know-how, and your commitment to publication and/or presentation of their work.

Service: Narrative

Though we were all challenged in concentrating on our teaching during the move to online format, there may be a number of ways to demonstrate service, locally and nationally.

- What campus-wide or nation-wide efforts did you join (e.g., sending in a farewell message for virtual commencement, wearing different colored socks for World Down Syndrome Day, completing a virtual 5K for autism awareness month)?

- What committees are you active in at your institution? What have they accomplished this year? For example, there are institutions who need early career faculty to be involved in committees such as IRB, Common Read, or Academic Appeals.

- What committees are you active in outside of your institution? What have they accomplished this year? There are ways to complete service within the discipline. There are calls for involvement on sites such as STP, APA, and many more.

Service: Additional Sources

- Asking a tenured or senior colleague to write a strong letter on your behalf may be helpful. There are often digital forms available within each institution to evaluate areas of strength and improvement.

- Volunteering to be the faculty advisor for student organizations such as Best Buddies or NAMI. There are ways to conduct activities online (e.g., hosting a virtual walk, hosting a fundraiser, etc.) and impact communities even with social distancing.

Lastly, please know that you are not alone in this state of worry! The most important part of presenting your portfolio is making sure that the areas are covered as best as they can be, that your narrative is concise and reflective, that the required paperwork is completed (e.g., inclusion of chair evaluation, inclusion of a Table of Contents), and that the document is handed in by the deadline. We hope that this information can provide ideas and strategies as well as opportunities for involvement and leadership.

Stay healthy, stay safe, and stay well,

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

Fostering Inclusion in Our Classes

At the beginning of June, the GSTA shared its position statement and call to action for graduate student teaching assistants and instructors of psychology. In this month’s Corner, we would like to share several resources for each of the action items that we identified. We recognize that these are just a few of the many amazing resources available and encourage you to share resources that you have found helpful with us through Facebook, Twitter (@gradsteachpsych), email, or the GSTA listserv.

We also invite our community to engage with us in an ongoing dialogue about possible and effective ways to foster inclusion, equity, and anti-racism in our classrooms, institutions, and communities. Voicing your opinions, suggestions, and needs is crucial to guiding our work.

Decolonize your syllabi by including the work of scholars and psychologists from diverse identities and backgrounds.

- An Extensive List of Scholars from Diverse Backgrounds - A list of BME (Black, Minority, or Ethnic) psychologists as well as anti-racist scholarly works.
- Spark Society’s Resources for Taking Action - Contains a database of diverse cognitive psychologists and their fields of research.
- Influential and Diverse Psychologists - A list of nine influential psychologists from diverse backgrounds along with representative publications for each, most of which are readily accessible online through Google Scholar. Created by the GSTA.

Adopt anti-racist and culturally responsive teaching and assessment practices.

- Chimamanda Adichie: The danger of a single story - A TED Talk explaining the importance of adopting a responsive mindset and avoiding being ethnocentric.
- Scaffolding anti-racism resources - A comprehensive list of multiple resources that varies between books, podcasts, videos, and activities to become anti-racist.
- Culturally responsive teaching in special education for ethnically diverse students: Setting the stage - An article by Geneva Gay, a pioneer researcher in culturally responsive pedagogy, offering a detailed explanation of the model.
- Culturally Responsive Pedagogy- A great book introducing multiple perspectives and experiences on how to become a more culturally responsive educator.

Create inclusive learning environments that celebrate diversity, do not tolerate discrimination, and embrace all voices and opinions.

- Diversity and Inclusion in the College Classroom - A Faculty Focus report with helpful suggestions such as laying the foundation for difficult dialogues, diffusing student resistance, teaching and learning respect and acceptance.
- MDC’s Center for Innovative Teaching & Learning: Diversity Resources - A collection of videos, articles, workshops, course design suggestions and project-based service learning strategies.
- Social Justice Issues and Racism in the College Classroom: Perspectives from Different Voices - A great book outlining various international perspectives on social justice education.

Discuss with students and colleagues how discrimination and inequity have shaped the field of psychology and the world around us.

- Recent research by Roberts and colleagues at the Social Concepts Lab at Stanford University can provide a helpful starting point for discussing racism in psychology and the United States.
- Should social scientists be distanced from or engaged with the people they study? - Journal article discussing how reliance on default samples and the distance perspective is associated with issues of generalizability and diversity in social and educational sciences.
- APA Guidelines on Race and Ethnicity in Psychology: Promoting Responsiveness and Equity (APA, 2019) - Guidelines 5 – 8 focus on promoting responsiveness and equity in psychology education and training and describe applications of these guidelines.

Engage with students and colleagues across disciplines in activism to create change in your classrooms, institutions, and communities.

- Stirring up Racism - Journal article outlining social justice in the classroom for educators to assist students in starting the process of activism.
- Pushing the Edge - Podcasts about how to engage in social justice activism for students and teachers.
- Student Activism in School - How to Get Your Voice Heard - Guide on how to become a student activist.

Above all, be compassionate and supportive to your students, your colleagues, and yourself during these times.

- The Heart of Learning & Teaching: Compassion, Resiliency, & Academic Success - Book with many resources & suggestions about including compassion into our classrooms.
● Educators, It’s Time to Put on Your Compassion Hats - Dutton & Worline (2020) wrote about embedding compassion into our classes.
● Resources to Help Teachers Heal, Learn, and Listen - Teach for America (TFA) compiled a list of anti-racist, student support, and self-care resources.

GSTA Invited Speaker at APA 2020

Looking ahead, we are also excited to announce that Dr. Amy Silvestri Hunter will give 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). Elizabeth Che, former GSTA Chair, is honored to introduce Dr. Hunter as the GSTA invited address at the virtual 2020 APA convention.

Dr. Hunter’s address, Project Syllabus: APA edition, is scheduled for Friday, August 7, 2020 from 10:00 – 10:50am. In this address, Dr. Hunter will provide a brief background on the empirical basis for the current rubric used to evaluate syllabi and then provide suggestions for easy-to-implement changes to ones’ syllabus consistent with the Project Syllabus rubric that are likely to enhance student satisfaction.

GSTA Listserv

The GSTA has an online discussion list, DIV2GSTA@LISTS.APA.ORG. Its purpose is to provide a forum where graduate students in psychology may discuss issues relevant to the teaching of psychology and their professional development. To join, visit here and click on “Subscribe or Unsubscribe” in the Options box on the right. We suggest bookmarking this page because it is where you can set subscriber options and view archived messages. After subscribing, you can send messages to the list: DIV2GSTA@lists.apa.org.

Other 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
Terrell 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.

● Chair, Promoting Diversity, Equity, and Inclusion Award (July 31, 2020)
● Consulting Editor, ToP, Expertise in Graduate Level Psychology Education (July 31, 2020)
● Consulting Editor, ToP, Expertise in Hispanic Serving Institutions (July 31, 2020)
● Consulting Editor, ToP, Expertise in Historically Black Colleges and Universities (July 31, 2020)
● Consulting Editor, ToP, Expertise in International Educational Models (July 31, 2020)
● Editor, STP E-books (August 1, 2020)
● Guest Editors, ToP Special Issue on Pedagogy for Social Justice (August 7, 2020)
● Consulting Editor, ToP, Expertise in Tribal Colleges and Universities (August 15, 2020)
● Six Consulting Editors, ToP (August 15, 2020)
● Call for Chapters for STP e-book: Teaching Psychology Online (September 1, 2020)
● Chair, STP International Relations Committee (September 15, 2020)
● Chair, STP Membership Committee (September 15, 2020)
● Member, STP International Relations Committee (October 15, 2020)

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

● APA Task Force Strategies to Eradicate Racism, Discrimination, and Hate (August 1, 2020)
Click here for nomination form.
● 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 2020 until mid-August, after which we will begin processing memberships and renewals 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?
DIVERSITY & INTERNATIONAL RELATIONS

Diversity Matters

The Ethics of Unpaid RA-ships

For this month’s column, those of us with labs of our own respond to a reader’s question about whether it is ethical to have students work on your research as unpaid volunteers. While only certain students can spend time working without pay, an under-resourced faculty member might experience a loss in their own research productivity if they don’t take unpaid volunteers. What can you do in this Catch-22?

Teceta: Your observation maps onto the reality of social class and the differential ability to take on nonpaying work, where people from higher resourced backgrounds have a higher ability to do so. If you are noticing inequities in who is able to volunteer, you may consider whether there are any departmental funds that might be directed this way, particularly if you can document a systematic disparity. Another factor to consider is whether all students feel included in the research process and feel as if your department is welcoming to them. There is work that shows that social class and race/ethnicity are important identities that shape whether students feel like they are welcomed and included in institutional spaces. You and your department can step up your outreach to students from underrepresented groups, to highlight that they are valued and welcomed and are included in the group of “researchers” too.

Jennifer: First, find out if there is a McNair Scholars Program or other Undergraduate Research Office that provides support for undergraduate research. These programs can be an amazing resource for students who are low-income and/or racially minoritized. Applying for internal and external grants is another way I have paid students for research work.

I specifically reach out to students who are underrepresented in clinical psychology to join my lab. If I find a student with potential, then I invite them to chat and discuss their future goals. I share the skills and strengths I see in them. When student goals and research opportunities in my lab align, this has created some beautiful collaborations and the mentorship of students into PhD and PsyD programs.

Summer virtual/hybrid research opportunities can also involve students who are traditionally unable to participate in research during the school year due to work and a full course load. As a result of one summer volunteer research experience, some of my undergraduate researchers engaged in a collaborative autoethnography that led to a conference presentation and a student-authored publication. Usually I try to obtain funding or offer course credit; however, there are also benefits to offering some volunteer opportunities: 1) I was able to provide a summer research experience to underrepresented students who could not commit time to research during the school year, 2) I was able to mentor more students at a time than I could have with grant-based work, and 3) we were able to divide the work to create a manageable workload for all.

Although volunteer research opportunities have the potential to increase inequities (as you mentioned), I have found they can also decrease inequities when being thoughtful and selective about building a diverse team.

Leslie: As a fully teaching-focused faculty member, I don’t have a lab of my own, so I’ll defer to others for more concrete tips that have worked for them in the past. While I’m sure it can be difficult to secure external funding to pay undergraduate RAs, I encourage you to look to whatever funding opportunities your school might provide. And if such opportunities are currently limited, you can be the person who helps create them! Many colleges and universities appear to be having A Moment™ with respect to diversity, equity, and inclusion,
so I’d argue that there’s no time like the present to ask for institutional support that can help rectify the inequities inherent in asking students to work for free. If we’re really serious about diversifying our Ph.D. programs and the professoriate at large, ensuring that undergraduate research experiences are as widely accessible as possible is a relatively easy place to start.

If there isn’t currently a McNair Scholars Program and/or dedicated undergraduate research funds at your institution, get some like-minded colleagues together (preferably from across departments) and push for these opportunities to be made available. At my institution, students who receive work-study funds as part of their financial aid package are able to receive those funds by working as research assistants. If that’s not the case at your school, ask why and then keep pushing until that happens. This appears to be a perfect opportunity for colleges and universities to put their money where their mouths are. As faculty members, we’re in a unique position to help effect change for the benefit of all our students, and that’s the approach that I tend to take when these kinds of tricky issues arise. Rather than focusing on whether you should or shouldn’t take unpaid RAs, ask how you can use your power to ensure that this specific question is not one that others need to ask themselves for much longer.

Psi Chi’s Network for International Collaborative Exchange (NICE) is officially accepting proposals for the CROWD component! The NICE is concerned with facilitation of cross-cultural research among Psi Chi members and other researchers both nationally and internationally. A subcomponent of NICE, NICE:CROWD, will include a short list of research questions, with the goal of generating data from many locations using the same research protocol. CROWD offers a plethora of benefits to researchers such as: reducing the burden of having to solicit large numbers of participants, increasing the diversity of study samples, providing researchers accessible materials and protocols, and providing a convenient platform for faculty to engage students in the scientific research process!

We are officially inviting you to submit your own research question that you would like to see answered! We invite researchers to propose research questions using the Center for Open Science (COS) Preregistration Template and shared with us using the Open Science Framework (OSF). Members of underrepresented groups are strongly encouraged to apply. For instructions on how to submit a proposal, visit here.

Proposals are due July 31st, 2020! Please don’t hesitate to contact Mary Moussa Rogers at nicechair@psichi.org with any questions. From getting set up with the OSF, to filling out the preregistration template, to moral support - we are here to help!

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.

Ask Teceta about: Sociocultural and sociohistorical influences on the self, teaching and training in the service of the development of cultural humility, structural competency

Ask Jennifer about: Mentoring culturally diverse students in research, teaching critical service learning, being a White anti-racist in the academy.

Ask Leslie about: Teaching social issues, inclusive pedagogy, being a woman of color in the academy, teaching with a disability
### GRANTS & AWARDS

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Chair, Promoting Diversity, Equity, and Inclusion Award Committee

STP seeks a founding Chair for the Promoting Diversity, Equity, and Inclusion Award Committee. Visit [here](#) for more information about this award.

The Chair will recruit 3 members for the committee. The final committee member will be a member of STP's Diversity Committee, and the chairs will work together to identify this individual. The new award chair will work with the committee to refine the award parameters and application deadline. The term for this position will be three years (2020-2022). STP encourages applications from individuals from underrepresented groups and diverse backgrounds.

If you are interested in serving as the inaugural chair of this committee, please send a CV and a statement of interest to Keli Braitman, VP for Grants and Awards. Please use "STP Promoting Diversity, Equity, and Inclusion Award" in the subject line. Deadline for receipt of applications is July 31, 2020.

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.

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 after the completion of their graduate studies. Both master's and doctoral students are welcome to apply. Funding will be available to recipients for the Fall 2021 semester. One $4,000 scholarship is available. **Deadline: November 15, 2019**

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.**
Regional Psychology Conferences
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 feel free to email Garth Neufeld, regional-conference@teachpsych.org.

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

Western Psychological Association (WPA)
Postponed: Oct 29-Nov 1, 2020, San Francisco, CA

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

MATOP
Prince George's Community College Department of Psychology is sponsoring the 22nd Annual Mid-Atlantic Teachers of Psychology (MATOP) conference on Friday October 2, 2020 at PGCC outside of Washington DC. We are making plans for transitioning to an online conference if that is necessary. For information and updates, visit here.

Teaching Conferences
MidAtlantic Teaching of Psychology Conference
Oct 2, 2020, Largo, MD

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
Proposal Deadlines: Sep 1, Oct 1, Dec 20

Higher Education Innovation Summit
Jun 2-4, 2021, Rochester, MN

NITOP
The 43rd Annual National Institute on the Teaching of Psychology (NITOP) is scheduled for January 3-6, 2021 at St. Pete Beach, FL.

NITOP 2021 registration is open and proposals are being accepted. Deadlines for proposals are:

September 1: Demo Demo and Teaching Slam
October 1: Poster and Participant Idea Exchange
December 20: Laugh at Lunch

The NITOP Committee will be tracking the status of the COVID-19 pandemic closely. The safety of our attendees is paramount. If we can hold NITOP 2021 safely with certain precautions, then the conference will proceed. Participants have until December 1 to cancel their registration with full refund. After December 1st, there will be no refunds unless circumstances dictate that NITOP 2021 be cancelled. If NITOP 2021 is cancelled, full refunds will be processed for all paid registrations.
Calls for ToP Guest and Consulting Editors

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

Guest Editors, ToP Special Issue: Pedagogy for Social Justice

As nations across the globe have borne witness to the recent and historic racial inequalities both in and out of academia, the Society for the Teaching of Psychology and its flagship journal Teaching of Psychology (ToP) is seeking nominations (self-nominations are highly encouraged) for Guest Editors of a Special Issue in ToP on the Pedagogy for Social Justice: A Focus on Diversity, Equity, and Inclusion in the Teaching of Psychology. We are particularly looking for two to four scholars and practitioners who will be a part of a team of editors to create a special issue that is ultimately focused on improving the education of underrepresented students and teachers.

For the Special Issue, the topics may include (but are not limited to):

- Re-envisioning multicultural teaching guidelines;
- Models and evidence-based practices for incorporating diversity and multicultural topics across the psychology curriculum;
- Changing pedagogy to be inclusive and sensitive to systemically marginalized students;
- Racial healing and trauma in the context of teaching and learning in psychology;
- Recommendations on how to increase the representation of underrepresented faculty and teachers of psychology (e.g., people of color or LGBQT) in both STP and ToP;
- Teaching methods that may illuminate the psychological underpinnings of racial, sexual-orientation, and other biases, bigotry, and prejudices; and
- Providing innovative and thought-provoking paradigm shifts in improving educational equality in psychology.

Ultimately, the appointed guest editorial team will decide the specific focus of the special issue.

Guest Co-Editor Duties & Qualifications:

- In coordination with the Editor of ToP, create the call for the special issue to be distributed to STP members and beyond.
- Actively solicit manuscripts from scholars in the field.
- Oversee the review process within the SAGE Track system. This will include receiving manuscripts, assigning reviewers, collating reviews, and determining publication.
- Work side-by-side with the Editor of ToP to edit and finalize the articles in the special issue.
- Be well-versed in current SoTL research, including trends, historical references, etc. as they relate to pedagogy for underrepresented students and faculty.
- 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.

Timeline, and Term of Service:

This is a one-time appointment that will last approximately 1 year (from solicitation to publisher proofs). The position will begin on August 15, 2020 and end approximately by August 15, 2021. A tentative timeline:

June 1 through August 15, 2020) they will create a call and advertise by September 15, 2020.
- Guest Editors will then solicit and receive manuscripts from September 15 to December 31, 2020.
- As manuscripts come in through SAGE Track, Guest Editors will review and assign reviewers.
- January 1 through June 1, Guest Editors will continue to provide reviews back to authors and make the needed edits, decisions, and/or revisions.
- June 1 through August 15, Guest Editors will work the Editor of ToP to finalize manuscripts for publication.

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 is not limited to, if you have been a guest editor before; experience in the review and publication process of peer-reviewed journal articles; and, potential themes that you would like to explore within the special issue.
- A current CV.
- The contact information for two references who can speak in detail about your qualifications for this position.

Please submit all materials to Aaron S. Richmond (arichmo3@msudenver.edu) no later than Friday, August 7, 2020. Once all applications have been received, the Editor of ToP in conjunction with STP’s Diversity Committee will determine who will be the Guest Co-Editors and Assistant Guest Editors.

11 ToP Consulting Editors

STP is taking nominations (self-nominations are highly encouraged) to serve on the Editorial Board of Teaching of Psychology as one of 11 Consulting Editors. Five positions are open to applicants with specific expertise in research and teaching in one or more of the following areas: (1) Graduate Level Psychology Education, (2) Hispanic Serving Institutions, (3) Historically Black Colleges or Universities, (4) International Educational Models, and (5) Tribal Colleges and Universities. The other six 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 5 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 submit all materials to Aaron S. Richmond (arichmo3@msudenver.edu) no later than July 31 for the Graduate, HBCU, HIS, or International positions and no later than August 15 for the TCU or open positions.
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*. The popularity of online psychology classes has soared, as has the number of fully online psychology degree programs, but few studies focus specifically on teaching and taking online psychology courses or on online psychology students who learn at the undergraduate or graduate level. The picture of distance education in psychology already was unclear, and now the COVID-19 pandemic has pushed more psychology faculty and students to participate in the enterprise of online teaching and learning. 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 (e.g., developmental psychology; how you structure your course, your course activities and related decision-making, etc.)
- 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
- How to draw on psychological knowledge (e.g., motivation) to shape psychology students’ behaviors and experiences in online classes

**Note:** This volume focuses on teaching *psychology* online rather than general topics related to online pedagogy in higher education. Chapters should focus specifically on teaching psychology online.

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

Please contact Jessica Cerniak (email) by September 1, 2020 for more information about contributing to this STP eBook.

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Feedback Requested: Today in the History of Psychology WIKI

We are exploring ways to expand the use of *Today in the History of Psychology*. To ensure we are taking the best approaches to enhance the experience of our current and potential users, we are seeking your help with a short survey. Please help us know how we can best serve you by completing this short six-item survey. 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.

“*This is How I Teach*” Blog

Alex Swan, Eureka College, and Jordan Wagge, Avila University, 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.

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.

Call for Papers: *SoTL in Psychology*

The editors of *Scholarship of Teaching and Learning in Psychology* (an APA journal), seek articles related to the following topics:

- Teaching innovations during the COVID-19 Pandemic. *(with a rapid review process).*
- Teaching the Introductory Psychology Course. 
  **Letter of intent due:** August 1, 2020.

*The APA Guide to College Teaching*

A task force of APA’s Committee on Associate and Baccalaureate Education (CABE) has recently prepared a new resource that is available online: *The APA Guide to College Teaching: Essential Tools and Techniques Based on Psychological Science.*