

## TABLE OF CONTENTS

Current STP Service Opportunities.....1

**GREETINGS FROM STP PRESIDENT SUSAN NOLAN..... 2**

Pandemic Burnout Is Real .....2

**FEATURED ITEMS ..... 4**

STP’s Executive Committee Endorses Candidates for APA Leadership .....4

ACT 2021 Virtual Schedule .....4

News from APA .....5

    APA 2021 On-Demand .....5

    APA Membership Directory (Improved) .....5

    Online Leadership Trainings.....5

*Science Spotlight* .....5

    New APA Division Proposed .....5

    Technology, Mind & Society Conference .....5

    BPA Town Hall on Master’s Level in HSP .....5

    Call for comments: Revised Resolution on Poverty and Socioeconomic Status .....5

    Call for comments: Resolution on Police and Community Interaction .....5

    APA’s Advocacy for Education .....5

**MEMBERSHIP ..... 6**

Joining/Renewing in STP in 2022.....6

    STP encourages you to “Go Green!”.....6

    Reduced dues for some non-US members .....6

The GSTA Corner .....6

    Expect the Unexpected .....6

    Other GSTA Activities and Initiatives.....6

The ECP Corner.....7

    Tips for Attending ACT 2021 Virtual.....7

**DIVERSITY & INTERNATIONAL RELATIONS ... 8**

International Twitter Poster Conference .....8

Report on AusPLAT2021 .....8

APA’s New Equity, Diversity, and Inclusion Toolkit for Journal Editors .....8

**GRANTS & AWARDS..... 9**

New APF Gold Medal Award Program .....9

APA/APF Funding/Award Programs .....9

Civic Engagement Microgrants .....9

**PROGRAMMING ..... 10**

Regional Psychology Conferences .....10

SPSP Teaching Preconference .....10

NITOP 2022.....10

AAAS Science, Technology, and Human Rights Conference.....10

Teaching Conferences.....10

**RESOURCES..... 11**

Two New STP E-books Published .....11

“This is How I Teach” Blog.....11

Online Access to *ToP*.....11

STP Tagging Project Beta Release! .....12

APS Teaching Webinar Series.....12

SIOP Quarterly Talk on DEI Initiatives .....12

PsychSessions: Season 2 of Teaching Matters.....12

*Psychology Student Network*.....12

APA Webinar: NIH Will Pay Off Your Student Loans: Here’s How!.....12

### Current STP Service Opportunities

Get Involved in STP! Please consider applying for the following positions and please encourage your colleagues to apply as well. Consistent with our **Mission Statement** and the **Statement on Addressing Systemic Racism and Inequity in STP**, we encourage applications from colleagues who are from underrepresented groups and have diverse backgrounds and experiences.



- Call for Applications for STP Officer Elections (Deadline: December 15, 2021)
- Chair, STP Diversity Committee (Deadline, November 1, 2021)
- Member, STP Diversity Committee (Deadline, November 1, 2021)
- Member, STP Conference Speaker Grant Committee (Deadline, November 1, 2021)
- Members, STP Fellows Committee (Deadline: November 15, 2021)
- Members, Early Career Psychologists Committee (Deadline: November 15, 2021)
- Member, Membership Committee (Deadline: November 29, 2021)
- Director, STP Programming at APA (Deadline, November 30, 2021)
- Director, STP Programming at APS (Deadline, November 30, 2021)

# GREETINGS FROM STP PRESIDENT SUSAN NOLAN

## Pandemic Burnout Is Real

October 6, 2021



Is anyone else feeling burned out as we enter the 20<sup>th</sup> month since most of our world went into lockdown? University instructors have always been at high risk for getting burned out, as documented, for example, in a review of the literature between 2005 and 2020 (Fernández-Suárez et al., 2021). Other studies show similar trends among secondary school instructors (Molero et al., 2019). And burnout among instructors has been exacerbated during the pandemic. The World Health Organization defines burnout as a combination of three factors – exhaustion, job-related cynicism, and decreased effectiveness at work. Teaching during the pandemic? Check, check, and check.

I know I'm not alone. Beth McMurtrie (2020) wrote the aptly titled article, "The pandemic is dragging on. Professors are burning out" for the *Chronicle of Higher Education*. As she describes it, "the problem [for some] has been a crushing workload combined with child-care challenges. For others, it's a feeling that their institution expects them to be counselors and ed-tech experts on top of their regular responsibilities, even if it means working seven days a week." She also highlights the additional challenges faced by Black and Latino professors who are often expected to support students of color, join committees on diversity, equity, and inclusion, and take on other similar roles. And she notes the added stress faced by contingent faculty members whose already precarious positions might be even more threatened by pandemic cost-cutting measures.

And there are distinct stressors for those teaching online, particularly if we had not done so before the pandemic. We have had to learn new technology at record speed, continually adapt to changes in technology, and then teach our students what we just learned (e.g., Mheidly et al., 2020). One professor colorfully described these challenges: "I needed a motor scooter, and they gave me a 747 without an instruction manual" (McMurtry, 2020). In line with the WHO definition of burnout, these challenges can be exhausting, cynicism-inducing, and productivity-sapping.

Research on preventing burnout, which is easier than recovering once you have slammed against the proverbial burnout wall, suggests that awareness of the risk of burnout is a first step (Mheidly et al., 2020). A number of suggestions relate to actions that an institution can take to increase awareness and implement interventions. But there also are steps we can take on our own. Notice when exhaustion and cynicism are setting in, and work to break the cycle. Take breaks, especially if you're working online. Engage in exercise, meditation, and other healthful practices. McMurtrie (2020) and Mheidly and colleagues (2020) both strongly recommend actively seeking social support. Create virtual networks of supportive colleagues, even if it means one more Zoom meeting; elicit support on social media by sharing your struggles; and check in on each other even if it's just a quick email to see if a colleague is doing OK. (May I also suggest writing a blog post on burnout? It's been surprisingly therapeutic!)

Or maybe fight your burnout by joining me and our supportive network of STP colleagues at the virtual [Annual Conference on Teaching \(ACT\)](#), coming up on October 14 and 15! It will be the largest ACT yet, with several hundred attendees, live programming on both days, and dozens of asynchronous offerings available starting on October 14. And just \$25 USD for members. (The \$50 cost for nonmembers includes membership.) See you there?

The latest introduction in my ongoing series of "meet the EC" features Gabrielle Smith, our Interim Vice President for Diversity and International Relations. When our previous VP, Kelley Haynes-Mendez, took a full-time position at APA this past spring, Gabrielle applied to take on the role, and we have been lucky to have someone with her talents and experience shepherding STP's work in diversity, equity, inclusion, and internationalization. Gabrielle had been serving on (and continues to serve on) the 2021 presidential task force on diversity, equity, inclusion, and internationalization, so was already involved in this important work for STP. We look forward to her continued contributions in the years to come! As always, check out STP's



Get Involved page to see where you might fit within our organization!

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

I serve as The Interim Vice President for Diversity and International Relations. The Vice President for Diversity and International Relations is responsible for collaborating and consulting with the other four VPs, the Chairs of the Diversity Committee and the International Relations Committee, the Task Force on the Integration of Diversity, Equity & Inclusion and International Initiatives across STP, and other Executive Committee members to ensure that diversity, equity, inclusion, and international relations are considered in all Society's activities. The Vice President oversees and works closely with the chairs of the Diversity Committee, International Relations Committee, the Task Force on the Integration of Diversity, Equity & Inclusion and International Initiatives across STP, and International Twitter Poster Conference Committee to advance diversity and international issues within STP. Additionally, I consult with Presidential task forces and our journal editor to address diversity, equity, and inclusion issues. As an interim VP, I am also charged with maintaining the position, continuing the work of the previous VP, and ensuring that the incoming VP has a solid base to start her term. Presently, I am continuing the work of Kelley Haynes-Mendez in coordinating an organizational self-assessment for diversity, equity, and inclusion. I am also consulting with the current Presidential task force on diversity, equity, and inclusion alongside chairs and members of the Diversity and International Relations committees. I hope to spend the remainder of my time in the VP role engaging communities that have traditionally not been as visible at STP, set the foundation for the next VP to conduct a DEI related needs assessment, and enhance access to DEI related resources.

What do you most value about STP?

As someone who is still reasonably new to STP, I value the community feel of STP. I appreciate how quickly I was welcomed into the fold and put to work! The sense of community that exists in STP is present because when you enter the space you are not a spectator for long! STP is a community, and your mere presence will ensure

that you will get integrated into the fabric of the community at some level. My process of becoming involved with the organization has been an interesting whirlwind, and I can attest to the meaningfulness of the extra layer of engagement with STP. I fell into STP during the virtual ACT conference of 2020. Many of my graduate school colleagues from the University of Alabama (ROLL TIDE!) always raved about STP and told me to join. I finally decided to listen, and in 2020 I decided to submit a presentation on faculty identity and teaching. I titled the presentation *Teaching While Black*, and it was well-received, and I thought, "Great. That was fun!", not expecting anything beyond that talk. Afterward, so many people contacted me about the presentation. Many presentation attendees directed me to seek a position with the Task Force on the Integration of Diversity, Equity & Inclusion, and International Initiatives across STP to address the issues explored in my talk. I was also contacted to write an essay related to my STP talk for the STP *E-xcellence in Teaching* blog (it should be live sometime in October). I was enjoying my taskforce position and working diligently with the committee on several meaningful initiatives when Kelley Hayes-Mendez announced that she was transitioning to a role at APA. I was then contacted as a possible candidate to serve as interim VP of Diversity and International Relations, and the rest, as they say, is history. STP has many opportunities for leadership and meaningful engagement, and it is easy to connect and get involved with the organization in a meaningful way. Once my interim term ends, I am sure that I will stay involved with the STP community for years to come.

#### References

- Fernández-Suárez, I., García-González, M. A., Torrano, F., & García-González, G. (2021). Study of the prevalence of burnout in university professors in the period 2005–2020. *Education Research International, 2021*, Article ID 7810659. <https://doi.org/10.1155/2021/7810659>
- Mheidly, N., Fares, M. Y., & Fares, J. (2020). Coping with stress and burnout associated with telecommunication and online learning. *Frontiers in Public Health, 8*, 672. <https://doi.org/10.3389/fpubh.2020.574969>
- Molero Jurado, M. D. M., Pérez-Fuentes, M. D. C., Atria, L., Oropesa Ruiz, N. F., & Gázquez Linares, J. J. (2019). Burnout, perceived efficacy, and job satisfaction: Perception of the educational context in high school teachers. *BioMed Research International, 2019*, Article ID 1021408. <https://doi.org/10.1155/2019/1021408>

## FEATURED ITEMS

### STP's Executive Committee Endorses Candidates for APA Leadership

This year, STP's Executive Committee voted to endorse two candidates for **APA President-Elect: Thema Bryant-Davis** and **Diana Prescott**. The Executive Committee has also endorsed two candidates for **APA's Board of Directors: Debra Kawahara** and **Tamara Lyn**. It is the opinion of the Executive Committee that these candidates have strong records related to the mission of STP. To view biographies and statements for all candidates, visit [here](#).



Thelma Bryant Davis



Diana Prescott

We encourage all STP members who are voting members of APA to vote in the election. **Voting will be open September 15 to October 29, 2021.** You can access your ballot by visiting the member profile page of your MyAPA account and using the link "2021 President-elect and Board of Directors Election Ballot." For help with elections, email [Garnett Coad](#).

### ACT 2021 Virtual Schedule

by Lindsay Masland  
Director of STP's Annual Conference on Teaching  
September 23, 2021

Hello all,

Just the other day, I was emailing you with news of a switch to a fully virtual Annual Conference on Teaching. With less than a month to go, things are moving at lightning speed, and I'm now happy to announce that we have confirmed the sessions for our synchronous program in record time. Thanks go out to all of the presenters for their quick confirmations, which enabled this speedy turnaround!



Our **Schedule at a Glance** is presented in infographic format and lists dates, times, and presentation titles. An accessible, text-based version of our schedule, which also includes full abstracts and presenter names can be found [here](#). Thanks in advance for your patience as our schedule is a living document that could change with authorship modifications, abstract tweaks, etc.

Remember that this year's conference is offered at the price of just \$25 for STP members (\$50 for non-members, which includes 1 year of STP membership). Registration includes access to all synchronous programming plus on-demand access to an equally

impressive library of asynchronous sessions and posters. Additionally, with presenter permission, we'll be recording and uploading the synchronous sessions to our conference website, as well. You won't want to miss any of this great work from your colleagues, so [register today!](#)

As we draw closer to the conference, registrants will receive email instructions on how to access our all-new conference website.

# 2021 ANNUAL CONFERENCE ON TEACHING

## THURSDAY OCT. 14

3:00 - 4:15 pm Opening & Keynote	Susan Nolan: The Future of Psychology Teaching and Learning: Why We Need to Think Internationally, No Matter Where We Live	
4:30 - 5:30 pm Concurrent Sessions	Inclusify Your Syllabi: A Practical Guide to Incorporating Identity Safety Cues into Your Course Syllabi	Please Help! How can we make sure that granting students' exception requests does not create inequities?
5:45 - 7:00 pm Happy Hour	"Live from Zoom" Teaching Demos and Virtual Game Night	

## FRIDAY OCT. 15

9:00 - 10:00 am Concurrent Sessions	Gender and Racial Inequality in Teaching of Psychology Journals? A Focus on Articles, Authors, and Editorial Board Members	What's So Special about Specifications Grading? Teacher Experiences and Student Perceptions
10:15 - 11:15 am Concurrent Sessions	Different Hats, New Horizons: From Psychology Department to Center for Teaching and Learning	"I'm Not A Therapist:" Mental Health Education and Advocacy for Non-Clinicians
11:30 - 12:30 pm Keynote Session	Viji Sathy: Inclusive Teaching Approaches in Psychology	
12:45 - 1:45 pm Participant Idea Exchanges	<ul style="list-style-type: none"> <li>• Bringing Justice and Anti-Oppression into the Classroom</li> <li>• Helping 1st Year Students Manage Stresses of College Life</li> <li>• Equity for Non-Tenure Track Teaching Faculty</li> <li>• Career Readiness Skills in Any Psychology Course</li> <li>• What's in a Name: Gender and Titles in Academia</li> </ul>	
2:00 - 3:00 pm Concurrent Sessions	The Holistic Early Career Psychologist: Centering Values, Boundaries, and Equity as Cornerstones of Career Decisions	Making Mid-Career More Magical than Maddening: Revitalizing, Resurrecting, and/or Revamping Roles
3:15 - 4:30 pm Keynote & Closing	Jordan Troisi: Half Data, Half Heart: Reflections on the Teaching Life	
4:30 - 5:30 pm Happy Hour	Post-Conference Socializing	

## News from APA

### APA 2021 On-Demand

# APA 2021 is On-Demand Through Nov. 15!

You can [still register](#) to access the thousands of presentations and posters now available on demand to watch and rewatch at your convenience.

Visit [here](#) to view the list of STP's (APA Division 2's) on-demand programming and [here](#) for program highlights for other APA divisions.

### APA Membership Directory (Improved)

The [APA Membership Directory](#) is back and is better than ever. It is now live and available for all current APA members and APA affiliates\*. The new directory will serve APA members better, with enhanced features and improved performance, providing a valuable tool to connect with colleagues and build a professional community.

\*Please note: Many STP members are neither APA members nor APA affiliates. Visit [here](#) for a list of the types of membership in APA.

### Online Leadership Trainings

APA's Center for Creative Leadership offers online leadership trainings for students (\$20), APA members (\$35) and non-members (\$45). Visit [here](#).

OCT 21, 1-2pm EDT (UTC-4)  
Direction, Alignment, Commitment

NOV 9, 1-2pm EST (UTC-5)  
Leading Through the Lens of Polarity Thinking

### Science Spotlight

Read the latest issues of the APA Science Directorate's online publication, [Science Spotlight](#), and subscribe for notifications on future issues.

### New APA Division Proposed

A new APA division, the Society of Eating Disorders and Body Image, has been proposed. More than 30 million Americans of all ages, genders, races, and ethnicities suffer from eating disorders which are complex and difficult to treat illnesses. APA members and fellows are invited to [sign a petition](#) to support the formation of this new division.

### Technology, Mind & Society Conference

This fall, APA will bring together leading scientists, industry leaders, practitioners, students, and

policymakers from around the world for the virtual [Technology, Mind, & Society Conference](#), **November 3-5, 2021**.

### BPA Town Hall on Master's Level in HSP

APA's Board of Professional Affairs (BPA) invites health service practitioners (HSP) and students to a Town Hall to hear your questions, learn about your concerns, and share ideas and perspectives on issues related to the roles of those who hold master's degrees in HSP. APA has begun a process to accredit programs offering master's degrees in HSP. Many states allow for licensure of graduates with master's degrees. This Town Hall presents a key opportunity to come together as a practice community to discuss the current state of licensure and master's issues across the country and consider the way forward. The dates and times for the Town Halls (via Zoom) are:  
[Thursday, Oct. 7, 2021, 12:00 pm – 1:30 pm ET](#)  
[Tuesday, Oct. 12, 2021, 8:00 pm – 9:30 pm ET](#)

### Call for comments: Revised Resolution on Poverty and Socioeconomic Status

The Committee on Socioeconomic Status (CSES) seeks comments on its revised Resolution on Poverty and Socioeconomic Status from APA boards and committees, divisions, affiliated psychological associations, and other stakeholders. **Deadline for comments: Oct. 24, 2021**. Visit [here](#) to comment.

### Call for comments: Resolution on Police and Community Interaction

The Board for the Advancement of Psychology in the Public Interest (BAPPI) seeks comments on the proposed Resolution on Police and Community Interaction and Police Use of Excessive Force in the United States from all interested APA stakeholders for a 30-day period and will close on Oct. 22, 2021. Please visit [here](#) and enter comments with section heading(s) and line number(s).

### APA's Advocacy for Education

APA endorsed [The Child Suicide Prevention and Lethal Means Safety Act](#) designed to prevent suicide among children and young adults.

APA Services supports legislation that [establishes student mental health helplines](#) in all 50 states.

APA offered recommendations to the U.S. Department of Health and Human Services Office of Minority Health for [advancing cultural competency, language access, and sensitivity toward Asian Americans and Pacific Islanders](#).

Click on the following links to learn about APA's advocacy initiatives for [pre-K to 12 education](#), [higher education](#), and [workforce development](#). To learn about APA's other advocacy initiatives, click [here](#).

# MEMBERSHIP

## Joining/Renewing in STP in 2022

STP is now accepting dues for STP membership in 2022. New members who join on the STP website will receive immediate access to members-only materials, including online access to *Teaching of Psychology (ToP)* through December 31, 2022.

If you are a current STP member, you may renew for 2022 in the following ways:

- **APA members of Division 2 (STP):** Renew via [MyAPA](#). Do not renew on the STP website.
- **APS members** may join or renew directly on the STP website or by purchasing a subscription to *ToP* from the [APS website](#). If you join/renew via APS, you will experience a delay in gaining access to STP members-only benefits.
- **All other STP members** may renew via the STP website.

## STP encourages you to “Go Green!”

Members who join or renew on the STP website will default to receiving *ToP* online only with the option of requesting print issues if the member prefers. Members who request print issues will also have online access to *ToP*. We encourage all members to opt out of receiving print issues and read *ToP* online.

## Reduced dues for some non-US members

STP’s Executive Committee approved reduced dues (\$5) for STP members who reside in countries that are not classified as “high income economies” on the [World Bank’s website](#). This reduced rate will only be available on the STP website. STP members who choose this rate will receive *ToP* online only and will not receive print issues of the journal.

## The GSTA Corner

### Expect the Unexpected

by William Ridgeway, Laura Simon, and Kelly Cuccolo

Teaching certain types of content, particularly content that might be personally meaningful to students, may spark unexpectedly difficult and personal questions and conversations. The conversations may be focused around race, gender, sexuality, or any element of a students’ personal identity. As such, it is important that before you even step into the classroom, you consider how these topics might resonate with your students and how these conversations will move you closer towards accomplishing your course learning goals.

If having challenging and brave conversations is an important part of how you will accomplish your goals for the course, consider trying to make this clear in the syllabus and setting the tone appropriately on the first day of class - this might look like community

building through icebreakers where students get to know each other, and having students taking ownership of what they want discussions to look like.

It may also be beneficial to understand where students might be “coming from” with questions, insensitive comments, or becoming defensive/argumentative. For many, college is a new experience where their previously held beliefs are challenged or turned upside-down for the first time in their life, possibly creating cognitive dissonance. Other students simply may not understand that what they said or did was inappropriate. This is an opportunity for you as the instructor to help scaffold the way they reflect on what was said or done. Not everyone in your classes will be prepared or have the skills to navigate uncomfortable experiences, so it may be your job to help create a space where learning and growth is prioritized (because everyone is human and makes mistakes).

In the moment, when conversations become charged, you might remind students to take a breath and a moment to attempt to understand the other person’s perspective before responding. Another strategy is to have students take a moment to journal or do a quick write about their feelings before continuing with the discussion. For additional strategies, please visit the [September GSTA Corner](#).

Despite the best possible preparation you could ever do as an instructor, there will always be unexpected moments, questions, or events that were unavoidable or unanticipated. These events are not a poor reflection of your preparedness, but the very nature of teaching. In the moments where something unexpected happens, take a moment to collect yourself or formulate a response, utilize your training, and proceed with the knowledge you have gained throughout your education. It may be beneficial to reflect following the question or event on what went well or what could have been improved. At the very least, you will get an interesting story out of the experience, and it will help you be more prepared in the future.

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

## Other GSTA Activities and Initiatives

For regular updates on GSTA activities, follow us on [Twitter](#) (@gradsteachpsych) and [Facebook](#) (groups/theGSTA), join the [GSTA Listserv](#), check out our [Blog](#) and past entries for the [GSTA Corner](#), or write to us at [gsta@teachpsych.org](mailto:gsta@teachpsych.org).

You can find out more about us [here](#) or at the [GSTA resource website](#), where we periodically post ideas and materials.

## The ECP Corner

### Tips for Attending ACT 2021 Virtual

Dear STP ECP Committee,

*I'll be attending STP ACT for the first time this year. Since it is now virtual, my usual conference strategies won't work! Any advice on what to expect or what an ECP should look out for?*

Thanks!

E-Conference Rookie

Dear E-Conference Rookie,

As you know, the Society for the Teaching of Psychology 20th Annual Conference on Teaching (ACT) is almost here! As an STP member, registration is only \$25 — you just need to register on the [website](#). If you're not already a member of STP (or need to renew), registration is \$50 - and comes with one year of membership to STP!

As with ACT 2020, ACT 2021 will once again be virtual. Based on how awesome last year's meeting was, and how hard our current conference director has been working to switch from the in-person plans, this is shaping up to be an excellent meeting. Synchronous sessions will take place on Thursday October 14 and Friday, October 15, and asynchronous presentations as well as posters will also be available through the STP website.

If you are new to the conference or curious about the line-up of events, make sure you explore the full schedule. However, here are a few activities that we would recommend for a first-time ECP attendee (or any ECP attendee, really!). They will provide you with many opportunities for professional development and networking.

Important to note as you pencil these into your agenda: ALL TIMES BELOW ARE EASTERN TIME.

#### Take part in the ECP Speed Mentoring Event

- We are excited to announce that our 3rd annual Speed Mentoring session kicks off the start of ACT! This is completely FREE to those who have registered for the event.
- It will take place on Sunday, October 10 from 4:00 pm to 6:00 pm.
- Speed Mentoring is a one-time event (the mentors are not signing on for a longer-term mentoring relationship) with minimal prep necessary, and more details will be sent to

registrants when the time gets closer. Mentees will be able to meet with more than one mentor.

- Registration is now closed for this event, but please keep an eye out for it next year - it's always lots of fun!

#### Attend the Keynotes and other synchronous events (including symposia, idea exchanges, and teaching demos) on Thursday and Friday

- In addition to presentations and workshops, there's also time to socialize! Thursday at 5:45pm and Friday at 4:30pm will be excellent chances for some less structured games and socializing.
- Make sure you explore the [full schedule](#)!

#### Participate in the Professional Development Workshop presented by your ECP Committee

- We welcome all ECPs to our synchronous session, *The Holistic ECP: Centering Values, Boundaries, and Equity as Cornerstones of Career Decisions*
- It will take place on Friday, October 15 from 2-3 pm.

As a final tip, please do ask questions, reach out to meet folks, and share your thoughts during the events - we may be biased, but we think STP can be a fabulously welcoming place! We look forward to seeing you at these activities and around other scheduled events. Please feel free to reach out to any of us at any time during the conference. We'd love to meet you!

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 scholarship or other topics? Submit 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.

# DIVERSITY & INTERNATIONAL RELATIONS

## International Twitter Poster Conference



The Society for the Teaching of Psychology (STP) will be holding the annual **International Twitter Poster Conference on November 7-9, 2021**. The event will provide a platform for participants from around the world to share and exchange ideas about teaching of psychology, including teaching tips, teaching activities, and tips about doing research with psychology teaching and SoTL projects. Please visit [here](#) for more information and prizes!

If you're interested in seeing last year's posters on Twitter, use #stp20poster.

## Report on AusPLAT2021

The third AusPLAT Conference was an entirely online event (September 17-19, 2021) that had around 104 registrants from six countries. The presence of 25 upper secondary school psychology teachers was incredibly valuable and a reminder that psychology is rapidly growing as a subject in secondary schools across Australia.



The two Keynotes were from Australia and the USA. Renata Meuter (Chair of HODSPSA) captured our attention by asking "How difficult is it really to become a psychologist?" Susan Nolan (2021 President of the Society for the Teaching of Psychology) provided a fascinating array of teaching example in her talk "Go Viral: How the Pandemic Helps Us Teach Scientific Literacy in a Global Context".

The Symposia covered some great topics, including a very internationally focused *ICOPE symposium: International Perspectives on What's Next for Psychology Education*. Jacky Cranney hosted the symposium on the perennial topic: *Psychological Literacy: What next?* Finally, Karen Marangio forged new international ties with the *International Symposium: Secondary School Psychology Engagement with Professional Associations*. Susan Nolan also hosted a wide-ranging discussion about *Psychology Learning and Teaching Globally: Forging Connections Among Professional Organizations* with STP, ESPLAT and AusPLAT representatives.

Our Honours Workshop was a virtual exploration of the main issues facing Honours programs (and courses) across Australia. The goal was to help shape the future of Honours in psychology.

The remaining sessions covered some critical topic areas, such as: Engaging our students, Teaching Postgraduate Psychology students, Keeping tabs on Postgraduate Psychology competencies, Psychology in Secondary Schools, Aboriginal and Torres Strait Islander Knowledges and Psychology Education, The Science of Learning, Life after University, and Stress at University.

Our conference consisted of viewing the pre-recorded presentations (all available from YouTube) while the presenter was actively responding in the Zoom chat area. The level of engagement was extremely high, and feedback indicated that this was something that the participants really valued.

The breakout rooms were available between sessions and presenters also joined these immediately after their session to talk to anyone who had further questions (or just wanted to chat).

While we would have loved to meet face-to-face, the virtual event was a very strong indicator of the interest in the scholarship of learning and teaching in the Australian psychology education community and we look forward to connecting again (either in-person or online). The conference provided some great opportunities for future collaboration and building networks across Australia and internationally.

Thanks to the Conference organising committee: Frances Martin (Chair), Tony Machin, Jacquelyn Cranney, Tanya Machin, Karen Marangio, John Reece, Kimberley Norris, and Dawn Darlaston-Jones and a special thanks to Susan Abel for her amazing support throughout.

Remember to join us on social media:

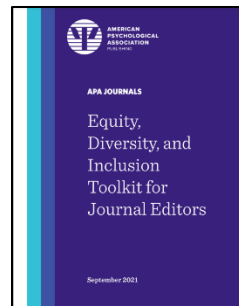
Facebook: <https://www.facebook.com/Ausplat/>

Twitter: <https://twitter.com/ausplat>

Instagram: <https://www.instagram.com/aus.plat/>

## APA's New Equity, Diversity, and Inclusion Toolkit for Journal Editors

APA aims to address systemic inequities and bias, promote equitable opportunities for researchers, and foster an inclusive environment within the psychology research and scholarly publishing communities, representative of the wide array of people that psychology consists of and serves. This **toolkit** describes resources, standards, and initiatives available to journal editors to encourage inclusive and equitable practices.





# GRANTS & AWARDS

Deadline	<b>STP Grant/Award/Recognition Program</b> (click <a href="#">here</a> for a full list of programs) Consistent with our <a href="#">Mission Statement</a> and the <a href="#">Statement on Addressing Systemic Racism and Inequity in STP</a> , we encourage applications from colleagues who are from underrepresented groups and have diverse backgrounds and experiences.
NOV 01, 2021	<a href="#">Early Career Travel Grants</a> <a href="#">Scholarship of Teaching and Learning Research Grants</a> <a href="#">Promoting Partnerships Small Grants</a>
DEC 31, 2021	<a href="#">APA Division 2 (STP) Fellows</a> (Must be an APA member to apply)
JAN 15, 2022	<a href="#">Excellence in Teaching Awards</a> (Six award categories: 4 year college or university, 2 year college; high school, early career, graduate student, adjunct faculty) <a href="#">International Travel Grants</a>
FEB 01, 2022	<a href="#">Instructional Resource Grants</a> <a href="#">Promoting Diversity, Equity, and Inclusion Award</a>
FEB 10, 2022	<a href="#">Civic Engagement Award</a>
FEB 15, 2022	<a href="#">Mentorship of Teachers Award</a>
ONGOING	<a href="#">Projects or Sponsorship Requests</a>

## New APF Blue Medal Award Program

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

## APA/APF Funding/Award Programs

Visit [here](#) for a complete list of funding and award programs from APA and the American Psychological Foundation (APF) designed for early career psychologists, mid/senior level psychologists, teachers of psychology, and achievement awards. Visit [here](#) for scholarships and grants for graduate students. To view current deadline and to apply online for open programs, visit [here](#). The following programs may be of particular interest to the general audience of teachers of psychology.

### [Travel Grants for Students of Color in Psychology](#)

Awarded to students of color in psychology to serve as a source of funding for graduate students to help defray travel expenses associated with attending and presenting research at a professional conference.

**Deadline: October 15, 2021**

### [CABE Teaching Resources Award](#)

The Committee on Associate and Baccalaureate Education (CABE) the Teaching Resources Award encourages sharing of instructional and assessment techniques that undergraduate faculty have developed and used in face-to-face, hybrid, or online psychology classes.

**Deadline: November 1, 2021**

### [CABE Essay Competition](#)

Students are invited to write an essay of no more than 750 words that addresses the topic of careers in psychology with an associate or bachelor's degree in psychology.

**Deadline: November 1, 2021**

### [High School Psychology Outreach Grants](#)

\$25,000 to support regional teaching networks that facilitate networking and professional development opportunities for high school psychology teachers.

**Deadlines are November 1 and July 1 each year.**

### [APF Charles L. Brewer Distinguished Teaching of Psychology Award](#)

\$2,000 to recognize a significant career of contributions of a psychologist who is an exceptional teacher of psychology.

**Deadline: December 1, 2021**

### [BEA Grants for Precollege/Undergrad Teaching Conferences](#)

These grants support precollege and undergraduate teaching conferences to enhance the quality of teaching and learning outcomes.

**Deadline: February 8, 2022**

### [Suinn Minority Achievement Program Award](#)

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

**Deadline: June 1, 2022**

### [CIRP Outstanding Dissertation Award](#)

The committee sponsors an award for the most outstanding psychology dissertation on international and global communities.

**Deadline: June 3, 2022**

## Civic Engagement Microgrants

Research!America announced applications are open for the Civic Engagement Microgrant Program, now in its fourth year. Microgrants of up to \$4,000 will be awarded to graduate student and postdoc-led groups in the STEM and social sciences to design projects that create dialogue with public officials, local community leaders, and the public around issues of common concern. Proposals are due by midnight on **October 19, 2021**. Visit [here](#).

# PROGRAMMING

## Regional Psychology Conferences

**It's time to submit proposals for Spring 2022 regional conferences. Please see dates and deadlines below.** As you are able, we encourage you to support and attend STP teaching programming at regional conferences. See the websites below for the latest information from each regional conference, including upcoming dates and locations for upcoming gatherings. If you have questions about STP regional conference programming, please email Garth Neufeld at [regional-conference@teachpsych.org](mailto:regional-conference@teachpsych.org). More information can be found on the [STP Regional Conference webpage](#).

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

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

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

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

**Proposals due October 19, 2021**

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

**Proposal deadline TBA**

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

**Proposals due: December 13, 2021**

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

**Proposals due November 2, 2021**

**STP program proposals due December 1, 2021**

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

**Proposals due November 15, 2021**

## SPSP Teaching Preconference

by Drew Christopher  
Director of STP Programming at SPSP

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

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

## NITOP 2022

Registration for **NITOP 2022** (January 3-6, 2022, St. Pete Beach, FL) is open. Registrations are limited to 200 people. A waitlist will be available.



For those who cannot attend in person, one day of NITOP 2022 will be live streamed. A separate registration is required to register for the live stream.

## AAAS Science, Technology, and Human Rights Conference

The AAAS Science and Human Rights Coalition will host its **annual conference online** October 21-22, 2021.



## Teaching Conferences

**STP's Annual Conference on Teaching**  
October 14-16, 2021, **Virtual**

**Northeast Conference for Teachers of Psychology**  
November 4, 2021, **Virtual**

**Deadline for posters: September 17, 2021**

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

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

**Proposals due November 15, 2021**

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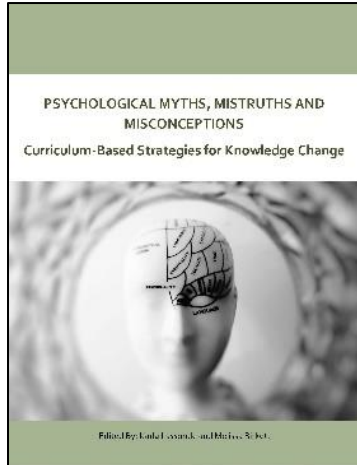
# RESOURCES

## Two New STP E-books Published

Jessica Cerniak, STP Editor of e-books, is delighted to announce publication of two new STP e-books.

### *Psychological Myths, Mistruths, and Misconceptions: Curriculum-Based Strategies for Knowledge Change*

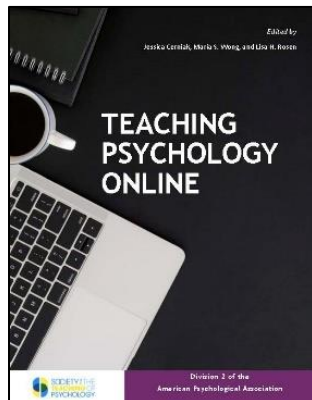
was edited by Karla Lassonde and Melissa Birkett under the managing editorship of both Tara Kuther (past STP Editor for e-books) and Jessica Cerniak. This volume makes clear how science education is at a peak point to invest in dispelling false or misleading information. There is no better time for the field of psychology to assert itself as a key scientific



field that uses the scientific method to better understand human behavior. This is no easy task as the general public and even those with psychological training can default to gut feelings, anecdotes, and personal experience when explaining behavior. In this e-book, educators describe their on-the-ground experience working to dispel psychological myths, mistruths, and misconceptions. A common theme of these chapters is that this work is not easy. Readers will be inspired by these authors who take on the hard work of educating undergraduates in psychological science. Their work is comprehensive and invigorating, and it is hoped that you can, in the true spirit of STP's e-books, implement some of these practices into your classroom.

### *Teaching Psychology Online*

was edited by Jessica Cerniak, Maria Wong, and Lisa Rosen. Prior to the COVID-19 pandemic, it was unclear which psychology content areas were taught online, which were not taught online, and why. The long-term impact of the pandemic on the higher educational landscape is unclear, yet it pushed numerous psychology faculty and students into the exciting world of online teaching and learning. The first of its kind, this e-book focuses exclusively on how faculty use different delivery formats, from fully



asynchronous courses to those with required synchronous components, to teach psychology to diverse students matriculating in a range of academic programs and institutions. The majority of chapters focus on the intentional design and delivery of online psychology courses, though some chapters also offer interesting insights into how colleagues adapted their established on-ground psychology courses for remote delivery subsequent to the pandemic. Each chapter is connected to online learning and teaching research and scholarship, offering an overview of the learning objectives, assigned materials, and class activities and assignments characterizing authors' classes. Throughout the book, readers also will find information about best practices in online education, including student-centered learning and offering choices to students; thoughtful integration of adjunctive technology and related technological support; fostering connection with instructors and with peers; and consideration of diversity, equity, and inclusion issues, including digital literacy and access, and related strategies. The editors hope this book inspires readers to reflect on their online teaching experience and to continue to read, consider, and contribute to the development of research and scholarship in the areas of online psychology teaching and learning.

These e-books, like all of STP's e-books, are completely free and easily downloadable. The complete library of e-books and information about STP's e-book program may be accessed by visiting: <https://teachpsych.org/ebooks/index.php>

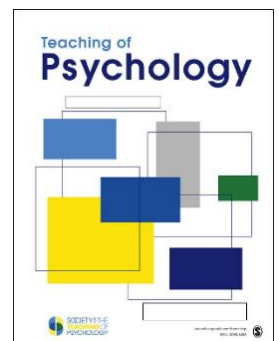
## "This is How I Teach" Blog

Richard Lopez, Bard 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](mailto:howiteach@teachpsych.org)



## Online Access to ToP

One of the benefits of STP membership is online access to our journal, *Teaching of Psychology*. STP members may view ToP articles online by visiting [here](#) (requires login) and clicking on one of the images. This website also provides instructions for receiving email notifications when OnlineFirst articles and full issues are available.



## STP Tagging Project Beta Release!

by Jon Westfall  
STP Internet Editor



Over the past several years, with increasing intensity over the past few months, a team of dedicated STP Members has now made it possible to explore our resources in a brand-new way – through tags. Launching today in beta form, the **STP Tagging Project** now makes it easy to find resources across all of our different content areas that may fit your needs. The team has tagged our Teaching Resources, eBooks, Project Syllabi, ToPIX, and Today in the History of Psychology – with more on the list for the future. Head over to <http://teachpsych.org/tags> and browse the cloud, and join me in thanking the following individuals who have worked so hard on this project!

- Jana Hackathorn, Murray State University
- Annette Taylor, University of San Diego
- Madeline Bruce, Virginia Tech
- Jacky Cranney, University of New South Wales
- Kelly Chang, George Fox University
- Molly Magill, Brown University
- Rob McEntarffer, Lincoln Public Schools
- Meagan Wood, Valdosta State
- Candice Burkett, The University of Montana Western
- Heather Schoenherr, College of Western Idaho
- Barbara Oswald, Miami University
- Kam-Ming Ho, The Hong Kong University of Science and Technology

We can't wait to hear your feedback on the tagging project – and on ways to make it even more useful. Please let me know your thoughts at [ie@teachpsych.org](mailto:ie@teachpsych.org) – and if you know any of the members of the team, reach out and thank them in person – this has been a large group project that we couldn't have done without an awesome group of volunteers!

## APS Teaching Webinar Series

The Association for Psychological Science (APS) is pleased to announce its **Teaching Webinar Series**. The first webinar occurred September 28, and the next is scheduled for Thursday, October 21, 2021, 1-2pm ET: *Psychological Science-Informed Practices for Valid and Equitable Teaching and Learning* (Presenters: Kathryn Becker Blease and Morton Ann Gernsbacher).

## SIOP Quarterly Talk on DEI Initiatives

The Society for Industrial and Organizational Psychology (SIOP) **Bridge Builders Committee** invites

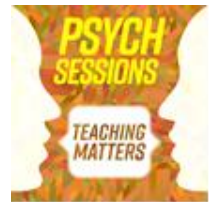
anyone interested in Industrial-Organizational Psychology to our last quarterly talk of the year.

Diversity, Equity, and Inclusion (DEI): The Role of I/O Psychology in Promoting Fair Organizations  
Date & Time: Monday, November 15, 7:30pm ET  
Format: Zoom webinar (Free)  
Registration: [https://linktr.ee/SIOP\\_BB](https://linktr.ee/SIOP_BB)

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

## PsychSessions: Season 2 of Teaching Matters

The **PsychSessions Network** released Season 2 of **Teaching Matters**, a series co-hosted by Rob McEntarffer of Lincoln Public Schools and Eric Landrum. All 10 episodes of Season 2 were released simultaneously, ranging from 14 to 51 minutes in length.



## Psychology Student Network

The most recent issue of *Psychology Student Network*, an online publication by APA's Education Directorate, contains feature articles on careers in applied behavior analysis for psychology students with a baccalaureate degree, six research-tested ways to study better, and tips for applying to graduate school. Please share with your students.

## APA Webinar: NIH Will Pay Off Your Student Loans: Here's How!

Essential Science Conversations: The NIH Will Pay Off Your Student Loans - Here's How!  
Wed, Oct 20, 2021, 12:00 PM - 1:00 PM ET  
To register, visit [here](#).

The NIH Loan Repayment Programs (LRPs) encourage promising researchers and psychological scientists to pursue research careers by repaying up to \$50,000 of their qualified student loan debt each year. These awards are instrumental in reducing the burden of student loan and providing psychological scientists the financial flexibility to pursue outstanding research career opportunities.

Join the conversation with our panelists of NIH program officers and award recipients, who will answer your questions about the NIH LRPs (e.g., application process, eligibility requirements).

Co-sponsors for this webinar include: the APA Science Student Council, the American Psychological Association of Graduate Students (APAGS), and the Committee on Early Career Psychologists (CECP).