

TABLE OF CONTENTS

STP Maintains 2 Seats on APA Council.....1
 Joining or Renewing in STP for 2021.....1
 Current STP Service Opportunities.....1

GREETINGS FROM THE STP PRESIDENT..... 2

FEATURED ITEMS 3
 Apply for the ACT Steering Committee.....3
 Report from STP at NITOP 2021.....3
 STP at APA 2021.....4
 STP E-book Editor.....4
 News from APA.....4
 Technology, Mind and Society 2020: Free and
 On-Demand.....4
 APA Chief Science Officer Selected.....4
 APA's 2021 Advocacy Priorities.....4
 Call from APA for Distinguished Scientist
 Lecturers & Master Lecturers.....4
 Call for Papers: Special Issues of *TIPS*.....4

DIVERSITY & INTERNATIONAL RELATIONS ... 5
 Call for Articles: *ToP* Special Issue.....5
 Social Justice Pedagogy: Diversity, Equity, and
 Inclusion in the Teaching of Psychology.....5
 Panel Conversation: Intersectional Feminism Integrates
 Academy & Practice.....5

GRANTS & AWARDS..... 6
 Mentorship of Teachers Award.....6
 Inaugural STP Award for Promoting Diversity,
 Equity, and Inclusion.....6

Funding Opportunities from APF.....6
 Funding Opportunity from Psi Chi.....6

MEMBERSHIP 7
 The ECP Corner.....7
 Teaching Resources Beyond STP.....7
 The GSTA Corner.....8
 Q&A with 2021 GSTA Leadership & Steering
 Committee.....8

PROGRAMMING 9
 APA 2020 On Demand.....9
 Teaching Conferences.....9
 SETOP 2021 (Virtual).....9
 SRCD Teaching Institute.....9
 Regional Psychology Conferences.....9

RESOURCES..... 10
 New Resource: *How to Host an Undergrad Twitter
 Poster Conference*.....10
 Do You Like Classifying Stuff? STP's Tagging Project
 Needs You!.....10
 "This is How I Teach" Blog.....10
 STP Mentoring Virtual Get-Together.....10
 Resources from APA.....10
 Psychology Student Network Articles.....10
 Contribute to APA's Undergraduate Research
 Supervision Toolkit.....10
 Other Teaching Resources.....10
 Teaching Ethics to Undergraduate Psychology
 Students.....10

STP Maintains 2 Seats on APA Council

APA members of STP (APA Division 2) allocated enough votes to help the division retain its two seats on APA's Council of Representatives. This year, STP came close to gaining a third seat. When the next apportionment ballot occurs, we will encourage APA members of Division 2 to submit their ballots and to award at least one more point to Division 2.

Joining or Renewing in STP for 2021

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

- For instructions on joining or renewing, visit [here](#).
- Questions? Contact stp@teachpsych.org.

Current STP Service Opportunities

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



STP encourages applications from colleagues who are from underrepresented groups and have diverse backgrounds and experiences.

- [Steering Committee, Annual Conference on Teaching](#) (February 28, 2021)
- [Board, Fund for Excellence](#) (March 1, 2021)
- [Associate Editors, Teaching of Psychology Idea eXchange \(ToPIX\)](#) (March 31, 2021)
- [Join STP's Tagging Project](#) (March 31, 2021)

GREETINGS FROM THE STP PRESIDENT

February 3, 2021

Groundhog Semester

For many of us, a new academic term has begun, just in time for Groundhog Day, when those of us in the U.S. and Canada anxiously wait for a rodent to emerge from the ground. We hope it won't see its shadow, which would mean an early spring. (Of course, it saw its shadow this year.) The holiday was featured in the 1993 film, *Groundhog Day*, in which the protagonist had to live the same day over and over until he got it right. I'm beginning to feel like we're all in a film called Groundhog Semester. Fortunately, engagement with STP colleagues is a reminder that while we have mastered a lot of the art of pandemic teaching, we continue to learn and to teach each other. Maybe we'll get this term "right" and return to a semblance of pre-pandemic normal.

I plan to use this opportunity to address STP members monthly by highlighting the leaders of the organization, the work that they do, and ways for you to get involved within various STP units. The STP Executive Committee has actively developed policies, such as term limits and open calls for opportunities, in an effort to draw new people into STP service and leadership and to promote diversity, equity, and inclusion within STP. I hope that a deeper understanding of the range of what STP does will help you to target areas in which you might contribute. Or you can simply regularly check our [Get Involved page](#) on the STP website where current opportunities are posted until a position seems right for you!

This month, I'm going to feature our Executive Director, Tom Pusateri, and Internet Editor, Jon Westfall. You'll hear a little from each of them later in this post, including their roles at STP, how they support all of us within STP, and why they value their STP involvement. As you'll see, they each are responsible for a number of essential roles without which our organization would fall apart. But first, I will highlight the [tagging project](#) that Tom and Jon are heading up and for which they're looking for volunteers. (In coming months, I'll highlight each of the five Vice Presidential areas – Diversity and International Relations, Grants and Awards, Membership, Programming, and Resources – as well as the important roles of Secretary and Treasurer. I hope it will help you understand STP better as an organization as well as help you find your place within STP.

The STP website tagging project:

No, this is not a call for graffiti artists! As Jon explains in the call for tagging volunteers, "Ever wish that you could find all of STP's resources on a given topic in one easy, unified way? So do we! That's why we've been working on a project to tag our resources (teaching materials, eBooks, syllabi, blog posts, you name it) with common words such as "statistics", "development", "social", and of course, "engagement!" If you want to learn more, email Jon at ie@teachpsych.org. To apply, send your CV by March 31, 2021. If you're new to STP, the tagging project is a great way to get involved and learn more about what we offer!

Executive Director Tom Pusateri, in his own words:

What would you like STP members to know about your position? The Executive Director serves as support staff for members of STP's Executive Committee (presidential trio, secretary, treasurer, and five vice presidents), for those in STP leadership positions (e.g., editors, programming directors,



chairs), for STP members seeking information or assistance, and for nonmembers and representatives from other organizations seeking to join or collaborate with STP. Some of the main responsibilities of the position include managing the STP membership database; sharing timely announcements via STP's website, newsletter, social media platforms; developing and sharing resources that support STP leaders (e.g., Gmail accounts; shared Dropbox accounts, maintaining updated bylaws, policies, and procedures); responding to requests for assistance via STP's primary Gmail account (stp@teachpsych.org); and consulting with APA's staff on issues pertaining to STP's identity as Division 2 of APA.

What do you most value about STP? I have been fortunate to work with an incredible group of talented people who have been elected or appointed to leadership positions in STP and the many others who contribute to STP's committee work, task forces, programming, web-based resources, social media, etc. Most of these individuals are volunteers who receive no or little compensation for their work, but who serve because they are genuinely committed to supporting fellow teachers of psychology and their students. This is truly a collaborative group who share a vision, who treat each other with respect, and who feel comfortable sharing differences of opinion with the goal of finding common ground to further STP's mission.

Internet Editor Jon Westfall, in his own words:

What would you like STP members to know about your position? The Internet Editor is responsible for overseeing STP's internet properties, from the website to having advisory or oversight roles on the Wikis and the mailing lists while others handle day to day operations. Each time a new resource is posted, a new eBook is published, or pages are modified or created, the Internet Editor or one of my associate editors is involved. Serving as Executive Director, Tom and I also have shared access and oversight on all properties, setting up a redundancy so that if either of us is unavailable, the other has access to take care of pressing matters such as password resets or looking up discrepancies in membership dues or other member information. Finally, the IE also serves as the resident tech advisor anytime someone in STP wants to take on a new project and needs some tech support or investigation. For example, when the tagging project first launched, I scouted options before we eventually settled on the Diigo platform to allow for flexible bookmarking that also would integrate into our web infrastructure. It's not uncommon for me to get random questions about the best way to create something online, or requests for help in troubleshooting a particularly annoying computer glitch.

What do you most value about STP? As a graduate student who had taught continuing education courses prior to entering grad school, I was shocked to find so many of my colleagues disliked teaching. When I worked in the Ivy League space as a postdoc, I was further shocked at how many treated teaching as a "time suck" that prevented them from doing what they "really wanted" to do. I value STP because everyone in STP values good, innovative, and immersive teaching. We are psychology educators that do not value ourselves solely on the research we do, but on the impact factor only measurable on one student at a time.



FEATURED ITEMS

Apply for the ACT Steering Committee

Lindsay Masland, Director of STP's Annual Conference on Teaching, seeks new members for the ACT Steering Committee.



The Steering Committee is typically comprised of the following:

- 1-2 Coordinators of Conference Site and Conference Materials,
- 1-2 Coordinators of Marketing and Recruitment
- 1-2 Coordinators of Audio/Video, Web Content, and IT

We are seeking 1-3 new members to join existing members on the team. At least one of these new members should be local to Louisville, KY or surrounding—this individual will serve a 1-year term and will play a critical role as a local liaison for the 2021 ACT in Louisville. The remaining new committee members will serve 3-year terms. Members of the steering committee receive waived registration to the Annual Conference on Teaching.

Position Duties and Responsibilities

All committee members:

- Assist in developing call for proposals.
- Review proposals using an established rubric.
- Provide input on recruitment of invited speakers.
- Assist in developing the final program of sessions.
- Attend the conference and assist in onsite hosting.
- Provide perspective and feedback to the ACT Director about ACT programming and content.

Depending on position and experience, some committee members:

- Collect information from potential publishers and vendors who may attend ACT.
- Design and maintain some aspects of the conference website.
- Provide on-site technical assistance for audio/visual needs.
- Collect information of nearby schools that may send attendees to ACT.

Qualifications

Ideal applicants will:

- Be a member of STP.
- Be able to attend all days of all ACT conferences during their term. (The conference usually runs Thursday-Saturday of a week in October).
- Be a good steward of STP's mission and values.
- Have a welcoming, enthusiastic, and service-oriented disposition.

- Commit to timely and thorough completion of tasks denoted on annual ACT timeline (see p. 56 of the [Policies and Procedures](#) manual).
- Work well in teams.

To Apply:

Please send a CV and a cover letter that addresses your interest in this position. Your cover letter should introduce yourself and answer the following questions:

- What, if any, experiences do you have that are relevant to this position?
- What past engagement do you have with ACT?
- What past engagement do you have with STP?

Please consider applying and encouraging applications from colleagues whom you believe have the experience, commitment, and motivation to contribute to the success of the Annual Conference on Teaching. STP encourages applications and nominations from colleagues who are from underrepresented groups and have diverse backgrounds and experiences.

Please send inquiries and applications to Lindsay Masland, Director of the Annual Conference on Teaching, at annual-conference@teachpsych.org.

The deadline for applications is February 28, 2021.

Report from STP at NITOP 2021

By David Berg

Coordinator for STP Programming at NITOP

Like many of our wonderful teaching conferences, National Institute on the Teaching of Psychology was held virtually on January 4, 2021. STP was one of the many sponsors that contributed to the cost of running the conference. Both David Berg and Jason Spiegelman were the STP liaisons to NITOP. Stephen Chew and his fabulous committee (Kenneth Carter, Bridgette Martin Hard, Erin Hardin, Beth Morling, and Coordinator Annette Cook) did a great job of making the conference a success. The keynote speakers were Apryl Alexander and David Myers, along with guest lectures, a teaching slam demo, and a fun killer Psychology trivia quiz. The recordings of the events are available on the [NITOP YouTube Channel](#).



This year the attending participant list of names, affiliations, and email addresses were made available to sponsors. The plan is to send an invitation to join STP along with the reworked flyer/brochure (thanks Bill Altman) to the approximately 500 attendees.

STP at APA 2021

STP would like to welcome Dr. Xiaomeng (Mona) Xu to the APA@STP team as Associate Director!

Mona is an associate professor in experimental psychology at Idaho State University. Her research focuses on close relationships (especially romantic relationships), behavioral health (e.g., physical activity/sedentary behavior), and teaching/mentoring. We are fortunate to have her leadership in developing an exciting program at APA this year. Welcome, Mona!



The STP Program at APA 2021 will be fully online and on demand. This means we can reach more teachers of psychology across the world than ever before, at a time when teachers need support and strong teaching resources more than ever. A strong array of proposals was submitted at the end of January, and they are currently under review. If you would like to join the STP-APA review team, please complete this [reviewer interest survey](#). The final program will be released at the beginning of April. In the meantime, you can still access the entire 2020 program for all APA divisions [online](#) through August 1, 2021.

STP E-book Editor

Jessica Cerniak, Associate Professor at The Chicago School of Professional Psychology, was recently appointed to serve as Editor of STP's E-books for the next three years. Congratulations!



News from APA

Technology, Mind and Society 2020: Free and On-Demand

Watch full recordings from the premier interdisciplinary showcase for emerging research and innovation on the critical role psychology plays in human and technology interaction.



Registration is required to gain free access. **The recordings will be available until November 12, 2021, 11:59 PM ET (UTC-5). Register [here](#).**

APA Chief Science Officer Selected

APA CEO Arthur C. Evans, Jr., PhD, is pleased to announce that **Dr. Mitch Prinstein** has been named as APA's Chief Science Officer (CSO) and will officially begin in this role in the spring. The press release announcing his appointment can be found [here](#).

APA's 2021 Advocacy Priorities

The APA Board of Directors adopted advocacy priorities informed by member input regarding their top policy concerns facing the practice and discipline of psychology. Click [here](#) to view the priorities.

Call from APA for Distinguished Scientist Lecturers & Master Lecturers

Distinguished Scientist Lecturers to speak at regional psychological association meetings in 2022

This APA program supports up to three psychological scientists, who are skilled presenters, to speak at regional psychological association meetings. Speakers must be actively engaged in research, with expertise in any area. The deadline for nominations (including self-nominations) is Feb. 16, 2021. For more information, visit [here](#).

Master Lecturers to speak at APA 2022

This APA program supports five psychological scientists, who are skilled presenters, to discuss their research at APA 2022, Aug. 4-7, 2022. Speakers for the 2022 convention will be chosen to have expertise in the areas of social and cultural psychology; methodology; development psychology; learning, behavior, and action; and psychopathology and treatment. The deadline for nominations (including self-nominations) is Feb. 16, 2021. For more information, visit [here](#).

Call for Papers: Special Issues of *TIPS*

APA Publishing invites article submissions for special issues (topics listed below) of the innovative journal, *Translational Issues in Psychological Science*, which is co-sponsored APA and APAGS (American Psychological Association of Graduate Students).



Manuscripts submitted to *TIPS* must be co-authored by at least one psychologist in training (graduate student, postdoctoral fellow), written concisely for a broad audience, and focus on practical implications of the research.

The topics for each special issue appear below; click on each link for more information:

- [Socioecological Approaches to Psychology](#)
Submission Deadline: May 3, 2021
- [Addressing racism, anti-blackness, and racial trauma in psychotherapy](#)
Submission Deadline: May 31, 2021
- [Psychology and the Pandemic](#)
Submission Deadline: July 1, 2021

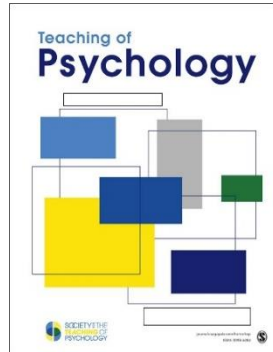
DIVERSITY & INTERNATIONAL RELATIONS

Call for Articles: *ToP* Special Issue

Social Justice Pedagogy: Diversity, Equity, and Inclusion in the Teaching of Psychology

Guest Editors:

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



Diversity, equity, and inclusion (DEI) have become increasingly central to our understanding of the human experience. While awareness and scholarship about the importance of DEI has grown, expertise involving the most effective pedagogies for integrating DEI into teaching of psychology has not been widely disseminated. *Teaching of Psychology* (ToP) invites submissions for a special issue on the **Social Justice Pedagogy: Diversity, Equity, and Inclusion in the Teaching of Psychology**.

Submissions that engage with DEI content and process including, but not limited to, learning objectives, teaching tools and techniques, assessments, managing difficult classroom dynamics, and/or curriculum considerations, as they relate to the themes listed [here](#) (some examples appear below) are especially welcome. We invite papers that explicitly discuss these ideas relative to teaching.

- Social justice models/evidence-based practices for incorporating diversity and multicultural topics across the psychology curriculum
- Racial healing and trauma in the context of teaching and learning in psychology
- Inclusive pedagogy that is sensitive to systematically marginalized students including innovative approaches to assessment of learning
- Effective strategies on how to increase the representation of underrepresented faculty and teachers of psychology (e.g., people of color or LGBTQIA+) in higher education and other professional activities

Manuscripts submissions are due March 1, 2021. For more information on how to submit manuscripts, visit [here](#). Please email any of the guest editors if you have any questions or require additional information. You may also contact ToP editor, Aaron S. Richmond at top@teachpsych.org.

Panel Conversation: Intersectional Feminism Integrates Academy & Practice

APA Division 35 (Society for the Psychology of Women) invites you to join a panel conversation that will be exploring the intersection of the academic and practice careers of psychologists from an intersectional feminist lens.

February 16, 2021, 2 PM Eastern (UTC-5). Register [here](#).

CRITICAL CONVERSATIONS
Society for the Psychology of Women

Intersectional Feminism Integrates Academy and Practice
February 16, 2021 11am-12:30pm PT | 2pm ET

Moderated by
SPW President
Dr. Wendi Williams

What are the affordances for intersectional feminism of integrating the academy and practice?

Panelists

 Dr. Vernita Perkins Chief Scientist Omnigi Research	 Dr. Olivia Moorehead-Slaughter Licensed Psychologist Park School & Boston University School of Medicine	 Dr. Diana Direiter Dean of Faculty, Director of LU Women's Center Lesley University	 Dr. Kayoko Yokoyama Licensed Psychologist, Adjunct Faculty Wright Institute & JFK University	 Dr. Eileen Cooley Professor Emeritus Agnes Scott College
--	--	--	---	---

[Register](#)

Original Design © Perkins

Join STP's Social Media Networks and **LISTSERVS**



GRANTS & AWARDS

Deadline	STP Grant/Award/Recognition Program STP encourages applications from colleagues who are from underrepresented groups and have diverse backgrounds and experiences.
FEB 15, 2021	Mentorship of Teachers Award
MAR 1, 2021	Promoting Diversity, Equity, and Inclusion Award (INAUGURAL YEAR)
APR 1, 2021	High School Teacher Travel Grants Conference Speaker Grants
MAY 31, 2021	Scholarship of Teaching and Learning Workshop
NOV 1, 2021	Early Career Travel Grants Scholarship of Teaching and Learning Research Grants Promoting Partnerships Small Grants
DEC 31, 2021	APA Division 2 (STP) Fellows (Must be an APA member to apply)
ONGOING	Projects or Sponsorship Requests

Mentorship of Teachers Award

STP's Mentorship of Teachers Award recognizes various forms of mentoring of teachers, including sharing knowledge and expertise, providing support and encouragement, offering feedback on performance, helping to identify opportunities and resources, and serving as a professional role model. **Applications are due February 15, 2021.** Visit the award page [here](#).

Inaugural STP Award for Promoting Diversity, Equity, and Inclusion

The STP Promoting Diversity, Equity, & Inclusion Award recognizes exceptional instructors of psychology who promote these values through their teaching and mentoring, as per [Goal 3 of the APA Guidelines for the Undergraduate Psychology Major](#). Teachers of psychology at any kind of institution and any stage of their career are eligible for this award, and self-nominations are encouraged. **Applications are due March 1, 2021.** Visit the award page [here](#).

Funding Opportunities from APF

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

Visit [here](#) for a list of scholarships and grants for graduate students.

Apply online for all programs [here](#); read FAQs [here](#).

2021 Esther Katz Rosen Precollege Psychology Grant Program

\$15,000.

Due March 1, 2021

Up to \$15,000 to improve the quality of education in psychological science and its application in secondary schools for high ability students. Applicants must be educational institutions, 501(c)(3) nonprofit organizations, or individuals affiliated with qualifying institutions.

2021 APF/ Society for General Psychology Mary Whiton Calkins Grant

\$3,000

Due May 31, 2021

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

2021 APF Graduate Student Scholarships

\$2000 to \$5,000

Due June 30, 2021

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

Funding Opportunity from Psi Chi

Visit [here](#) for information on the Robert Cialdini/Psi Chi Undergraduate Research Grant for Field Research in Psychology.

MEMBERSHIP

The ECP Corner

Teaching Resources Beyond STP

Dear ECPs,

STP has lots of great resources for professional development and course prep (like Project Syllabus, ToPIX, e-Books, and the STP Facebook and Twitter), but I'm looking to branch out. What are some of your favorite teaching/learning/professional development resources? Books, blogs, Twitter accounts - I'd love 'em all!

Sincerely,
Information Sponge

Dear Information Sponge,

I'm so glad you asked! Especially in graduate school, when I (Molly) was trying to figure out my professional identity, I found community and camaraderie in the blogs I followed. As I have grown in my role as a teacher of psychology, I have found several other writers, thinkers, and resources that challenge me, enrich me, and help me with some good class activities in a pinch. Here are some of my faves*:



Selected thinkers and writers on higher ed

This post was my gateway into higher education blogs - - Terry McGlynn is a biologist and writes a lot about equity and access in higher ed. In addition, he publishes a list of recommended reads every week, and I read like 75% of them because it's all stuff I care about. You can also find him on Twitter at @SmallPondSci.

Chanda Prescod-Weinstein is an astrophysicist who writes about physics, diversity, race, and higher ed (separately and together) for the general public. This blog post about diversity and inclusion in higher ed is what drew me to her. Her writing has been published in numerous outlets, but she maintains a blog and can be found on Twitter at @IBJIYONGI.

Devon Price is a social psychologist who writes extensively about higher ed culture, equity, disability, and more. This Medium article took off, and is now a book that was just released. It changed the way I think about my own productivity as well as that of my students. You can also find them on Twitter at @DrDevonPrice.

Kevin Gannon is a historian and writer who has shaped my teaching philosophy. I found him from this blog on radical hope which was turned into this book, which is patiently waiting on my shelf for me -- and you can find him on Twitter at @TheTattooedProf.

You might already be familiar with Karen Kelsky of The Professor Is In from FB or Twitter (@ProfessorIsIn), well-known for her no-nonsense advice on academia (including leaving academia).

She has paid services and a book, but her blog is also super helpful (and free!).

More higher education blogs

The Inside Higher Education blog ranges from big picture questions to specific strategies.

Faculty Focus usually has specific tips and strategies for class activities and assessments. They also advertise for paid resources and webinars, but you can just skip those - lots of great free advice!

The Chronicle of Higher Education also does some good reporting though some of it is hidden behind a paywall. Subscribers can also take advantage of a weekly Teaching Newsletter.

Psychology-specific blogs/resources

Jon Mueller of North Central College maintains an awesome repository of Social Psych teaching resources (plus a monthly newsletter).

Jess Hartnett of Gannon University blogs about making teaching statistics "not awful." I am pretty sure her resources are responsible for like 50% of the variance in my teaching evaluations. You can also find her on Twitter at @NotAwful.

A team of cognitive psychologists write for the public, for teachers, for students, and for parents on the science of learning. Useful for teachers, but they also have amazing downloadable resources for students, a podcast, videos, and all kinds of things. Also on Twitter at @AceThatTest

That should be enough to get you started! 😊

*These resources write on a huge range of topics from a variety of perspectives. Inclusion in this list does not imply endorsement of all viewpoints held therein. This list is also not exhaustive - share your favorite resources on the ECP and STP Facebook pages!

Sincerely,

Your STP Early Career Psychologists Committee

Courtney Gosnell, Ph.D.

Karenna Malavanti, Ph.D.

Albee Mendoza, Ph.D.

Molly Metz, Ph.D.

Janet Peters, Ph.D.

Daniel Storage, Ph.D.

Submit questions to 'Ask an ECP'

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



For regular updates on ECP activities:

- Follow us on Twitter (@STP_ECP) and Facebook
- Visit our STP website or email us.

The GSTA Corner

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

Q&A with 2021 GSTA Leadership & Steering Committee

Submitted by Amy K. Maslowski (Chair) & Maaly Younis (Deputy Chair)

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

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



Amy: I am a third year Counseling Psychology doctoral candidate at the University of North Dakota (UND). My anticipated graduation is August 2021, after I complete a one-year internship in 2021-22.



Maaly: I am a fifth year, doctoral Candidate in the Educational Psychology program at the University of Northern Colorado and on track to graduate Spring of 2021.

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

Amy: I have been teaching and/or a graduate teaching assistant (GTA) since I started in my master's program at the University of Minnesota Duluth (UMD). At the undergraduate-level, I have been involved in Dialogues in U.S. Diversity (a Multicultural Psychology course) and Developmental Psychology). At the graduate level, I have been a GTA for Cognitive Assessment, Personality Assessment, Child & Adolescent Counseling, and Career Counseling.

Maaly: I have taught several classes for the undergraduate level such as educational psychology, intro psychology, statistical methods, and lifespan and development. I also assisted in teaching theories of learning and psychology of prejudice.

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

Amy: I think one of the most significant experiences I have been able to participate in with the GSTA is connecting with fellow graduate students who share my passion for teaching and SoTL research. This mutuality has been especially beneficial during the COVID-19 pivot and renewed calls for equality.

Maaly: Being a GSTA member allowed me to connect to wonderful fellow graduate students and professors. I also was able to share my thoughts through blog posts.

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

Amy: My time with GSTA has solidified my drive to become an academic. It is inspiring to be able to collaborate with many Div 2 leaders and be able to share in the development of the Division from a graduate student perspective.

Maaly: Being part of the GSTA leadership is a great opportunity to navigate leadership and service for the academic community that goes beyond my institution.

5. Impact of GSTA on you personally:

Amy: Personally, I have found our monthly meetings (as well as my weekly meetings with outgoing Deputy, Jessica Brodsky) to be an important time to check-in with others, share our experiences, and have a space to both share and receive support. We are a tight-knit group who care for each other on both a personal and professional level.

Maaly: Being a GSTA member made me grow.

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

Amy: In terms of teaching tips, my students have appreciated that I strive to create a safe and supportive classroom experience for all. Furthermore, I am constantly aiming to improve my courses by allowing students continuous opportunities to provide me with feedback on class.

For research, I encourage other graduate students to consider how research can be embedded into your classes. Moreover, as graduate students, we have innovative ideas and opportunities to test those out in the classroom.

Maaly: Vulnerability is courage, and compassion is a strength. Humanizing yourself in the classroom goes a long way in connecting and bonding with your students.

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

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

PROGRAMMING

APA 2020 On Demand

To view on-demand content from APA 2020 (a virtual conference), register/log-in [here](#). Registration includes access to STP's (Division 2's) sessions.



Teaching Conferences

SETOP 2021

February 19-20, 2021, **Virtual**

Teaching Institute, Society for Research in Child Development;
April 6, 2021, **Virtual**

Higher Education Innovation Summit
Jun 2-4, 2021, **Virtual**

SETOP 2021 (Virtual)

We invite you to join us at our **Virtual SETOP** Conference February 19-20, 2021. Our program includes two outstanding keynote speakers, Interim Executive Director of the Center for Teaching and Learning and Director of the General Psychology Program at Oregon State University, Regan Gurung and Research Scientist of the Urban Child Study Center at Georgia State University and President of the Southeastern Psychological Association (SEPA) 2021-2022, Rihana Mason. They join some other wonderful invited speakers and, we hope, you!



Registration Rate and Dates:

Faculty (\$20)

Graduate/Undergraduate Students (\$10)

Questions? Contact setop@spelman.edu or call Nyeelah Matthews at 404-270-5619.

SRCD Teaching Institute

The Teaching Institute of the Society for Research in Child Development will take place virtually on Tuesday, April 6, 2021.

Regional Psychology Conferences

It's 2021 and we are looking forward to the possibility of both virtual and in-person conferences this year! Please, support teaching programming at regional conferences by participating and presenting.

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

Eastern Psychological Association (EPA)
March 5-6, 2021, **Virtual**

Southeastern Psychological Association (SEPA)
March 17-20, 2021, **Virtual**

Rocky Mountain Psychological Association (RMPA)
Cancelled

Southwestern Psychological Association (SWPA)
April 9-11, 2021, **San Antonio, TX and Virtual**

Midwestern Psychological Association (MPA)
April 22-24, 2021, **Virtual**

Western Psychological Association (WPA)
April 29-May 2, 2021, **Virtual**
Proposal deadline: January 15, 2021

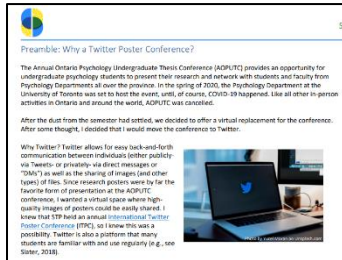
New England Psychological Association (NEPA)
October 23, 2021, Worcester (MA) State University

2021																											
JANUARY					FEBRUARY					MARCH																	
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S							
					1	2	1	2	3	4	5	6	1	2	3	4	5	6									
3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13							
10	11	12	13	14	15	16	14	15	16	17	18	19	20	14	15	16	17	18	19	20							
17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27							
24	25	26	27	28	29	30	28							28	29	30	31										
31																											
APRIL					MAY					JUNE																	
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S							
					1	2	3						1						1	2	3	4	5				
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12							
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19							
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26							
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30										
							30	31																			
JULY					AUGUST					SEPTEMBER																	
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S							
					1	2	3	1	2	3	4	5	6	7						1	2	3	4				
4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11							
11	12	13	14	15	16	17	15	16	17	18	19	20	21	12	13	14	15	16	17	18							
18	19	20	21	22	23	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25							
25	26	27	28	29	30	31	29	30	31					26	27	28	29	30									
OCTOBER					NOVEMBER					DECEMBER																	
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S							
					1	2	1	2	3	4	5	6						1	2	3	4						
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11							
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18							
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25							
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31								
						31																					

RESOURCES

New Resource: How to Host an Undergrad Twitter Poster Conference

Danae Hudson, Director of Teaching Resources would like to announce the availability of a new teaching resource entitled *How to Host an Undergraduate Twitter Poster Conference* by Ashley Waggoner Denton (University of Toronto).



This 23-page resource provides a detailed guide for faculty interested in organizing and hosting an undergraduate Twitter poster conference. Aligned with learning outcomes (2.4, 4.1, 4.3) from the *APA Guidelines for the Undergraduate Psychology Major*, this online alternative to a traditional undergraduate research conference provides students the opportunity to conduct, present, and discuss their research without having to travel. This guide is appropriate for novice Twitter users as it provides ample support and links to additional resources. The resource can be accessed [here](#).

Do You Like Classifying Stuff? STP's Tagging Project Needs You!

Ever wish that you could find all of STP's resources on a given topic in one easy, unified way? So do we! That's why we've been working on a project to tag our resources (teaching materials, eBooks, syllabi, blog posts, you name it) with common words such as "statistics", "development", "social", and of course, "engagement"! If you're inclined to help us, your role would be to simply review a resource (e.g., a quick glance), determine the tags that best fit, and add them. We'd provide the list of items to tag, starting with our teaching resources, and a schedule so that this big task can be chunked up into manageable pieces.



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

"This is How I Teach" Blog

Amanda Woodward (University of California, Riverside) 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



STP Mentoring Virtual Get-Together

The STP Mentoring Program and the Early Career Psychologists Committee are planning a virtual get-together for Saturday March 13 from 2pm-3pm Eastern (11am-12pm PST; UTC-5). A link to register will appear [here](#) prior to the event, but we wanted to encourage you to add the event to your calendar!

Resources from APA

Psychology Student Network Articles

APA's Education Directorate recently published the following articles, among others, in its January 2021 issue of the *Psychology Student Network*.

- [Introducing the new APA Style newsletter](#)
- [COVID-19: The silver lining for career planning in psychology](#)
- [APF Sharon Stephens Brehm Undergraduate Psychology Scholarships](#)
- [The Cummings Center's Psychology Film Club is returning for the Spring 2021 semester](#)

Contribute to APA's Undergraduate Research Supervision Toolkit

APA's Committee on Associate and Baccalaureate Education (CABE) is seeking both resources and partnerships to develop guidance on mitigating risks that undergraduate researchers may experience. CABE is seeking resources that preemptively reduce risk to student researchers or enhance the ethical treatment of student researchers. If you have resources or an interest in partnering with CABE, please contact Ms. Martha Boenau, mboenau@apa.org.

Other Teaching Resources

The following resource was developed independently from STP.

Teaching Ethics to Undergraduate Psychology Students

[This site](#) is a centralized resource for faculty who want to incorporate the teaching of ethics into the undergraduate psychology curriculum. This resource is maintained by Ana Ruiz and Judith Warchal, Alvernia University, with support from the APS Fund for Teaching and Public Understanding of Psychological Science, 2012-2013, and Alvernia University Faculty Excellence grants.