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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.

Current Service Opportunities in STP (Deadline):

Call for Applications for STP Officer Elections (Deadline: December 15, 2021)
Member, STP Membership Committee (Deadline: December 15, 2021)
Member, Instructional Resource Grant Committee (Deadline, December 15, 2021)
Members, Graduate Student Teaching Association Steering Committee (Deadline, December 16, 2021)

Service Opportunities in APA (STP serves as APA Division 2) and other organizations
Please note: The links below will redirect you to pages on other websites

Members, Working Group to Explore/Create Journal Reporting Guidelines for Equity, Diversity, Inclusion, and Justice in Psychological Science (Deadline: December 31, 2021)
Full list of Current Career Opportunities at APA
Learn how to nominate yourself or a colleague for a position in APA leadership.
Full list of APA Boards and Committees

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, click here for instructions on how to renew for 2022.

Join now
Renew for 2022

STP News Co-Editors: Stephanie Afful & Tom Pusateri Send inquiries or news items to stp@teachpsych.org
GREETINGS FROM STP PRESIDENT SUSAN NOLAN

Presidential Task Force Round-Up, and a Focus on Advocacy

December 3, 2021

Just a year ago, I lamented in one of my presidential letters that this was not the year I would have chosen to be STP President. I will readily admit that it’s still not the year I would have chosen; yet, serving STP in this way during such a challenging year has been professionally and personally rewarding. And it has showcased the deep wells of talent, experience, creativity, and empathy among our leaders and members. It has been an honor to work with and for all of you, and to benefit from the uncountable contributions you have made to our community and to our students.

In my final presidential letter, I want to thank my colleagues on the Executive Committee from whom I learned so much in our monthly meetings and ongoing email threads, and (just as importantly this year) who made me laugh. A lot.

I also want to recognize the many members of STP’s leadership and committees. STP is so fortunate that you have chosen to share your talents with us, and I am grateful to have worked directly with so many of you. I also want to express thanks to all the members who have contributed to the success of STP in so many different ways – from editing e-books to moderating social media to reviewing award nominations to presenting as part of our conference programming. I am lucky to count so many of you as colleagues and friends.

In spite of the pandemic and other challenges and because of the dedication of so many talented volunteers, STP accomplished a great deal this year. (See below, for example, for the accomplishments of our task forces!) But one of the initiatives I’m most excited about is our newly created Advocacy Committee. This past summer, I worked with Executive Director Tom Pusateri, Past President Amy Fineburg, and President-Elect Linda Woolf to develop a proposal for a committee that would explicitly seek out ways for STP to make a difference, rather than simply waiting for opportunities to arise. The Advocacy Committee will vet requests for STP to sign various statements; bring public policy and position statements to the Executive Committee; monitor our previous statements and suggest further action; communicate with our members to identify areas where our advocacy might be needed; and publicize our advocacy work.

The committee will include the Past President, Past-Past President, Vice President for Diversity and International Relations (or their designee), our APA Council Members, and several additional members, including a committee chair, whom we will recruit via a broad call for involvement. We will soon issue this call: Watch for it on our website! Or email me at susan.nolan@shu.edu and I will send you the call once it goes out. I, for one, am delighted to be able to serve ex officio on this committee in 2022 and 2023.

In line with this focus on advocacy, STP recently applied and was accepted to join the Divisions for Social Justice, a consortium of APA divisions who work together with the goal of “pursuing social justice issues both within APA governance (e.g., working together to appoint social-justice oriented individuals to APA committees; working with the Public Interest Directorate), and in terms of ongoing social justice related research, action, and public policy.” Our Advocacy Committee will serve as the face of STP within the Divisions for Social Justice.

And finally, I specifically want to call out the dedicated leaders and members of the three 2021 presidential task forces. The chairs of the task forces wrote brief overviews of their impressive work – see below. I thank them for their initiative and leadership! Outcomes include a soon-to-be-submitted manuscript on pivot teaching, a color paper on EDI and internationalization, a series of statistics mini-lessons for introductory psychology, and a curriculum study of statistics. All will be publicized through STP channels, and when appropriate, will live on our website. These outcomes are sure to have a lasting impact on STP. I am deeply grateful to all the task force leaders and members.

Task Force for Resources for “Pivot Teaching”
Chair: Jenel Cavazos

Faced with the unprecedented complications surrounding Covid-19, the Task Force on Pivot Teaching was charged with gathering resources to aid instructors in proactively addressing the challenges associated with changing modalities in response to potential disruptions, both currently and in the future, by accommodating students and integrating flexibility and agility into instruction. The committee’s work centered on four unique areas of focus: teaching modalities (various modes of instruction and their application for pivot teaching); methods and
assessment (the use of evidence-based teaching methods and forms of assessment that are both flexible and adaptive); personal and professional development (best practices to promote the wellbeing of instructors); and lessons learned and future directions (insights from pandemic teaching that may influence the future educational landscape). The committee presented its findings during a symposium at the APA Annual Conference during the summer of 2021. A smaller subset of committee members is currently in the final stages of manuscript development for a publication that will be submitted early next year.

Task Force on Integration of Diversity, Equity, and Inclusion (DEI) and International Initiatives Across STP

Chair: Arlen Garcia

Inspired by The Warrior’s Path (Color Paper) from Division 45, the 2021 Task Force drafted their end-of-year report in a hybrid format weaving the proposals with a backdrop of activism. Overall, we acknowledged the previous work, especially the Statement on Addressing Systemic Racism and Inequity in STP as well as the Diversity Survey. We also included APA’s latest EDI framework and relevant articles. Specifically, three committees were formed in January 2021 composed of ~3-4 members each and a volunteer lead. Committee #1 focused on infrastructure; Committee #2 focused on affinity groups and other surveys; Committee #3 focused on internationalization across STP areas. Working teams coordinated and presented asynchronous sessions highlighting the Task Force efforts at APA’s Annual Conference in August 2021 as well as at our Annual Conference on Teaching (ACT) in October 2021. Infrastructure recommendations included but not limited to embedding a diversity consultant in each VP area as well as creating a new VP area just for international affairs. Affinity groups recommendations based on the Diversity survey results were outlined including logistical aspects of joining/membership. Additionally, a Travel Award was proposed. Ultimately, the Task Force hopes the Color Paper draft becomes a living document for the next phases.

Task Force on Statistical Literacy, Reasoning, and Thinking

Chair: Jessica Hartnett

The task force approached statistical education on two fronts and in two subcommittees: Statistics in Introduction to Psychology (IP) and Statistics Across the UG Psychology Curriculum.

Dr. Garth Neufeld chaired the IP subcommittee. The subcommittee decided that the best way to address statistics in IP was to create a series of statistics mini-lessons. These lessons correspond to the main topics typically taught in IP and align with teaching guidelines created by both the Society for the Teaching of Psychology and Guidelines for Assessment and Instruction in Statistics Education.

Dr. Erin Freeman chaired the Curriculum subcommittee. They were interested in understanding how psychology instructors teach statistics, both in statistics courses and across the curriculum. They worked together to create a wide-ranging survey, completed by psychology professors across the country, that sheds light on when and how statistics are integrated into the psychology curriculum.

These resources, both the mini-lessons and the curriculum study, will be available via the Society for the Teaching of Psychology website in early 2021.
APA Passes Historic Apology To People of Color
by Linda M. Woolf, STP President-Elect

During the early days of our discipline, psychological “research,” theory, and practice was central to the eugenics movement with destructive ideological beliefs grounded in social Darwinism. Psychologists involved in this movement helped craft policies, which led to forced sterilizations of “inferiors,” immigration quotas, race laws, and charted a path to genocide supported by “research” differentiating between those of White northwest European-based stock and “primitive man.” Psychologists endeavored to reify racist and colonialist beliefs through collections of invalid data, such as intelligence measures, based on anthropomorphistic measures. Sadly, these ideas are not simply obscure elements of the past but have resurfaced regularly within the history of psychology.

In this brief article, I want to highlight the recent work of APA to address this history of harm and briefly discuss how we can use this work in our teaching of psychology. At the forefront of APA’s efforts is a historic apology of APA to Black, Indigenous, and other Peoples of Color.

APA Resolutions

The Council of Representatives (CoR) for the American Psychological Association (APA) met on October 29, 2021 and formally apologized for its role in past and ongoing racism against Peoples of Color (PoC). APA acknowledged that it “failed in its role leading the discipline of psychology, was complicit in contributing to systemic inequities, and hurt many through racism, racial discrimination, and denigration of communities of color, thereby falling short on its mission to benefit society and improve lives.” For many individuals, this apology was long overdue. Nonetheless, it represents a beginning; it outlines many of the historic harms, the importance of an apology, the apology, and potential next steps.

You can read the full text of the Apology to People of Color for APA’s Role in Promoting, Perpetuating, and Failing to Challenge Racism, Racial Discrimination, and Human Hierarchy in U.S.

This Apology Resolution does not stand alone as a finished product but rather represents a first step toward restorative justice. For example, the Resolution commits to future APA actions, which “could include targeted apologies and restorative processes for specific communities of color that extend beyond the content, format, and style of this formal Council resolution to be responsive to, and respectful of, the unique cultures and traditions of a given group, such as by the inclusion of elements respectful of the cultural traditions of Indigenous peoples.”

Additionally, the Resolution includes the following, "Therefore, be it resolved that future APA actions could also include targeted interventions to benefit other groups that have experienced systems of oppression, including those based on religion, sex, class, sexual orientation and gender diversity, and disability identity."

As such, the Resolution acknowledges that more work needs to be done to address specific harms against the diversity of groups identified as PoC. Additionally, the Resolution recognizes that harms have occurred within psychology against other persons and peoples, which have been systematically marginalized by the discipline and profession.

At the October meeting, CoR passed two additional anti-racism resolutions. The second Resolution outlined a commitment and steps aimed at dismantling racism within the Association, the discipline of psychology, and within the United States. The third Resolution focused on a commitment to health equity for all persons and peoples of the United States and the role psychology will play in eliminating inequities. Together, these three Resolutions signal APA’s and all of psychology’s commitment to human rights and social justice for all both within the U.S. and as part of APA’s global mission. The Resolutions build upon a February 2021 CoR Resolution, Harnessing Psychology to Combat Racism: Adopting a Uniform Definition and Understanding. This Resolution began efforts to define and address four levels of racism—internalized, interpersonal, institutional, and structural—and how APA can work to address these harms within the Association but also in the broader society.

It is important to note that the Association of Black Psychologists issued a response to the Apology Resolution. I urge everyone to read this letter as it highlights the pain, depth, and complexity of issues as APA begins this process.

Teaching

So, what does this mean for our teaching and our students? I encourage us all to work to "decolonize" our courses, syllabi, research, etc. to make our classes and our disciplinary understanding more inclusive. Within our departments or collegial groups, we can have conversations about what we can do to learn from diversity, equity, and inclusion (DEI) efforts related to the teaching of psychology and how to translate that information into our respective courses.

For more about STP’s work and DEI resources, see http://teachpsych.org and click on the Diversity tab.
But don’t stop there! Throughout the website you will find eBooks, conference presentations, and a host of other resources aimed at not just creating more inclusive classrooms but integrating DEI materials into your courses. Check STP News for ongoing updates regarding the Task Force on Integration of Diversity, Equity, and Inclusion (DEI) and International Initiatives Across STP. This DEI task force began work under the initiative of Past-President Amy Fineburg and has continued under the guidance of President Susan Nolan. These efforts will continue in 2022. The STP Diversity Committee chaired by Teceta Thomas Tormala with members, Jennifer L. Lovell, Vijj Sathy, Sasha Cervantes, Leslie Berntsen, and Dina Gohar, supports and expands upon this work. You can find out more about this important committee here at http://teachpsych.org/page-1537443. I also urge you to explore the APA Public Interest Directorate for more DEI materials for use in your courses.

What I like in particular about any of APA’s policy resolutions is that these documents contain a fountain of information and references you can use in your courses. For example, you not only can share and discuss these anti-Racism Resolutions with your students, but you also can dig deeper to explore specific elements of these Resolutions and the materials cited. You also may want to share APA President Jennifer Kelly’s opening video to CoR, which highlights the anti-Racism work of APA this past year.

I would be remiss if I did not tell you that part of the process of drafting the anti-Racism Resolutions, APA commissioned a historic review by the Cummings Center, the Psychology Archives/Museum in Akron. The Center put together a Historical Chronology examining Psychology’s Contributions to the Belief in Racial Hierarchy and Perpetuation of Inequality for People of Color in U.S. As noted in the Chronology, the document is incomplete, as the voices of oppressed victims rarely get to record their history and stories. Nonetheless, it is a concise overview not only of harms but also significant moments of DEI progress made by APA over the decades. And again, the references are a goldmine.

Finally, as we know, psychology has a diversity problem in relation to the pipeline from high school to undergraduate programs to graduate school and beyond. What can we do to help our students see themselves as future members of the psychology workforce or as psychologists and leaders in the field? From the Resolution:

APA will prioritize efforts in training, opening pathways, and workforce development, such as those that expand opportunities for students of color to pursue careers in psychology; promote mentorship of psychologists of color; improve psychology graduate education and training to include diverse, non-Western cultural perspectives; increase mechanisms, strategies, and practices to raise participation and success rates for psychologists of color in academia, publishing, and governmental licensing; increase representation of communities of color throughout APA’s elected and appointed leadership; expand opportunities for leadership and leadership training for psychologists of color; and enhance the visibility of psychologists of diverse backgrounds.

The Education Directorate as well as STP have been and will continue to be involved in such efforts.

I want to thank STP’s Council Representatives Maureen McCarthy and Jodie B. Ullman for their diligent efforts on Council. These are positions often not visible to most STP members. Yet their work is essential for promoting educational interests within APA as well as broader policies such as these anti-Racism resolutions. Their leadership on CoR has been exemplary.

**APA 2022: Deadline Extended**

By Melissa Maffeo
Director of STP Programming at APA

The call for proposals for APA 2022 has been extended to **January 10, 2022!** The convention will be held **Aug 4-6 in Minneapolis, MN.**

APA will consider division proposals that have at least 75% of the speakers planning to attend in person. Due to space and technology limitations, APA may not be able to accommodate all sessions with virtual presenters. If you are submitting a session that includes some virtual speakers, please note which speaker(s) would be virtual. If we are unable to accommodate your session’s request, you would be given the opportunity to replace the virtual speaker(s) or withdraw your proposal.

**For Division 2 (STP) proposals:** We welcome proposals for symposia, posters, CE workshops, and more. We invite proposals for any Teaching of Psychology subject matter and are particularly excited about proposals focused on inclusive teaching practices, "pivot teaching" (in online/remote/hybrid contexts), and refocusing what we have learned after teaching remotely. For more information, contact Melissa Maffeo, Director of STP Programming at APA.

Information about programming, submitting, etc. can be found on the convention website here, and if you have any questions, please don’t hesitate to reach out to me at apa-conference@teachpsych.org.

I look forward to seeing my Teach Psych friends in Minneapolis this summer!
APA Apportionment Ballot

APA Members of STP (APA Division 2): The APA Apportionment and Bylaws Amendment election is currently active and will end at 11:59pm EST on December 15, 2021.

Each eligible voter is allowed ten votes that may be allocated to any division, state, provincial or territorial association of their choice. STP is Division 2 of APA and is entitled to positions on the Council of Representatives proportional to the number of votes the division receives in the apportionment balloting. We encourage APA members to cast all or some of their 10 allotted apportionment votes for Division 2. Last year, we nearly gained a third representative who could provide teachers a stronger voice for education initiatives at APA. Please support Division 2 by submitting your ballot and allotting Division 2 at least one more vote than you did last year.

News from APA

Working Group in EDIJ in Psych Science

APA seeks members for a Working Group to Explore/Create Journal Reporting Guidelines for Equity, Diversity, Inclusion, and Justice in Psychological Science

Deconstructing the systemic barriers that have limited scientific knowledge regarding communities of color requires multisystemic change. Historical practices in scientific publishing have produced limited scientific knowledge about communities of color and contributed to systematic racism and persistent disparities in psychological research and its applications.

A joint Task Force of the APA Board of Scientific Affairs and the Publications and Communications Board has been discussing numerous ways to address these issues. We are pleased to announce the launch of this new workgroup focused on developing and implementing best practices related to the manner in which race and ethnicity are discussed within scientific manuscripts in psychological science. Specifically, we aim to develop new standards that promote equity, diversity, inclusion, and justice (Buchanan et al., in press; Roberts et al., 2020) in the description of scientific theories, methods, analyses, and conclusions.

APA is looking for volunteers to contribute to this important endeavor. An initial task for members of this workgroup will be to outline the scope of these reporting guidelines and discuss plans for broad implementation. Assuming a reasonable approach is identified, this workgroup will then create the journal reporting guidelines and present them to relevant governance groups in APA to promote broad adoption.

Applicants interested in serving on this workgroup should send a CV, and a brief statement (~200 words) outlining their interest in participating and relevant experience, by December 31, 2021, to science@apa.org.

APA Press Room

APA’s Office of Public Affairs maintains an online Press Room that contains recent press releases from APA. To view the Press Room, click here.

Call for Papers: Mind-Body Connection

The editors of Translational Issues in Psychological Science (TPS) seek submissions for a special issue on “The Mind-Brain-Body Connection.” The purpose of this special issue is to present cutting-edge research examining bidirectional and mechanistic relationships between mental and physical health, with the goal of deepening our understanding of the intersection between psychology and biology. The deadline for submissions is May 2, 2022. For more information, visit here.

TPS is co-sponsored by APA and the American Psychological Association of Graduate Students.

APA’s Advocacy for Education

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.
The GSTA Corner

The Final Countdown: Combating Student and Instructor Fatigue

Submitted by: Kelly Cuccolo, Laura Simon, William Ridgway, and Maaly Younis

In this month’s corner our focus is on the importance of maintaining consistency in our role as instructors throughout the semester. Similar to students approaching the end of the semester, we as instructors can also decline in motivation or performance. The purpose of the corner is to identify the importance of maintaining student rapport and the ways in which we seek to do so consistently throughout the semester. Specifically, how we allow for an immersive and enthusiastic classroom environment throughout the semester.

Kelly: As we progress to the end of the academic term, students and instructors alike are feeling burned out and in need of a break. Given that rapport plays an important role in positive student outcomes, such as perceptions of learning (e.g., Demir et al., 2019) it is important for instructors to maintain those interpersonal relationships. Gratitude may be one simple way to promote student engagement and strengthen interpersonal relationships (Algoe et al., 2008; Flinchbaugh et al., 2012). In my classes, I work our mental health chapters into the end of the course given that this is a high-stress time for many students (and instructors). I express gratitude to my students for their hard work thus far in the course and acknowledge feelings of stress and burn out. This not only helps me remember all the effort and quality work I’ve gotten during the semester but also helps students’ feel acknowledged and visible. I also have students write letters to people who have been helpful in their personal/academic journeys, but whom they haven’t formally thanked. Many students get emotional during this exercise but feel re-energized and focused afterwards.

Laura: As primarily an Introduction to Psychology teacher, it is easier for me to be consistent as the semester gets tiring because the content, I enjoy teaching tends to coincide with the end of the semester. So, as it becomes harder to maintain energy and classroom dynamics, I get energy from the subjects I teach. Like with all jobs, some days are harder than others to be a positive and energetic force in the classroom, but I try to give myself grace on those days. I have also found that being transparent with students has been beneficial because they feel the fatigue throughout the semester and they may not realize that other people feel it too, making them feel understood or possibly less alone. Being transparent about semester fatigue is also a good opportunity to discuss coping skills and other healthy habits that I try to incorporate throughout my content as well, such as good sleep hygiene during Consciousness, study habits during Memory, etc.

William: Throughout the academic term, students’ engagement and motivation to learn can become compromised. To maintain engagement, motivation, and excitement, instructors – who can also decline in motivation or performance – can employ various strategies to combat potential disinterest and reluctance, especially as the term ends and impaired mood, fatigue, and sleep become more likely. First, instructors should always be a role model for student interest and get to know their students. This foundation allows for transparent conversations to take place that can address challenges students face collectively. Second, instructors should attempt to create assignments (e.g., term papers) that are both varied and novel (Patrick et al., 2000), and that provide a sense of control and choice over their learning (Patall et al., 2010). For example, consider a class like Forensic Psychology in which a term paper can focus on one of a multitude of well-known psychology and law cases, each focusing on a different area (e.g., eyewitness misidentification, repressed memories, false confessions, insanity defense, competency to stand trial). Such assignments allow for students to apply their interests, allowing for an enthusiastic approach. Last, instructors can combat potential disinterest and reluctance by engaging students in group discussions and assignments in which they are able to get to know one another and as a result, support one another. The collective pursuit of accomplishment can lessen feelings of overload. Overall, it is important for instructors to remain cognizant of the fact that student performance can become compromised – especially toward the end of the academic term – and implement strategies to assist with combating that moment.

Maaly: The end of semester burnout is real, and it hits both of us, teachers and students. As graduate teaching assistants, we experience it both ways as teachers and students as well given our unique positions. I tend to think of the ways that I would like to be supported as a student. As such, I encourage
my students to take mental health days. I also talk to them about how managing stress is a big factor to end the semester peacefully and successfully. I tend to incorporate graded activities such as self-care, acts of kindness to help the students engage with themselves and others as well to stay motivated to learn and complete their final products. I also tend to incorporate fun extra credit activities to increase their motivation to complete school assignments. Students repeatedly reported on their evolution that these activities make them feel they are cared for as both humans and learners. I found that the key during this time of the semester is to demonstrate compassion and understanding along with providing the students with tools to combat the burnout.

References


The ECP Corner

Changes to the ECP Committee

The ECP has some exciting changes happening and we’re going to use this month’s ECP Corner to tell you all about them. These changes include welcoming TWO new members, Janet Peters taking on the role of ECP committee chair, and saying goodbye to three of our cherished members. We’ll also take a moment to briefly describe what we hope to accomplish in the coming year, so look out for some exciting things happening in the coming months!

New Members

Let’s take a moment to highlight the ECP Committee’s newest members: Ciara Kidder & Christina Shane-Simpson. We got great applications and it was a hard decision, but we are so excited to have two new wonderful colleagues join us. Here is a little bit about each new member!

Ciara Kidder will soon be starting a new position as an instructor in the school of Psychological Science at Oregon State University and has been actively involved with the teaching of psychology from the beginning of her career, including presenting at ACT and the National Institute for the Teaching of Psychology, and attending the STP programming at the Midwestern Psychological Association’s annual conference, the “E’ffordability Summit (focusing on open education), PsychONE, and the first Neuroscience Teaching Conference. She also founded and runs the teaching blog “The Novice Professor.”

Christina Shane-Simpson is a 4th year faculty member at the University of Wisconsin – Stout. She has served on the STP Membership Committee, the Graduate Student Teaching Association in a leadership role, as a member for the 2020 STP Diversity Task Force, and served on the leadership committee for Psi Chi Committee for International Collaborative Exchange (NICE).

We are excited to see what these two new members will bring to the ECP! Welcome Ciara and Christina! And although we were only able to accept two new members this year, we want to note that the ECP Committee will be recruiting another new member in November 2022! If you are interested in joining this wonderful team and helping your fellow ECPs, please consider applying (or re-applying) next year!
Welcome to Incoming Chair

We are excited to announce that Janet Peters will be the 2022 ECP Committee chair! Janet has been on the ECP committee for three years. Throughout her time, Janet’s main role on the committee has focused on planning and developing the ECP Committee presentations for STP’s Annual Conference on Teaching. She’s excited to be spending her last year on the committee getting to know the new members and supporting the committee’s mission to serve ECPs.

Saying Goodbye

In addition to welcoming our newest members and chair, we must also say goodbye to our outgoing members: Molly Metz, Kareonna Malavanti, and Daniel Storage. As they move on to new horizons, we thought you might want to hear some of their reflections on being part of the ECP committee over the years.

Molly: The ECP committee has been an integral part of my experiences with STP since day 1 - the ECP Happy Hour at the SPSP Teaching Preconference was so welcoming and was a big part of what made me keep coming back. I decided early I wanted to be a part of it, and now I’m finishing up my third year of one of the most meaningful service opportunities of my career! One of my favourite things about this committee is having the opportunity to meet and support people at a stressful and overwhelming time, and a time when our regular networks (e.g., grad school friends) have been upturned, and a time when formal mentorships seem few and far between. It has been an absolute joy to go through this time together, with my fellow committee members and with the ECP community.

Kareonna: It was such an honor to be part of this committee for the last three years. I came to this committee having just moved to a new position and with that move, so did my career trajectory. I have loved having conversations with other ECPs about my experiences on and off the tenure track in teaching-focused positions. I enjoyed meeting with other ECPs in person at teaching conferences (including ACT) pre-spring 2020 and virtually since the pandemic started. While this committee has supported me so well, I hope to continue to pay it forward to STP and other ECPs and serve in other capacities. It’s not so much a “goodbye” as much as this is a “see you later!” I can’t wait to see all of you amazing folks again when it is safe for us to gather again in-person. Don’t hesitate to say hi if you see me around!

Daniel: I have loved my time on the ECP committee, and I highly recommend anyone in the earlier stages of their career to make every effort to join in future years! Perhaps what I’ve loved most is the community—being surrounded by and forming friendships with like-minded professionals who care deeply about teaching and supporting teachers worldwide. I will miss my time on this committee, but I’m also excited for what comes next! There are always opportunities to get involved in STP, which is one of the wonderful things about it! I very much look forward to thinking through what gets me excited at this stage in my career and figuring out how I can use that motivation in the context of this community. In the meantime, I am excited to follow what the ECP committee does in my absence! See you at next year’s ACT!

What’s in store for 2022

From mentoring to (hopefully) an in-person ACT, we are planning several opportunities for ECPs to engage in networking and development. As we say goodbye to existing members and welcome new members, we invite you to be part of the process! What would you like to see from your ECP committee in 2022? What workshops, trainings, programs, or resources can we provide to help facilitate your personal and professional success? If you have an idea, email us at: stp-ecp@teachpsych.org

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

Submit your ideas or questions for our monthly column to ‘Ask an ECP’

For regular updates on ECP activities:
- Follow us on Twitter (@STP_ECP) and Facebook
- Visit our STP website or email us.
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<td>APA Division 2 (STP) Fellows (Must be an APA member to apply)</td>
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<td>JAN 15, 2022</td>
<td>Excellence in Teaching Awards (Six award categories: 4-year college or university, 2-year college; high school, early career, graduate student, adjunct faculty)</td>
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### STP Awards/Grants Deadlines

The chart above lists the upcoming deadlines for STP’s Awards and Grants programs with links for more information. Please consider applying for the programs for which you qualify and encourage your colleagues to do so. All applicants must be STP members; to join STP, visit here.

**APA Division 2 (STP) Fellows**

APA Members of STP: The Online Fellows Application Platform is open. Please apply prior to December 31, 2021 to be considered for Fellow status in 2022. Visit the STP Fellows website for more information about the application process and criteria for Division 2 Fellow status.

**New APF Gold 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.

**Queen-Nellie Evans Scholarship**
$4,000 scholarship offered annually for graduate students in psychology who demonstrate a financial need and are committed to improving the disparities in societal structures and issues that negatively impact communities of color, particularly of African descent. **Deadline: January 31, 2022**

**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**

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

**CIRP Outstanding Dissertation Award**
The committee sponsors an award for the most outstanding psychology dissertation on international and global communities. **Deadline: June 3, 2022**

**NSF STEM Scholarships**
NSF’s S-STEM program provides scholarships and support to low-income STEM majors (including psychological science) who show promise in STEM disciplines to receive a post-secondary degree. **Deadline: February 22, 2022**
Regional Psychology Conferences
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.

Eastern Psychological Association (EPA)
March 3-5, 2022, New York, NY
Southeastern Psychological Association (SEPA)
March 23-26, 2022, Hilton Head Island, SC
Southwestern Psychological Association (SWPA)
April 1-3, 2022, Baton Rouge, LA
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
Western Psychological Association (WPA)
April 28-May 1, 2022, Portland, OR
New England Psychological Association (NEPA)
2022 Dates and Location TBA

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.

INTRO PSYCH COAST-TO-COAST
TIP Northwest and Psych One, together, are proud to present a virtual Introductory Psychology conference that reaches two coasts, and hopefully many more. We invite you to join us on January 21, 2022, for Introductory Psychology Coast-to-Coast, featuring invited speakers Viji Sathy and David Myers, along with Carmen Culotta, Camilla Griffiths, Joe Kim, Julie Lazzara, Bridgette Martin Hard, and Garth Neufeld.

VIRTUAL SETOP 2022
We invite you to join us at our Virtual SETOP Conference this February 18 & 19, 2022. We are very pleased to announce that our program includes two outstanding keynote speakers, Psychologist and Author, Beverly Daniel Tatum and Psychologist and Professor of Psychology at Kennesaw State University, Roxanne Donovan. They join some other wonderful invited speakers and, we hope, you!
SETOP is accepting submissions for 30-minute synchronous symposia; 20-minute asynchronous symposia; synchronous/asynchronous posters; and 5-20 minute synchronous/asynchronous interactive demos. Details for each format can be found under the Call for Submissions tab on the webpage. Deadline is December 13, 2021.

Teaching Conferences
STP’s 2021 Annual Conference on Teaching
On-demand through October 1, 2022, Virtual
National Institute on the Teaching of Psychology
January 3-6, 2022, St. Pete Beach, FL & Livestream
Introductory Psychology Coast-to-Coast
January 21, 2022, Virtual
SPSP Teaching Personality and Social Psychology Preconference
February 16, 2021, Virtual
Southeastern Teaching of Psychology Conference
February 18-19, 2022, Virtual

Proposals due December 13, 2021
Roundtable Conference in Psychology and Education
February 24-26, 2022, Virtual

Proposals due November 22, 2021

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