

SECTION ON WOMEN & PSYCHOLOGY

VOL 52: ISSUE 1



Newsletter of the CPA/SCP Section
on Women & Psychology



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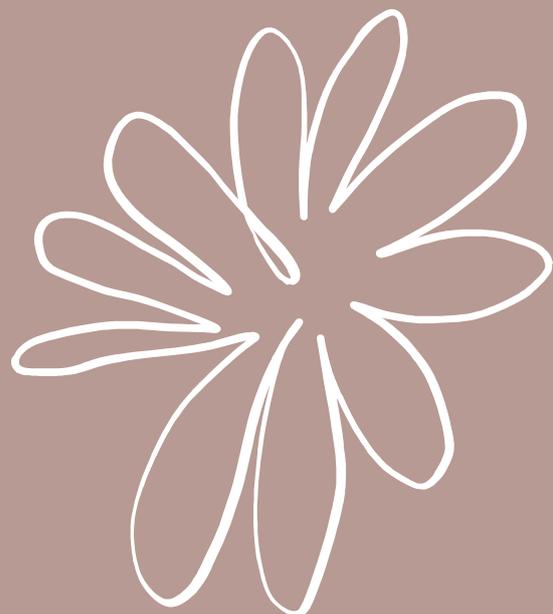


- 47 Job Postings

- 65 Upcoming Conferences

- 68 Newsletter Submissions

The opinions expressed in this newsletter are strictly those of the authors and do not necessarily reflect the opinions of the Canadian Psychological Association, its officers, directors, or employees.



2025 - 2026 EXECUTIVE COMMITTEE MEMBERS



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CHAIR'S MESSAGE

By: Nicole Jeffrey



Dear SWAP members,

Happy September! It was so wonderful to (re)connect with many of you in St. John's, Newfoundland for the 2025 CPA convention. There was a surprising turnout given the distance many had to travel! I hope those who attended enjoyed the SWAP programming and got the chance to take in some of the beautiful sites, as I did. I want to extend a special thanks to Dr. Pamela McAuslan, winner of SWAP's 2024 Distinguished Member Award, for her excellent Featured Speaker Address on balancing research, teaching, service, and life. I learned so much, as I always do, from Dr. McAuslan!

I'm very happy to introduce two new members to SWAP's Executive Committee. Dr. Nic Johnson, Associate Professor of Counselling Psychology at the University of British Columbia, joins as SWAP's new Chair of the Status of Women committee. Dr. Johnson—new to Canada and the CPA—has held leadership roles within the Association for Women in Psychology (AWP) and the Society for Counseling Psychology (SCP). Her vision for this role centres gender liberation, with an emphasis on creating space for gender diversity within SWAP. Ellen Coady, winner of one of this year's SWAP Student Travel Awards, joins as our new Student Representative. Ellen is a PhD student in Psychology at Carleton University who presented at the CPA convention on the over-representation of girls with ADHD in a racially diverse youth justice sample. Welcome to both! My sincerest thanks to Dr. Paula Barata and Storm Balint, outgoing Chair of the Status of Women Committee and Student Representative, respectively. Your service to SWAP has been so appreciated! Dr. Barata has been a longtime member of the SWAP Executive, so we're especially sad to see her go, but we hope to continue to draw on her wisdom!





SWAP Executive Dinner at CPA Annual Convention 2025, St. John's, Newfoundland and Labrador

It is becoming increasingly difficult to keep up with recent news and events, but I do want to recognize two recent news items that are likely top of mind for many of you right now. First, like many of you, I am deeply disappointed by the verdict of the sexual assault case against Canadian Junior Hockey players. The acquittal and treatment of the complainant (E.M.) within the legal system represents a broader system that normalizes sexual violence and blames victim-survivors. I know many of our members are working hard in research-, practice-, and advocacy-capacities to disrupt this system. Second, I want to acknowledge what reporter Erica L. Green has referred to as a “purging” of Black women from the U.S. government. Black women have been disproportionately impacted by cuts to the U.S. federal workforce, and “lost 319,000 jobs in the public and private sectors between February and July of this year, the only major female demographic to experience significant job losses during this five-month period” (Green, 2025). We should all be concerned by these statistics and stand in support of our U.S. friends.

Thank you for reading and please take care!
Nicole Jeffrey, SWAP Chair



CHAIR SPECIAL ANNOUNCEMENT: PAST CHAIR RECOGNITION

By: Nicole Jeffrey



At SWAP's Annual Business Meeting, I took a few minutes to recognize and thank SWAP's Past Chair, Dr. Sara Crann. Dr. Crann was unable to attend the meeting, so a plaque has been mailed. I am sharing my announcement here:

I would like to formally recognize my predecessor, SWAP's Past Chair, Sara Crann for her contributions to the field of feminist psychology and the psychology of women through her service as Chair of SWAP. Sara has dedicated her time and effort to SWAP for 10 years through multiple roles on the Executive Committee and served as our strong leader for two years, even during parental leave.



She prioritized relationship building and inclusivity during her time as Chair. I especially appreciated her work putting together an invited symposium in honour of National Indigenous People's Day last year, titled "Indigenous Girls and Women: Research, Advocacy, and Activism," and fostering relationships with other CPA sections. I know now how busy the Chair position can feel with the administrative tasks required to keep the section and executive team afloat. So, I am especially appreciative of the extra SWAP events and initiatives Sara led.

Sara has also contributed to the field through her important work on girlhood and sexual assault resistance and prevention among adolescent girls. On a more personal level, Sara has been an important friend and mentor to me for many years. I have been following in her footsteps and drawing on her guidance. I took over her SWAP role as Web Maven, and then Student Awards Coordinator, and now Chair. Throughout, she has answered many of my time-sensitive questions and helped me trouble-shoot issues. We've had many conversations in conference hotel rooms about our personal and professional lives as women and feminists that have undoubtedly shaped my thinking.

On behalf of the whole SWAP Executive, I extend my sincere thanks to her for her dedication and contributions to our section and field.

EDITOR'S MESSAGE

By: Bidushy Sadika



Hello everyone,

Welcome to the September 2025 edition of the SWAP newsletter! I hope your fall semester has kicked off smoothly.

This year, we had the pleasure of attending the 2025 CPA Annual Convention in St. John's, Newfoundland and Labrador. If you had the chance to explore the stunning surroundings, I'm sure, like me, you found it a refreshing experience—a perfect reminder of why taking time to connect and recharge is so important.

This edition begins with our Section Chair's message (p. 10) and highlights from the convention, including the minutes from the SWAP Annual General Meeting (pp. 15–16). We are also delighted to feature a special announcement honoring Dr. Sara Crann, our new Past Chair, for her outstanding contributions to SWAP and the field of feminist psychology over the years (p. 12).

We're especially excited to spotlight the winning SWAP student presentation (p. 22) and paper (pp. 23–28), along with announcing the recipients of the Feminist Mentoring Award (p. 30).

You will also find the annual reports from the SWAP Executive, offering essential updates for our members: Treasurer's report (p. 17), Membership Coordinator (p. 18), Communications Coordinator (p. 19), Student Awards Committee (pp. 20–21), Student Representative (p. 29), Abstract Review Coordinator (p. 32), Status of Women Committee and Outreach Coordinator (p. 33), Nominations Coordinator (p. 34), and Division 35 Liaison (p. 34). Updates on SWAP's social media are included as well (p. 35).



Finally, this edition includes calls for SWAP symposia for the upcoming CPA conference (p. 36), calls for papers (pp. 38–42), chapters (pp. 43–45), proposals (p. 46), job postings (pp. 47–64), and upcoming conferences (pp. 65–67).

I would like to extend my sincere thanks to everyone who contributed to this newsletter. Your submissions are greatly appreciated, and it is an honor to showcase the incredible research being conducted in feminist psychology. If you have published articles, books, or chapters that may be of interest to the SWAP community, please feel free to share the reference and abstract with me. Additionally, I encourage you to submit other content, including:

- Research-in-progress projects
- Discussions on research topics or methodologies
- External resources such as videos, podcasts, books, or blogs
- Opportunities for SWAP student affiliates, such as study participation or volunteer positions

We welcome submissions in both English and French, and additional details can be found on pages 68 and 69. Think of this newsletter as your stage: a space to share your work, spark conversation, and connect with fellow feminist scholars. Your ideas and contributions help make our community vibrant and inclusive.

Please do not hesitate to contact me throughout the year with any submissions, comments, or questions. I am always open to discussing ideas for future contributions—so let's keep the conversation going!

Warm regards,
Bidushy Sadika (she/her)
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SWAP ANNUAL GENERAL MEETING MINUTES

By: Nicole Jeffrey



AGENDA – SWAP ANNUAL SECTION MEETING

Date: Friday June 13, 2025

Time: 5:00– 5:55pm Newfoundland Time

Location: St. John's Convention Centre Level 3 – Churchill 2
St. John's, Newfoundland and Labrador

Agenda and Minutes:

- **Welcome and Introductions**
 - Meeting called to order by Chair, Nicole Jeffrey.
 - Chair provided land and DEI acknowledgements.
- **Approval of the Agenda**
 - Chair presented meeting agenda (which was circulated to the full membership by email in advance). There were no requested changes to the agenda.
- **Minutes of the 2024 Annual Business Meeting**
 - The 2024 Business Meeting minutes were published in SWAP's September 2024 newsletter. The minutes were approved with no requested changes.
- **SWAP Awards Announcements and Updates**
 - Special announcement:
 - Chair made special announcement recognizing SWAP's Past Chair, Sara Crann.
 - 2025 Distinguished Member Award update (Nicole Jeffrey on behalf of Carmen Poulin)
 - Announcement: We have regretfully decided to forgo SWAP's Distinguished Member Award for this year. Our 2023 award winner, Dr. Lori Brotto, will give her talk in Montreal in 2026.



2025 SWAP Annual Business Meeting. Pictured left to right: Award Winners - Dr. Pam McAuslan (Division 35 Liaison), Bidushy Sadika (Newsletter Editor), Ellen Coady (Student Representative), Pariya Tofigh, and Nicole Jeffrey (Chair).



2025 SWAP Annual Business Meeting. Pictured left to right: Bidushy Sadika (Newsletter Editor & Student Paper Award Winner) and Nicole Jeffrey (Chair)



2025 SWAP Annual Business Meeting. Pictured left to right: Nicole Jeffrey (Chair) and Ellen Coady (Student Representative & Student Travel Award Winner)



2025 SWAP Annual Business Meeting. Pictured left to right: Nicole Jeffrey (Chair) and Pariya Tofigh (Student Travel Award Winner)

- We look forward to receiving member nominations in early 2026 so that we can resume our regular scheduling starting again in 2027.
 - Chair presented plaque to Dr. Pam McAuslan, winner of the 2024 Distinguished Member Award, who had not been able to make it to the convention to receive her plaque the previous year.
- 2025 Feminist Mentoring Award (Storm Balint)
 - Storm Balint presented the Feminist Mentoring Award to Dr. Michelle Lafrance, who was unable to attend the Business Meeting. The plaque has been delivered by mail.
- 2025 Student Awards (Nicole Jeffrey on behalf of Serena Corsini-Munt)
 - Chair presented the four Student Travel Awards (\$250 + certificate) to winners Karen Tang, Pariya Tofigh, Dan Gheorghiu, and Ellen Coady.
 - Chair presented the Student Paper Award (\$500 + certificate) to winner Bidushy Sadika.
 - Award winners were invited to give brief elevator pitches about their work.
- **SWAP Executive Reports**
 - Executive reports were circulated by email to the entire membership in advance of the meeting. Chair briefly reviewed at the meeting.
- **Open Positions**
 - Chair and other Executive Committee members outlined 3 open positions (Student Representative, Chair of Status of Women Committee, and Nominations Coordinator), the first two of which have now been filled. The search for a new Nominations Coordinator continues.
- **Adjournment**



TREASURER'S REPORT

By: Noreen Stutcka



Financial Report, September 29, 2025

OPENING BALANCE			\$2,526.75
REVENUE			
Dues Jan. 31, 2025	\$1,757		
Dues April 30, 2025	\$664		
Total Revenue	\$2,421	+ \$2,421	
Revenue			= \$4,947.75
EXPENSES			
Social catering	\$1,089		
Paper, Presentation and Travel Awards	\$1,750		
Plaques production	\$248.85		
Plaques and certificates	\$122.83		
Total Expenses	\$3,210.68	- \$3,210.68	
Expenses			
CLOSING BALANCE			= \$1,737.07
CASH ON HAND AT CPA			\$1,737.07

TREASURER'S REPORT

Our financial situation for 2026 looks favourable. We have paid all of our expenses and have no outstanding debts. We have approximately \$1,750 cash in hand at CPA and will be able to fund the student awards for 2026. As well, we will be receiving further CPA dues in 2026. This will leave us in a positive financial position for 2026.

With kind regards
Noreen Stuckless, Ph.D., SWAP Treasurer



MEMBERSHIP COORDINATOR REPORT

By: Lana Stermac



2024–2025 Membership (as of May 21, 2025)

- Total membership = 190
 - CPA Complimentary Member = 1
 - CPA Fellow = 6
 - CPA Honorary Life Fellow = 6
 - CPA Retired Fellow = 2
 - CPA Member = 92
 - CPA Member Early Career Year 1 = 7
 - CPA Member Early Career Year 2 = 5
 - CPA Retired Member = 3
 - CPA Special Affiliate = 1
 - CPA International Affiliate = 1
 - CPA Student Affiliate = 65
 - Bachelor Gap Year Affiliate = 1
- Membership was down this year compared to recent years (237 in 2023 and 223 in 2022), due primarily to a decrease in student affiliates.
- The SWAP Executive Committee is working on updating some of its positions (e.g., removing the Membership Coordinator position given that membership is now handled directly by CPA, updating the Provincial Representatives Coordinator position to an Outreach Coordinator position) and on better reaching new and existing members (e.g., through social media, virtual panel events).



COMMUNICATIONS COORDINATOR REPORT

By: Dayanga Randeniya

Report to the Section on Women and Psychology (SWAP)

Dayanga Randeniya, Communications Coordinator
Annual Business Meeting
June 12, 2025



Updates and activity since last year (with assistance of Executive Committee members Nicole Jeffrey and Storm Balint):

- Managed the Canadian Feminist Psychology (CanFemPsyc) listserv by inviting new members and monitoring shared content.
- Maintained active social media presence with accounts created in more platforms:
 - LinkedIn community page
 - Instagram
 - Facebook
 - Bluesky
- Bluesky account was created as an alternative to Twitter/X account, as we no longer feel it offers a safe or productive space to connect.
- Maintained the SWAP/CPA website as needed. For example:
 - Awards applications page updated with current call for applications
 - Updated information on SWAP social media accounts
 - Created an updated poster advertising the different ways to connect with SWAP (social media, listserv, etc.) and shared on social media and in SWAP newsletter.
- Resumed SWAP's Emerging Canadian Feminist Scholars Profile Series in January 2025, where we profile student, recent graduate, early career members of SWAP on social media and in our newsletter.
- Monitored SWAP's Information-Sharing Request Form (https://bit.ly/swap_info_share) for SWAP members and friends of SWAP to submit content relevant to feminist psychology for us to share on social media, through the CanFemPsyc listserv, or with SWAP members.
- Created advertisements for executive committee positions shared on social media and newsletter.



STUDENT AWARDS COMMITTEE REPORT

By: Serena Corsini-Munt



Each year, SWAP has the pleasure of offering several awards to students and recent graduates who are presenting research relevant to girls, women, or feminism at the CPA convention. We had a healthy number of applicants this year, which is excellent in light of how far many had to travel to attend the convention. And the submissions were of exceptional quality, so we want to congratulate all students who submitted. Thank you also to the adjudicators for their important work. Supporting and celebrating students' work through these awards is one of SWAP's highest priorities and without the help of volunteer adjudicators, this would not be possible.

We are very pleased to announce this year's 5 award winners.

Bidushy Sadika, winner of the \$500 SWAP Student Paper Award

This award is given to the applicant whose work and written paper or summary demonstrates the strongest contribution to feminist psychology and addresses issues related to diversity. Bidushy is a PhD candidate in Psychology at Western University and SWAP's Newsletter Editor. Her paper, titled "Navigating Life Changes: The Lived Experiences of First-Generation Immigrant Women in Canada During and After the COVID-19 Pandemic" examined the lived experiences, coping strategies, and support systems of first-generation immigrant women in Canada during and after the COVID-19 pandemic. Her study explores how the intersections of gender, immigration status, and race shape the distinct challenges and resilience strategies of these women as they navigate both the immediate and long-term impacts of the pandemic, along with enduring structural inequalities. Award adjudicators described Bidushy's program of work as impressive and that the area of study is truly necessary given the inequity experienced by this population. They highlighted the thoughtful design of two studies with independent samples which helps develop our understanding of immigrant women's experiences during and after the pandemic and in which participants provided recommendations based on their lived experiences.

Read Bidushy's winning paper/summary later in the newsletter!

Bethany Sander, winner of the \$250 SWAP Student Presentation Award

This award is given to the applicant whose presented work demonstrates high quality in terms of its contribution to feminist psychology, presentation style (or format), and methodological excellence. Additionally, the recipient's work compellingly demonstrates the relevance of their research to girls, women, or feminism, and how it addresses issues related to diversity. Bethany is a PhD candidate in Clinical Psychology at the University of Regina. Her poster presentation, titled "Effects of Menstrual Phase and Estradiol on Rumination after Social Rejection" examined the relationship between rumination in response to social rejection and self-esteem changes throughout the menstrual cycle. In treating the menstrual cycle as a biological variable affecting a diverse range of genders, and not just women and girls, it was found that periods of high estradiol may have positive impacts on state self-esteem, which appears to be related to lower rumination in response to a laboratory social rejection manipulation. Award adjudicators noted that this study represents a positive shift in the scientific evolution of how we conceptualize and measure the impact of experiencing a menstrual cycle. It was also noted that the overarching research question coupled with the thoughtful design, which treated the menstrual cycle as a biological variable and included a demographically diverse sample, offers a substantial knowledge contribution that has the potential to destigmatize what is an often stereotyped experience.

Karen Tang, Pariya Tofigh, Dan Gheorghiu, and Ellen Coady, winners of the \$250 SWAP Student Travel Awards

The Student Travel Awards are awarded based on the distance travelled to the CPA convention and strength of the application in terms of relevance of the research to girls, women, or feminism, and how it addresses issues related to diversity.

- **Karen Tang** for research titled "Respawning Hope: Identifying Barriers in Help-Seeking Behaviors in the Development of Gaming Disorder Problems"
- **Pariya Tofigh** for research titled "Prevalence of Intimate Partner Violence During COVID-19 Lockdowns"
- **Dan Gheorghiu** for research titled "How Are Survivors' Narratives Handled in Family Law Proceedings?: Institutional Gaslighting and its Consequences"
- **Ellen Coady** for research titled "Exploring the Over-representation of Girls with ADHD in a Racially Diverse Youth Justice Sample"



Women
have
No Limits

SWAP WINNING STUDENT PRESENTATION

By: Bethany Sander



Effects of Menstrual Phase and Estradiol on Rumination after Social Rejection

Effects of Menstrual Phase and Estradiol on Rumination after Social Rejection

 Bethany Sander, M.Sc.
Duncan Preston, B.Sc.
Jennifer L. Gordon, Ph.D.

Background

Increased rejection sensitivity is associated with clinically significant mood changes across the menstrual cycle, but the role of estradiol (E2) is unknown. The current study examined relationships between affect, self-esteem, and responses to rejection in healthy women across low- and high-E2 phases of the menstrual cycle.

Methods

28 naturally-cycling women completed 2 lab sessions, with order counterbalanced, in the early (EF) and late (LF) follicular phases of the menstrual cycle, when E2 is low and high, respectively. The following were assessed:

- Salivary E2
- Rumination (Brief State Rumination Inventory) after an online social rejection task (Cyberball)
- Affect (Positive and Negative Affect Schedule)
- State self-esteem (Current Thoughts Scale)

Results

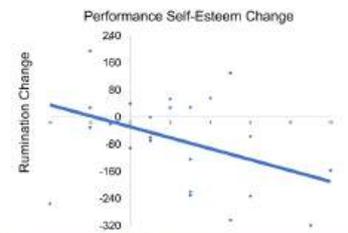
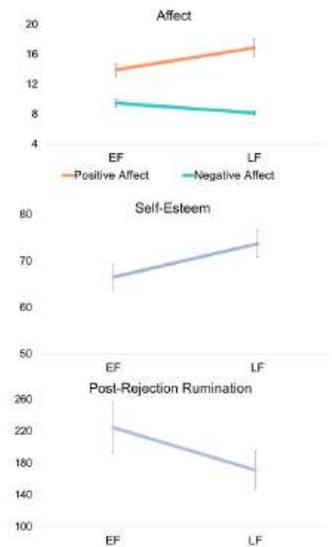
Linear multilevel models:

- In the EF phase, positive affect ($p=.010$) and self-esteem ($p=.001$) were lower, and negative affect ($p=.025$) was higher. There was also a trend for higher rumination in the EF phase ($p=.055$).
- Higher E2 predicted lower negative affect ($p=.011$) and rumination ($p=.002$). There was also a trend E2 predicting better performance-related self-esteem ($p=.057$).

Pearson correlations:

- The decrease in post-rejection rumination was related to an increase in performance-related self-esteem from the EF to LF phase ($r=-.39, p=.049$).

Low estradiol during the menstrual cycle predicts worsened affect and self-esteem and greater sensitivity to social rejection.



Conclusion

E2 appears to positively impact affect and self-esteem in naturally cycling healthy women. E2 may increase self-esteem by decreasing sensitivity to social rejection.



SWAP WINNING STUDENT PAPER

By: Bidushy Sadika

Experiences of Immigrant Women in Canada During and After the COVID-19 Pandemic

Background: The COVID-19 pandemic, through school closures, workplace shutdowns, and household lockdowns, deepened existing inequalities and created economic, social, and health challenges for immigrant women.



While research has largely focused on employment and mental health, less is known about how interpersonal and community relationships shaped their experiences (Lightman, 2021; Machado, 2023; Nardon et al., 2021; Scott, 2024). Post-pandemic recovery, and the influence of race, gender, immigration status, and location, also remain underexplored (Biswas et al., 2024; Bryan et al., 2024).

This study uses intersectionality and socioecological frameworks to investigate immigrant women's lived experiences in Canada during and after the pandemic through two qualitative studies. The first examined coping strategies and support systems accessed during the pandemic; the second explored post-pandemic life changes and recovery from its short- and long-term effects. Intersectionality highlights how overlapping identities—race, gender, status, age, and socioeconomic class—shape privilege and systemic inequality (Collins, 2015; Crenshaw, 1991). The socioecological model (SEM) complements this by situating experiences within multiple layers: individual traits and behaviours, interpersonal relationships, institutions, communities, and policies. Together, these frameworks show how personal identities and broader social contexts shaped immigrant women's pandemic and post-pandemic experiences.

Methodology: This project examined first-generation immigrant women in Canada with permanent residency or citizenship, recruited through immigrant-serving organizations and local immigration partnerships across several provinces. Following Western University's ethical guidelines, two qualitative studies were conducted. Study 1 (Summer 2023) involved Zoom interviews with 18 women about their pandemic experiences, challenges, coping strategies, and supports received or lacking. Study 2 (Summer 2024) included 20 new participants and explored post-pandemic recovery, supports accessed, and recommendations for future crises. Interviews were analyzed using reflexive thematic analysis, which identifies patterns in narratives while acknowledging the researcher's perspective.

≡EQUALITY≡

As a racialized immigrant woman in Canada, I share experiences with participants, which informed the analysis. Identified themes reflected multiple socioecological levels: individual, interpersonal (family and friends), institutions (employment, education, healthcare, housing), community networks, and government policies.

Results: Study 1 - Pandemic Experiences and Support Systems

Description of Participants: Study 1 included 18 first-generation immigrant women in Canada (ages 24–54, M=38), who had lived in the country for 2–17 years (avg. ~6). Half lived in Ontario. Most were economic immigrants (61%) and permanent residents (67%). The sample was ethnically diverse: Arab (22%), Chinese (22%), Latin American (17%), South Asian (17%), Yazidi (11%), Filipino (6%), and Southeast Asian (6%). Half were married, 85% had children (both minors and adults), and most held bachelor's (39%) or graduate degrees (33%). Over half (56%) were employed full-time.

Themes:

Individual Health Challenges and Coping Strategies: Study 1 Participants described significant **mental health challenges**, including depression, stress, fear of infection, loneliness, guilt, grief, and loss of motivation. Some compared their struggles with family members back home, resenting Canada's stricter restrictions. **Physical health challenges** were less common but included COVID-19 illness, immune issues, and discomfort from prolonged mask-wearing.

To cope, women relied on **self-reflection**—reassessing life goals, recognizing privileges, and valuing social support—and **resilience/adaptation**, drawing strength from faith, cultural traditions, positive outlooks, and everyday activities (e.g., walking, art, gardening, family time). Online platforms also provided information and emotional support.

Family and Friendship Dynamics (Interpersonal): Participants experienced both support and strain from family and friends. **Family bonds often strengthened** through shared activities, reunions, and repaired relationships, while **friendships** provided **emotional support** and connection. At the same time, many faced challenges, including separation from loved ones back home, grief from COVID-19 losses, household tensions, and marital conflicts. **Caregiving burdens increased**, especially for mothers, who managed children's schooling, emotional needs, and most household chores, leaving them feeling overworked and overwhelmed.

Economic Challenges and Opportunities (Institutional): Participants faced **financial strain** from **unemployment**, layoffs, inflation, and unstable work, with newcomer women experiencing additional settlement burdens such as discrimination, remittance responsibilities, and difficulties validating foreign credentials. **Workplace challenges** included precarious frontline roles, reduced income, racism, and ageism, though some jobs and new businesses provided income and social support.

Remote work and learning offered flexibility and time savings, but newcomers and service providers often struggled with digital adaptation and heavier workloads. Participants also encountered **support** and **barriers** from employers and educational institutions: some received recognition, COVID-related compensation, and health benefits from their employers, as well as guidance on Canadian work culture from their educational institutions, while others faced unclear information, services not tailored to immigrant needs, and complex processes for bursaries or credential validation.

Healthcare Access (Institutional): Participants in Study 1 sought healthcare for both physical and mental health needs, using in-person, phone, and online consultations, emergency care, and treatments for non-COVID conditions. **Structural barriers** included long waits for specialists, high medication and therapy costs, difficulty finding a family doctor, and language/interpretation challenges. **Pandemic-specific barriers** added to these difficulties, with reduced doctor availability, limited non-COVID urgent care, and complex hospital rules making timely access more challenging.

Housing Challenges (Institutional): Participants experienced **difficulties securing housing**, including racism and culturally insensitive treatment from landlords. Many lived in **small or shared spaces**, such as cramped apartments, basement units, or with roommates, due to limited options. These conditions affected **daily life and privacy**, making it challenging to manage shared spaces and restricting their ability to host visitors.

Community Connections: Many participants faced **social isolation and declining social skills**, particularly newcomers with limited networks and cultural unfamiliarity. **Community supports**—including settlement agencies, cultural and faith groups, and women’s networks—offered community-building opportunities, empowerment, skill-building, wellness programs, and volunteer opportunities. **Barriers** included difficulties with online platforms, agency closures, limited remote services, language challenges, and lack of awareness. Participants also experienced **racism and anti-immigrant discrimination**, including microaggressions and exclusion linked to immigrant or racialized identities, compounded by media bias during the pandemic.

COVID-19 Policy Impacts and Access to Government Support: Participants were affected by COVID-19 policies in multiple ways. **Air travel restrictions** created challenges for newcomers and those visiting home, including flight cancellations, costly alternatives, complex protocols, and limited in-flight communication. Many accessed **government supports** such as CERB, frontline worker compensation, small business waivers, childcare assistance, and settlement services, often with positive experiences. However, **barriers** included temporary resident status, unclear eligibility, limited information, language challenges, long waits, inadequate financial support, culturally insensitive services, and lack of in-person assistance.

Results: Study 2 - Post-Pandemic Experiences

Description of Participants: Study 2 included 20 first-generation immigrant women in Canada (ages 23–60, mean 39) who had lived in the country 1–22 years (average ~8), with 70% in Ontario. Most were economic immigrants (80%) and 60% held permanent residency. The ethnically diverse sample included Arab (30%), South Asian (20%), Latin American (15%), White (10%), and other groups (5% each). Sixty percent were married, and the majority of mothers (80%) had children under 18. Forty-five percent held graduate degrees, 20% bachelor's degrees, and 45% worked full-time.

Themes:

Individual Health, Coping, and Post-Pandemic Changes: Participants reported **long-lasting mental and physical health impacts** from COVID-19 and related public health measures. Mental health concerns included stress, depression, anxiety, fatigue, low motivation, negative body image, trauma, and difficulty readjusting after reopening. Physical health concerns included side effects from infection or vaccines, skin issues, allergies, and cognitive difficulties such as memory and organization problems.

To cope, participants engaged in **self-reflection**, recognizing the pandemic's long-term personal and social consequences, valuing health, independence, and relationships, and focusing on living in the present. Many maintained **long-term healthier habits**, such as staying home when sick, wearing masks, practicing hygiene, and avoiding symptomatic individuals. Participants also demonstrated **resilience**, prioritizing mental health, staying hopeful, embracing optimism, letting go of grudges, learning new skills, completing postponed tasks, limiting negative media, spending time outdoors, and strengthening social connections.

Beyond coping with health impacts, participants experienced **post-pandemic lifestyle and perspective changes**. Lifestyle shifts included becoming more comfortable with solitude, adopting quieter routines, and sometimes finding social interactions more challenging, while others improved their social skills, health, and overall quality of life. Perspective changes involved slowing down, seeking stability, exploring flexible career paths, prioritizing work-life balance, and openly addressing mental health.

Post-Pandemic Family and Friendship Dynamics: Participants reported **mixed experiences in family relationships and friendships**. Many experienced **continued strengthening of family bonds** through support, reunions, reconciliations, and regular communication, sometimes repairing previously strained relationships. Others faced **strained family relationships** due to clashing opinions, loss, limited travel, generational gaps, or marital conflict, leading in some cases to separation, divorce, or emotional distance. **Mothers' caregiving** was particularly demanding, as they supported children facing post-pandemic challenges such as anxiety, depression, reduced social skills, and academic concerns, encouraging outdoor activity, schoolwork assistance, and independence.



In terms of **friendships**, some participants **strengthened or reconnected with close friends in Canada and back home**, providing emotional support, improving mental health, and sometimes forming new positive friendships. However, **some friendships weakened** due to limited interaction and unresolved conflicts during COVID-19, leaving participants feeling distant with certain friends.

Economic Challenges and Opportunities Post-Pandemic (Institutional): Participants experienced a mix of **economic challenges and opportunities**. Some rebuilt careers, started businesses, and pursued professional development, while many faced **long-term unemployment, unstable jobs, and financial difficulties**, worsened by pandemic-related policies, rising costs, and responsibilities to support family in Canada and back home. **Remote work and learning** offered flexibility, networking, and improved work-life balance, particularly for mothers, but some participants missed in-person interactions and faced challenges with focus and academic performance.

Barriers to Healthcare Access Post-Pandemic (Institutional): Participants also encountered **personal and structural barriers to healthcare**. Personal challenges included mental health stigma and doubts about treatments, while systemic obstacles included long wait times, language barriers, limited interpretation services, insufficient guidance for newcomers, reduced virtual appointments, high costs, and limited in-person mental health services.

Community Engagement and Challenges Post-Pandemic: Participants experienced both **positive and challenging community impacts**. Many **reconnected with communities** through events, volunteering, leadership roles, and mutual support, strengthening social networks and aiding newcomers' integration. **Barriers** included structural and digital obstacles, such as limited awareness of programs, mismatched services, and difficulties with online platforms. Additionally, **social dynamics influenced by inequalities** based on immigrant status, race, and social class led to experiences of bias, racism, microaggressions, and heightened social distance following pandemic isolation.

Recommendations for Strengthening Support Systems

Participants emphasized stronger supports for immigrant women in pandemic recovery and future crises.

- **Community & Settlement:** Foster community connections through hybrid events, support groups, and family programs; provide flexible, multilingual services; expand financial literacy, job support, and improve outreach and collaboration.
- **Healthcare:** Ensure timely, affordable, culturally responsive care with better interpretation, mental health services (counseling, helplines, trauma-informed care), and awareness campaigns on available supports.
- **Policy:** Broaden financial aid to include temporary residents and newcomers, increase funding for community programs, and strengthen crisis preparedness through faster response, reliable healthcare, local PPE production, inflation control, and transparent communication.

Future Research Directions

- Geographical diversity: Expand recruitment beyond Ontario to include immigrant women from other major immigrant-receiving provinces in Canada, such as British Columbia and Alberta, to better capture regional differences in experiences.
- Population diversity: Investigate Francophone immigrant women, second-generation immigrants, and temporary migrants separately to understand how language, generational status, and immigration type shape pandemic and post-pandemic experiences.
- Remove digital barriers: Incorporate in-person or hybrid interviews to reach participants without digital access, reduce middle-class bias, and capture richer, non-verbal cues during conversations.
- Language diversity: Conduct interviews in multiple languages to ensure accurate and culturally nuanced responses, minimizing interpretation bias.
- Researcher positionality: Involve multiple researchers or use collaborative coding approaches to mitigate potential influence of researcher identity on participant responses and enrich data interpretation.

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2. Bryan, C., Yax-Fraser, M. J., Almkhtar, Z., Augustine, M., & VanderHeide, J. (2024). Cooking, cleaning, and caring: COVID-19, essential labour and the experiences of immigrant and migrant women in Nova Scotia. Canadian Centre for Policy Alternatives & Beyond Recovery: Toward a Gender-Justice Economy. <https://policyalternatives.ca/sites/default/files/uploads/publications/Nova%20Scotia%20Office/2024/03/cookingcleaningandcaringFinal.pdf>
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STUDENT REPRESENTATIVE REPORT

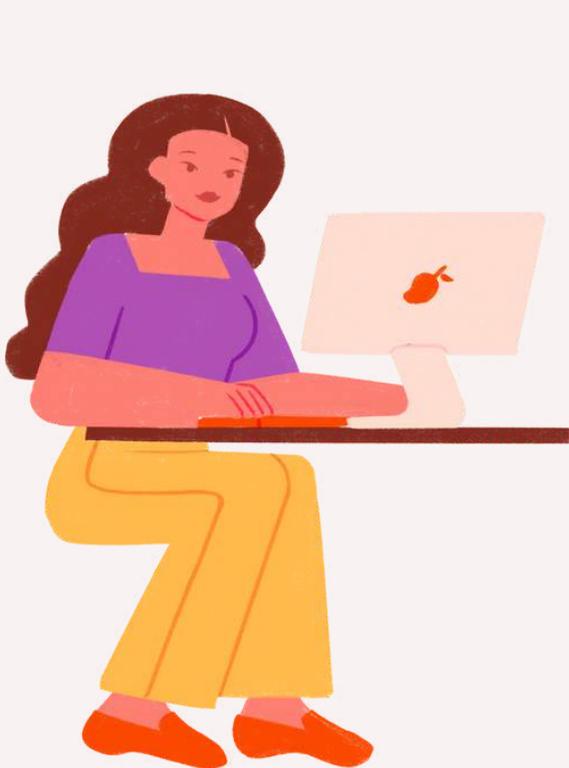
By: Storm Balint



Convention Presentations: This year, I facilitated a shared symposium information document to aid in the creation of SWAP symposia. I put out a call for researchers' information (name, institution, and brief synopsis of the work they wished to present) and shared the document among all those who submitted their information to us.

From there, researchers could connect with other researchers whose work was similar to their own but whom they may not have otherwise known about to create symposia to be presented at this year's convention. In 2023, we had 17 submissions; in 2024, we had 8; this year, we are back up to 17 submissions.

Feminist Mentoring Award 2025: This year, we received eleven outstanding, well-written, detailed applications with a total of 55 letters from dedicated, passionate students and colleagues who have spoken highly of their feminist mentors. The adjudication process is underway; the winner will be notified shortly and will be announced at the SWAP general meeting in June. Four adjudicators also helped with the process. Thank you to those who offered their assistance!



FEMINIST MENTORING AWARD WINNER

Congratulations to the 2025 Feminist Mentoring Award Winner, Dr. Michelle Lafrance!

Dr. Michelle Lafrance is a Professor of Psychology at St. Thomas University whose career exemplifies feminist leadership, mentorship, and scholarship. Her research and teaching are rooted in critical and feminist approaches, with a focus on the social construction of distress and well-being.



She has published and presented widely on women's experiences of depression, self-care, leisure, and sexuality, including critical examinations of the DSM and the medicalization of women's distress. Most recently, her research has turned toward the experiences of caregivers of older adults, resulting in the creation of *Aging in New Brunswick: A User's Guide*, a bilingual tool designed to help New Brunswickers navigate the health and home care systems.

Dr. Lafrance has been recognized with multiple distinctions for excellence in research by the British Psychological Society, the American Association for Women in Psychology, and the Canadian Psychological Association. She has also received several teaching awards, including the Dr. Sheila Andrew Award for Excellence in Teaching (2006) and the Dr. John McKendy Memorial Award for Excellence in Teaching (2013).

Her impact as a mentor is especially profound. Students repeatedly describe Dr. Lafrance as someone who fosters safe and empowering spaces, where they feel supported both academically and personally. One student noted, "She held space for us to unpack concerns beyond our work by listening and offering support about more personal matters, demonstrating the extent of her care and consideration for her students." Another shared, "She quickly pinpointed an area for growth and helped me challenge my perfectionist tendencies... being given permission to scale back was incredibly impactful."



Dr. Lafrance's mentorship extends far beyond the classroom. She has supported students through graduate school applications, connected them with feminist scholars, and provided ongoing career guidance long after graduation. Students emphasize that she models feminist mentorship by showing up with empathy, authenticity, and respect, treating them not just as students, but as valued colleagues. As one beautifully summarized, "She has created a legacy of individuals who want to show up and mentor others in the meaningful ways she has for us."

Through her research, teaching, and mentorship, Dr. Lafrance demonstrates the power of feminist values in action, advancing equity, fostering inclusion, and cultivating spaces where students can thrive.

Congratulations, Dr. Lafrance, on being selected as the recipient of the 2025 SWAP Feminist Mentoring Award!

Boss Babe



ABSTRACT REVIEW COORDINATOR REPORT

By: Teresa Janz



2024-2025 Student Awards Coordinator Activities:

- Continued using application process updated in 2023.
- Advertised the student awards to social media, psychology department admins, student association groups, and SWAP and CPA newsletters, and responded to inquiries.
- Confirmed 2 volunteer adjudicators in addition to the Student Awards Coordinator.

- Compiled submissions from 14 students (14 travel, 5 paper, 6 presentation).
 - Adjudicated travel bursary submissions
 - Paper submissions were masked
 - Presentation submissions were masked and reviewed with scores to be cross referenced at the convention.
 - Paper and Travel winners to be announced at the annual SWAP Business Meeting at the CPA convention (winners notified early June).
 - Presentation Award winner will be announced after the CPA convention.
- Designed and printed certificates for award winners.
- Helped coordinate winner payments through CPA.



STATUS OF WOMEN COMMITTEE REPORT

By: Paula Barata

Paula Barata and a team of SWAP members at different stages of their careers formed the Leadership, Diversity, and Inclusion sub-committee in January 2022. Their inaugural project was a mentoring program designed to connect small groups ("pods") to provide mentorship to one another around particular themes or interests without reinforcing hierarchy.



One pod continues to host weekly virtual writing groups and another continues to meet regarding work after retirement.

We are currently looking for ways to reinvigorate the mentorship pods or develop new initiatives.

OUTREACH COORDINATOR REPORT

By: Patti Timmons Fritz

We are currently thinking through new tasks for this position, including effective ways to reach members and nonmembers. We are considering hosting annual virtual panels on topics of interest.



NOMINATIONS COORDINATOR REPORT

By: Carmen Poulin

We decided to forgo SWAP's Distinguished Member Award for this year to accommodate our 2023 winner to speak at the 2026 convention. We look forward to receiving member nominations in early 2026 so that we can resume our regular scheduling starting again in 2027.



DIVISION 35 LIAISON REPORT

By: Pam McAulsan

Division 35 News:

Current President: Grace Kim, PhD

Division 35 Website: contains resources and information about the sections within Division 35

APA Convention:

- August 7 – 9 in Denver, CO in-person and virtual
- Here's a link to [agenda](#)

McAuslan Activity: 2024 - 2025:

- Attended Executive Committee meeting at APA Convention (August 2024)
- Attended Mid-Winter Executive Committee meeting (February 2025)

Update Regarding Reciprocity for Dues

- In the past there was reciprocity – belonging SWAP would grant Div 35 membership, and vice versa
- This has not been happening for years and seems like it would be a challenge to make happen with the way membership works in both systems



Self-care
IS EMPOWERMENT



Connect with SWAP

Stay connected and up-to-date on news, events, and discussion relevant to Canadian feminist psychology and SWAP!



facebook.com/CPA.SWAP



instagram.com/cpa_swap/



bsky.app/profile/swap-cpa.bsky.social



linkedin.com/company/cpa-swap



Canadian Feminist Psychology listserv



cpa.ca/sections/SWAP

Share your relevant news, events, research, and accomplishments with SWAP members!



CALL FOR SWAP SYMPOSIA

By: Ellen Coady



Do you have research relevant to the Section on Women and Psychology (SWAP) that you would like to present at the annual Canadian Psychological Association (CPA) Convention from June 4 to 6, 2026, in Montréal, Québec?

SWAP creates a community of researchers, teachers, and practitioners interested in the psychology of women and feminist psychology to advance women's status in psychology, promote equity for women in general, and educate psychologists and the public on relevant topics to women and girls.

It can sometimes be difficult to find others whose work is similar to yours. The Graduate Student Representative for SWAP hopes to help in this process by creating a shareable contact information form that will allow you to see what work others are doing and perhaps join in to create a symposium.

The process:

1. Complete this [Google form](#): Providing your name, institution, academic email address, a few keywords that best capture your research, and a brief (no more than 250 words) abstract about the work you would like to present at the CPA 2026 convention to swapstudentrep@gmail.com. Please note that this will be shared with other students and faculty who also provide the same information via email.
2. The Graduate Student Representative will compile each person's information into one document.
3. If you provide your information, you will receive that list. The list aims to show the work of other students and faculty across Canada and possibly join in creating a symposium.
4. A symposium presentation features three papers. If you see two other individuals whose work may fit with your own under a more general theme, you will need to contact them and coordinate the creation of the symposium.



The deadline to submit abstracts to CPA is December 4th, 2025. Therefore, **the deadline to submit the above information is Friday, November 14th, at 5 p.m.** Additionally, you will be able to edit your submission after submitting until this deadline. The final list will be sent out the following day, giving you approximately two weeks to review the list and contact potential others whose work relates to yours.

Note: Those with unique topics that cannot be matched with others to be presented in a symposium will still be able to submit their work in other formats.

If you are interested in participating and/or have any questions, please email Ellen Coady, the Graduate Student Representative, at swapstudentrep@gmail.com.

Please see <https://convention.cpa.ca/> for more information about the convention and <https://cpa.ca/sections/swap/> for more information about SWAP.

We hope to see you in June 2026!

**BOSS
BABE**



CALL FOR PAPERS

Tailored Psychological Approaches for Underrepresented Populations A Special Issue for the Translational Issues in Psychological Science (TPS)

Submission Deadline: October 31, 2025

Guest Editor: Nicole E. Lorenzo, PhD

Details

We are opening submissions for consideration in a special issue titled "Tailored psychological approaches for underrepresented populations." The special issue is part of an innovative journal titled Translational Issues in Psychological Science (TPS), cosponsored by APA and the American Psychological Association of Graduate Students (APAGS).

For this issue, we invite manuscript submissions that explore and advance the application of tailoring treatments for underrepresented populations across a variety of applied settings, including clinical, counseling, educational, and community contexts. The topic of the special issue is defined broadly to include tailoring that facilitates a more precise understanding of the diverse differences among individuals, which can manifest across various contexts such as the mechanisms underlying mental health conditions, developmental trajectories, social environments, cognitive capabilities, and more. We encourage submissions that consider populations that have been underrepresented in research and/or underserved in the community.

We welcome submissions on research topics including:

- trial and cases studies of successful user-centered design approaches involving users from underrepresented populations;
- applying advanced methodological techniques including study design (e.g., SMART trial, MOST trial), data collection (e.g., EMA, Just-in-time), or data analysis (e.g., latent profile analysis) to facilitate treatment tailoring;
- insights into tailoring approaches based on multiple members of a family (e.g., romantic partners, parent and child); and



- culturally adapting programs or interventions to ensure they are relevant, effective, and accessible for across populations.

Manuscripts submitted to TPS should be coauthored by at least one psychologist in training (graduate student, postdoctoral fellow), should be written concisely for a broad audience, and should focus on the practical implications of the research presented in the manuscript. For more information about the journal, including detailed instructions to authors, visit the [TPS website](#).

The deadline for submission of a full manuscript is **October 31, 2025**. Please send your submissions to [Nicole E. Lorenzo, PhD](#).

About the Journal

TPS is a critical issues translational journal, with each issue on a different topic representing multiple viewpoints on psychological science. Each issue of TPS concentrates on a single important, timely, and/or potentially controversial theme in translational science that is of broad interest to scientists, practitioners, and the general public. Each article covers a body of basic scientific research and concludes with an application section.

Each issue is edited by a team consisting of the special issue editor, who is an expert in the topical area, and three mentored associate editors, who are psychologists in advanced stages of training (i.e. advanced doctoral students or post-doctoral psychologists).



CALL FOR PAPERS

Scholar Activism A Special Issue for the Journal of Applied Social Sciences

Dr. Lindy Hern; Guest Editor of a Special Issue of the Journal of Applied Social Science invites paper abstracts focusing on the theme of **Scholar Activism** to be submitted by **December 31, 2025**. Full papers by authors of accepted abstracts will be due **March 1, 2026**. The special issue will be published in **September 2026**.

Clinical, applied, and public scholars strive to do more than just understand our social world. We work to create a more positive social world in both big and small ways through systematic study, application, and practice of social science. While we don't all consider ourselves to be scholar-activists, we do know that scholarship that is driven by social justice ideals is equally important as activism that is rooted in sound scholarship driven by scientific principles. We also know that these two paths intersect in positive ways within the role of the scholar-activist. We welcome submissions that reflect on this theme, including autoethnographies.

Please send a proposal of no more than 250 words via email to lsbern@hawaii.edu.

The refereeing process remains in the hands of the journal editors. They will submit the papers for peer review and ensure that the overall collection and the individual papers meet the normal quality standards for the journal. Papers falling short will not be published. The Editor of the journal will make the final accept or reject decision on all Special Issue articles.



CALL FOR PAPERS

Toward an Interdisciplinary Science of Social Group Biases A Special Issue for the Journal of Experimental Psychology: General

Submission Deadline: May 1, 2026

Special issue guest editors

- Dr. Benedek Kurdi
- Dr. Maddalena Marini
- Dr. Yarrow Dunham

Details

The human mind pervasively groups individuals into social categories along lines of race, age, gender, sexual orientation, and numerous other dimensions. Critically, this process goes far beyond mere categorization, as information associated with social groups—including good/bad evaluative information and semantic information along dimensions such as morality and competence—powerfully influences downstream behaviors and outcomes across all consequential domains of daily life.

Notably, from a relatively narrow area of inquiry within social psychology, the study of social group-based biases has blossomed into a major research theme cutting across not only subfields of psychological science (e.g., developmental, cognitive, and clinical) but also allied disciplines such as computer science, philosophy, organizational behavior, legal studies, urban studies, and many others.

The goal of the proposed special issue is to create a more unified science of bias by bringing together work from across these many disciplines, thereby facilitating dialog between scientists from different backgrounds and traditions. We hope to highlight commonalities as well as tensions across these different approaches, laying the groundwork for a cross-disciplinary study of bias informed by multiple levels of analysis and supported by formal modeling of the underlying social, cognitive, ecological, and institutional mechanisms.



Submissions are welcome from any area within the psychological sciences and related disciplines addressing the origins, nature, malleability, and/or downstream effects of social group-based biases.

Preference will be given to submissions that

- integrate insights from multiple subdisciplines of psychology and/or related fields;
- provide convergent evidence for phenomena and/or proposed explanations using multiple methodologies;
- introduce or test formal models of the underlying processes, ideally taking into account their complex and multifaceted nature; and
- include multiple studies (however, methodologically rigorous single-study papers will also be considered).

Submissions are expected to follow open-science practices.

Full-length papers should be submitted through the [Journal of Experimental Psychology: General submission portal](#) by selecting the special issue by **May 1, 2026**. Submitting authors may be invited to serve as reviewers of this special issue.

Questions about this special issue should be directed to [Benedek Kurdi](#). We look forward to reviewing your submissions!



CALL FOR CHAPTERS

Inclusive Higher Education: Transforming Learning for Equity, Diversity, Technology, and Intersectionality Springer Nature Book

Editor: Assoc. Prof. Dr. Eleni Meletiadou, London Metropolitan University, UK

Overview

The landscape of higher education is undergoing profound transformation. Institutions worldwide are being called to reimagine their teaching, research, and governance practices to create equitable, inclusive, and socially just learning environments. This edited volume will explore how equity, diversity, technology, and intersectionality intersect in higher education, with attention to global agendas such as the UN Sustainable Development Goals (SDGs) and European Union frameworks (e.g., the European Education Area, the Gender Equality Strategy).

We invite chapters from across disciplines, not only education but also business, law, medicine, engineering, and other professional schools, to reflect the reality that inclusion and equity must permeate all fields of higher education.

Submissions may include theoretical frameworks, empirical research, case studies, and practicebased innovations. We especially welcome intersectional approaches addressing gender, race, class, disability, sexuality, migration, language, age, and other social identities, as well as chapters engaging with digital inclusion, artificial intelligence (AI), and the ethical implications of educational technology.

Suggested Themes and Topics

- **Inclusive Pedagogies and Curriculum Design**
 - Designing curricula that embrace diversity, equity, technology, and intersectionality



- Culturally responsive and socially just teaching across disciplines
- Inclusive course design in business, law, medicine, engineering, and beyond
- **Equity, Access, and Student Support**
 - Improving access and retention for underrepresented students
 - Intersectional approaches to student success (migration, age, language, race, disability, sexuality)
 - Addressing systemic and structural barriers in higher education
- **Gender, Technology, and Intersectionality**
 - Advancing gender equity in teaching, research, and leadership
 - Digital inclusion and AI: opportunities and risks for equity
 - Intersectional strategies for social justice and inclusion
- **Institutional Policy, Leadership, and Governance**
 - Linking inclusion to SDGs, EU frameworks, and national agendas
 - Inclusive leadership and institutional culture change
 - Governance and accountability in diversity and equity initiatives
- **Assessment, Evaluation, and Inclusive Learning Analytics**
 - Equity-informed assessment and feedback practices
 - Responsible use of AI and learning analytics to identify disparities
 - Evaluating the impact of inclusion and equity initiatives
- **Experiential and Transformative Learning**
 - Community engagement, service learning, and socially engaged pedagogy
 - Mentoring, peer learning, and leadership development
 - Experiential approaches to diversity and inclusion
- **Challenges and Opportunities in Inclusive Higher Education**
 - Overcoming resistance to inclusion, technology, and equity reforms
 - Best practices and innovations in inclusive teaching and learning
 - Comparative and global perspectives on inclusion and intersectionality

Target Audience

This book will be of interest to researchers, educators, policymakers, and practitioners in higher education, as well as students, diversity officers, and professionals across disciplines committed to advancing equity, diversity, and inclusion.



Hell yea
Women!

Submission Guidelines

- **Abstracts (300–500 words):** Due 31 December 2025
- **Notification of Acceptance:** End of January 2026
- **Full Chapters (6,000–8,000 words):** Due 30 June 2026
- **Peer Review:** Double-blind peer review of all chapters
- **Reviewer & Editor Feedback:** August 2026
- **Final Chapter Submission:** End of October 2026
- **Proofreading:** November 2026
- **Publication:** June 2027

Guidelines: Publisher: Springer Nature (no publication charges) | Indexed: Scopus (Book Series) | Chapter Length: 6–7k words + abstract (max 200 words) | Reference Style: APA 7th (with DOI) | Font: Times New Roman, size 12 | Similarity: Below 10% (Turnitin only) | AI Use: Must show 0% AI report on Turnitin before submission.

Contributions from **diverse geographic, disciplinary, and institutional contexts** are strongly encouraged.

Kindly email your abstract and a short biography of all contributing authors to Assoc. Prof. Dr. Eleni Meletiadou elenime@outlook.com, with the subject line "EDI Springer Book Chapter Submission." For any queries, please contact the editor.

Looking forward to receiving your submissions.



CALL FOR PROPOSALS

Canadian Psychological Association (CPA)

87th Annual National Convention

June 4 - 6, 2026

Montreal, Quebec

CPA  SCP

Montréal
2026

Abstract Submission

System Opens: October 6, 2025

Deadline: December 4, 2025

The CPA's 2026 Annual General Meeting and National Convention is scheduled to take place from June 4th - 6th, 2026 in Montreal, Quebec.

Numerous pre-convention events, including the CPA's Pre-Convention Professional Development Workshops, will take place on June 3rd.

Please continue to check the conference website for updates on submitting an abstract: <https://convention.cpa.ca/>

**ALL
FOR
WOMEN**



Assistant or Associate Professor - Clinical Psychology (Competition: #24-09)

Department of Psychology, Faculty of Arts

Submission Deadline: October 6, 2025

The Department of Psychology at the University of New Brunswick - Fredericton campus invites applications for a tenure-track position in Clinical Psychology at the rank of Assistant or Associate Professor. The anticipated date of commencement is July 1, 2026. This position is subject to budgetary approval.

Qualifications of the Successful Candidate

- Ph.D. in Clinical Psychology with training and experience in any area of adult or child/adolescent clinical psychology. Individuals with clinical training and interests in Neuropsychology, Trauma, Aging, Forensic, or Mental Health in Diverse Populations (e.g., Indigeneity, sexual orientation, gender identity, cultural identity) are particularly encouraged to apply, although other areas will be considered.
- Preference will be given to candidates who are eligible for immediate licensure within the province of New Brunswick (i.e., post-doctoral supervised practice completed)
- Demonstrated promise of excellence in research, teaching, and supervision

Duties of the successful candidate

- Teaching undergraduate and graduate courses including courses in clinical psychology and in their area of specialization.
- Establishment of a program of research including supervision of honours and graduate student research.
- Contributing to the collegial atmosphere and operation of the department through active participation in administrative service.

The salary range for this position is defined in the Association of University of New Brunswick Teachers (AUNBT) 2022-2025 Collective Agreement section 36B.



*Empowered
Women
Empower
Women*

How to Apply

Review of applications will begin October 6, 2025 and will continue until the position is filled.

To apply, applicants must electronically submit the following via email to the Department of Psychology at psyc@unb.ca.

- A cover letter describing how they meet the criteria for the position including statements pertaining to clinical strengths and interests, and research experience and interests;
- A statement describing their teaching philosophy, teaching areas/courses of interest, and evidence of teaching effectiveness;
- An up-to-date curriculum vitae;
- Applicants should also arrange for three letters of reference to be sent directly to the Department of Psychology (psyc@unb.ca).

General inquiries about the position can be sent to Dr. Lucia O'Sullivan, Chair of Psychology, at psychair@unb.ca.

Given scholars have varying career paths and that career interruptions can be part of excellent academic records, candidates are encouraged to provide any relevant information about their experience or career interruptions to allow for a careful and fair assessment of their application.

The Department of Psychology

The Department of Psychology in Fredericton has BA and BSc majors and honours programs as well as PhD programs in Clinical and Experimental Psychology. The program in Clinical Psychology is committed to the scientist-practitioner model and is accredited by the Canadian Psychological Association. The Psychological Wellness Centre is the Department's on campus training clinic for students enrolled in our Clinical program and opportunities for clinical supervision are available to interested faculty. Access to research space/infrastructure (e.g., eye tracking and EEG equipment), neuropsychological assessment tools, and dedicated (in house) IT services is available. The Department maintains good relations with a number of health care (including the Stan Cassidy Centre for Rehabilitation in Fredericton, which is the province's tertiary rehabilitation facility for brain trauma), research, and other educational facilities both within Fredericton and throughout the province.



The University of New Brunswick and City of Fredericton

UNB is the oldest English-language university in Canada. Offering over 75 undergraduate and graduate programs, we have a diverse campus community while maintaining a small student-to-faculty ratio. UNB is surrounded by natural beauty with large urban green spaces, an extensive network of trails (suitable for biking, running, snow showing, and cross-country skiing). As the capital of New Brunswick, Fredericton has a vibrant array of culture and art, festivals and events, and heritage.

Overlooking the scenic Wolastoq (also called the Saint John River), the University of New Brunswick and Department of Psychology stands on the traditional unceded and unsundered territory of Wolastoqiyik (Maliseet). This territory is covered by the Treaties of Peace and Friendship which the Wolastoqiyik (Maliseet), Mi'kmaq, and Passamaquoddy peoples first signed with the British Crown in 1725. The treaties did not deal with surrender of lands and resources but in fact recognized Wolastoqey (Maliseet), Mi'kmaq, and Passamaquoddy title and established the rules for what was to be an ongoing relationship between nations.

Short-listed candidates will be required to provide satisfactory proof of credentials including appropriately certified translations of credentials into English, as applicable.

The University of New Brunswick is committed to employment equity and fostering diversity within our community and developing an inclusive workplace that reflects the richness of the broader community that we serve. The University welcomes and encourages applications from all qualified individuals who will help us achieve our goals, including women, visible minorities, Aboriginal persons, persons with disabilities, persons of any sexual orientation, gender identity or gender expression. Preference will be given to Canadian citizens and permanent residents of Canada



Assistant Professor – Artificial Intelligence in Psychological Science
Department of Psychology, Faculty of Arts and Science
Submission Deadline: October 15, 2025

The Department of Psychology in the Faculty of Arts and Science at the University of Toronto invites applications for a full-time tenure stream faculty position in the area of Artificial Intelligence in Psychological Science. The appointment will be at the rank of Assistant Professor with an anticipated start date of July 1, 2026.

This search aligns with the University's commitment to strategically and proactively promote diversity among our community members (Statement on Equity, Diversity & Excellence). Recognizing that Black, Indigenous, and other Racialized communities have experienced inequities that have developed historically and are ongoing, we strongly welcome and encourage candidates from those communities to apply.

Candidates must have earned a PhD degree in Psychology or a related area by the time of appointment, or shortly thereafter, with a demonstrated record of excellence in research and teaching. We seek candidates whose research and teaching interests complement and enhance our existing departmental strengths. The successful candidate will be expected to pursue innovative and independent research, and to establish an outstanding, competitive, and externally funded research program.

Candidates must provide evidence of research excellence which can be demonstrated by a record of publications in top-ranked and field relevant journals or forthcoming publications meeting high international standards, the submitted research statement, presentations at significant conferences, awards and accolades, and strong endorsements from referees.

We seek candidates whose research integrates psychology with advances in AI and complements our core areas: developmental psychology; perception, cognition, and cognitive neuroscience; social and personality psychology; or behavioural neuroscience.



Possible foci include AI applications in big data analysis (social), brain and thought process modeling (developmental, cognitive neuroscience), or multi-unit activity networking (behavioural neuroscience). Topics may also include human-machine interaction in a technologically augmented society, such as cognitive challenges of VR/AR or self-driving vehicles, and trust in generative AI content. Expertise in computational/quantitative modeling and teaching in statistics at the undergraduate and/or graduate level is especially welcome. Applicants are encouraged to review the research and teaching profiles of current faculty members. In your cover letter, please indicate into which of the above-mentioned research directions your own research profile would fall. Please visit our home page: Department of Psychology, www.psych.utoronto.ca

Evidence of excellence in teaching will be demonstrated by teaching accomplishments, and the teaching dossier, including a teaching statement, sample course materials, and teaching evaluations or other evidence of superior performance in teaching-related activities submitted as part of the application, as well as strong letters of reference. Other teaching-related activities can include performance as a teaching assistant or course instructor, experience leading successful workshops or seminars, student mentorship, or excellent conference presentations or posters.

The successful candidate will undertake undergraduate and graduate teaching responsibilities on the University's STG CAMPUS (downtown Toronto). The successful candidate will join a vibrant intellectual community of world-class scholars at Canada's leading university. The University of Toronto offers a wide range of opportunities for collaborative and interdisciplinary research and teaching, the excitement of working with a highly diverse student population and actively encourages innovative scholarship. The Greater Toronto Area offers amazing cultural and demographic diversity and one of the highest standards of living in the world.

Salary will be commensurate with qualifications and experience.

All qualified candidates are invited to apply online by clicking the link below. Applicants must submit a cover letter; a current curriculum vitae; a research statement outlining current and future research interests; a recent writing sample; and a teaching dossier including a teaching statement, sample course materials, and teaching evaluations or evidence of superior performance in other teaching related activities as listed above.



≡ EQUALITY ≡

Equity, diversity and inclusion are essential to academic excellence as articulated in University of Toronto's Statement on Equity, Diversity and Excellence. We seek candidates who share these values and who demonstrate throughout the application materials their commitment and efforts to advance equity, diversity, inclusion, and the promotion of a respectful and collegial learning and working environment.

Applicants must provide the name and contact information of three references. The University of Toronto's recruiting tool will automatically solicit and collect letters of reference from each referee within 48 hours after an application is submitted. Applicants remain responsible for ensuring that referees submit recent letters (on letterhead, dated and signed) by the closing date. More details on the automatic reference letter collection, including timelines, are available in the candidate FAQ.

Submission guidelines can be found at <http://uoft.me/how-to-apply>. Your CV and cover letter should be uploaded into the dedicated fields. Please combine additional application materials into one or two files in PDF/MS Word format. If you have any questions about this position, please contact Poppy Lockwood, Chair, Department of Psychology at psy.chair@utoronto.ca.

All application materials, including recent reference letters, must be received by October 15, 2025.

All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

The University of Toronto embraces Diversity and is building a culture of belonging that increases our capacity to effectively address and serve the interests of our global community. We strongly encourage applications from Indigenous Peoples, Black and racialized persons, women, persons with disabilities, and people of diverse sexual and gender identities. We value applicants who have demonstrated a commitment to equity, diversity and inclusion and recognize that diverse perspectives, experiences, and expertise are essential to strengthening our academic mission.

As part of your application, you will be asked to complete a brief Diversity Survey. This survey is voluntary. Any information directly related to you is confidential and cannot be accessed by search committees or human resources staff. Results will be aggregated for institutional planning purposes. For more information, please see <http://uoft.me/UP>.



Associate or Full Professor in Counselling Psychology

Werklund School of Education

Submission Deadline: October 15, 2025

The **Werklund School of Education**, University of Calgary, invites applications for one appointment at the tenure-track rank of Associate or Full Professor, with research, professional practice, clinical expertise, and teaching experience in the area of **Counselling Psychology**. Preference will be given to those applicants with expertise in working with marginalized populations and/or social justice approaches.

The area offers a PhD and a thesis-based MSc in counselling psychology, with a course-based school counselling MEd program. The programs follow a scientist practitioner model of training and feature a strong commitment to social justice. Areas of strength for faculty in our program are: (a) communityengaged counselling, research, and advocacy; (b) diversity, intersectionality and marginalized groups; and (c) critical and systemic approaches to mental health and wellbeing, with a particular focus on youth, family, and school wellbeing. **The appointments will commence July 1, 2026, or at a mutually agreeable date.**

Candidates must have:

- Evidence of eligibility for registration as a psychologist with the College of Alberta Psychologists, as registration is a requirement for this position;
- A doctorate in counselling psychology from a CPA- or APA- accredited program;
- 3-5 years of experience in counselling psychology (or related) professional practice commensurate with the rank;
- A strong record of research and knowledge dissemination, including publication in high-impact journals (commensurate with rank);
- A proven ability to obtain research funding commensurate with rank;
- Demonstrated capability in graduate-level teaching, graduate student supervision, clinical supervision;
- Demonstrated capability in teaching in areas of counselling psychology;
- Experience in online and blended teaching; and
- Engagement with local, national and international professional and other communities.

Preference will be given to applicants with expertise in working with marginalized populations and/or social justice approaches. Previous professional experience in K-12 school-based settings working with children, youth, and their families is also an asset.

Applicants at the **associate professor** level must present evidence of an established, externally funded research program, outstanding academic publication record, evidence of outstanding teaching and graduate supervision, a demonstrated ability to lead research teams, and evidence of academic service and/or leadership.

Applicants at the **full professor** level must present evidence of a well-established funded research program, a strong publication record, evidence of successful teaching and graduate supervision, and evidence of established academic engagements in professional and other communities.

Information about programs and research in the Werklund School of Education and Educational Psychology programs can be found at our [website](#).

The closing date for applications is October 15, 2025

Interested individuals are encouraged to submit an application online via this link [Werklund School of Education Careers](#) and include in one combined PDF:

- Curriculum vitae,
- Cover letter, please include the following:
 - Outlining fit with the position
 - Summarizing experience in teaching, supervision, research, community engagement, and clinical practice
 - Present and aspiring contributions to the field
- Names and contact information for three referees.

Applications should be addressed to: Dr. Dianne Gereluk, Dean; Werklund School of Education; University of Calgary. Questions regarding this opportunity should be addressed to Dr. Dianne Gereluk by email (dean.werklund@ucalgary.ca)

Our comprehensive benefits and pension program is designed to promote a productive level of health and well-being to staff members through coverage for health, dental, life insurance, income protection for disability, and retirement income planning. To learn about our comprehensive benefits package please visit [this link](#).





Assistant or Associate Professor of Psychology (Job ID # 4033)

Department of Psychological Sciences

Submission Deadline: October 15, 2025

The Department of Psychological Science (PSYC), in collaboration with the African and African American Studies (AAST) Program in the Fulbright College of Arts and Sciences at the University of Arkansas, invites applications for a tenure-track Assistant or Associate Professor of Psychology to start in August 2026. This is a standard nine-month faculty appointment with a competitive startup package.

Successful applicants must have: (1) a PhD in psychology or closely related field (e.g., human development) from an accredited institution of higher education conferred by the start of appointment; (2) an active research agenda in any area within psychological science (e.g., clinical, cognitive, developmental, neuroscience, social) that focuses on centering members of the African Diaspora; (3) evidence of scholarly productivity as demonstrated by peer-reviewed publications in scientific journals; (4) a demonstrated commitment to collegiality, collaboration, and institutional belonging efforts (belonging.uark.edu); and (5) an ability to contribute to the PSYC department's teaching mission in both graduate training and undergraduate instruction, including courses that can be cross-listed with AAST. A candidate whose field of specialization is clinical psychology must have a PhD from an APA- or CPA-accredited health service psychology program (e.g., clinical, counseling, school, or combined program), be license-eligible in the state of Arkansas, and be able to supervise clinical work involving cases with individuals across the lifespan. Preference will be given to candidates whose research complements existing research areas in the Department of Psychological Science and African and African American Studies program and who demonstrate evidence of active pursuit and/or obtaining of extramural funding.

Regular, reliable, and non-disruptive attendance is an essential job duty, as is the ability to create and maintain collegial, harmonious working relationships with others.

WOMEN
YOPG*
WOMEN



About the Department of Psychological Science:

The PSYC department houses a large undergraduate program (over 1,500 students), as well as two Ph.D. programs in Clinical Psychology and Experimental Psychology. The department has over 25 full-time faculty with a wide range of expertise in psychological science, 4 full-time administrative staff, over 40 doctoral students (PhD), and several postdoctoral fellows. The PSYC department is housed within Memorial Hall at the University of Arkansas. Memorial Hall contains four floors of faculty offices, laboratory space, classrooms, and a Psychological Clinic that serves as the primary training site for the Department's fully-accredited Clinical Psychology Doctoral Training Program. The Department is also home to a major private endowment that generates over \$250K/year to support its research mission. This endowment funds graduate research assistants, faculty research, summer pay for grant preparation, and other research-related expenses. Our clinical program has also been awarded a Graduate Psychology Education (GPE) program grant for multiple consecutive cycles; our current GPE grant is entitled Meeting the Moment: Preparing a Health Service Psychology Workforce that is Socially Responsive and Resilient. For more information please visit <https://psychology.uark.edu/>.

About the African and African American Studies Program: The African and African American Studies (AAST) program, which is also housed within Memorial Hall, promotes an interdisciplinary approach to the study of the history, culture, and identity of Africans and African Americans. Students in this program may pursue African and African American Studies as a second major alongside a primary major in Fulbright College. Graduate and undergraduate certificates are available.

APPLICATION INSTRUCTIONS

Completed applications received by October 15, 2025, will be assured full consideration. Late applications will be reviewed as necessary to fill the position. For additional inquiries, please contact the search committee chair, Douglas Behrend, at dbehrend@uark.edu.



For a complete position announcement and information regarding how to apply, visit:

https://uasys.wd5.myworkdayjobs.com/en-US/UASYS/details/Assistant-or-Associate-Professor-of-Psychology_R0076874-1?q=psychology&locations=17a66cdad98201f7890cfb48ca00e249.

Applicants must submit:

- a curriculum vitae,
- a cover letter/letter of application,
- a teaching statement,
- a research statement,
- up to three reprints or preprints of scholarly work, and
- a list of three professional references (name, title, email address, and phone number) willing to provide letters of recommendation if requested during the application process.

Review of applications will begin immediately.

EMPLOYER INFORMATION

The University of Arkansas: Founded in 1871, the University of Arkansas is a land grant institution, classified by the Carnegie Foundation among the nation's top 2 percent of universities with the highest level of research activity. The University of Arkansas works to advance the state and build a better world through education, research, and outreach by providing transformational opportunities and skills, fostering a welcoming climate, and nurturing creativity, discovery, and the spread of new ideas and innovations.

Fulbright College: The Fulbright College of Arts and Sciences is the largest and most academically diverse unit on campus with 3 schools, 16 departments, and 43 academic programs and research centers. The college provides the core curriculum for all University of Arkansas students and is named for J. William Fulbright, former university president and longtime U.S. senator. The School of Social Work, The School of Art, and the School of Journalism and Strategic Media are all a part of Fulbright College.



The Community: The University of Arkansas campus is located in Fayetteville, a welcoming community ranked as one of the best places to live in the U.S. The growing region surrounding Fayetteville is home to numerous Fortune 500 companies and one of the nation's strongest economies. Northwest Arkansas is also quickly gaining a national reputation for its focus on the arts and overall quality of life. Culture in Northwest Arkansas About Fayetteville About University of Arkansas The University of Arkansas is an equal opportunity institution. The University does not discriminate in its education programs or activities (including in admission and employment) on the basis of any category or status protected by law, including age, race, color, national origin, disability, religion, protected veteran status, military service, genetic information, sex, sexual preference, or pregnancy. Federal law prohibits the University from discriminating on these bases. Questions or concerns about the application of Title IX, which prohibits discrimination on the basis of sex, may be sent to the University's Title IX Coordinator and to the U.S. Department of Education Office for Civil Rights. Persons must have proof of legal authority to work in the United States on the first day of employment. All application information is subject to public disclosure under the Arkansas Freedom of Information Act.

Contact Name:

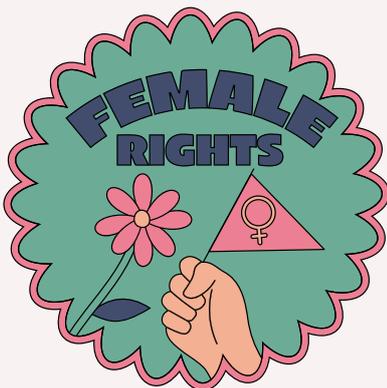
Scott Eidelman
eidelman@uark.edu

Website:

https://uasys.wd5.myworkdayjobs.com/en-US/UASYS/job/Assistant-or-Associate-Professor-of-Psychology_R0076874-1?locations=17a66cdad98201f7890cfb48ca00e249

Address:

University of Arkansas, Department of Psychological Science
216 Memorial Hall
Fayetteville AR, 72701





Assistant Professor – Mental Health and Well-Being Psychology
Department of Psychology, Faculty of Arts and Science
Submission Deadline: November 3, 2025

The Department of Psychology in the Faculty of Arts and Science at the University of Toronto invites applications for a full-time tenure stream position in the area of Mental Health and Well-Being Psychology. The appointment will be at the rank of Assistant Professor, with an anticipated start date of July 1, 2026.

This search aligns with the University's commitment to strategically and proactively promote diversity among our community members ([Statement on Equity, Diversity & Excellence](#)). Recognizing that Black, Indigenous, and other Racialized communities have experienced inequities that have developed historically and are ongoing, we strongly welcome and encourage candidates from those communities to apply.

Candidates must have earned a PhD degree in Psychology or a related area by the time of appointment, or shortly thereafter, with a demonstrated record of excellence in research and teaching. We seek candidates whose research and teaching interests complement and enhance our existing [departmental strengths](#). The successful candidate will be expected to pursue innovative and independent research, and to establish an outstanding, competitive, and externally funded research program.

We seek candidates with a research program that has applications to mental health and/or well-being, and that aligns with one or more of our existing core research areas: developmental psychology; perception, cognition and cognitive neuroscience; social and personality psychology; or behavioural neuroscience. We seek candidates who would be able to teach undergraduate courses on topics that may include psychopathology, psychotherapy, clinical science, mental health psychology, addictions, social determinants of health and well-being, or related areas. We welcome applications from candidates with undergraduate or graduate teaching expertise in the area of statistics. Applicants are encouraged to review the research and teaching profiles of current faculty members. Please visit our home page: Department of Psychology, www.psych.utoronto.ca.



Candidates must provide evidence of research excellence which can be demonstrated by a record of publications in top-ranked and field relevant journals or forthcoming publications meeting high international standards, the submitted research statement, presentations at significant conferences, awards and accolades, and strong endorsements from referees.

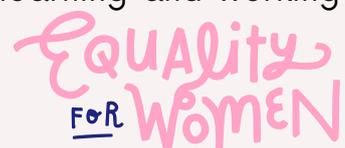
Evidence of excellence in teaching will be demonstrated by teaching accomplishments, and the teaching dossier, including a teaching statement, sample course materials, and teaching evaluations or other evidence of superior performance in teaching-related activities submitted as part of the application, as well as strong letters of reference. Other teaching-related activities can include performance as a teaching assistant or course instructor, experience leading successful workshops or seminars, student mentorship, or excellent conference presentations or posters.

The successful candidate will undertake undergraduate and graduate teaching responsibilities on the University's STG CAMPUS (downtown Toronto) and join a vibrant intellectual community of world-class scholars at Canada's leading university. The University of Toronto offers a wide range of opportunities for collaborative and interdisciplinary research and teaching, the excitement of working with a highly diverse student population and actively encourages innovative scholarship. The Greater Toronto Area offers amazing cultural and demographic diversity and one of the highest standards of living in the world.

Salary will be commensurate with qualifications and experience.

All qualified candidates are invited to apply online by clicking the link below. Applicants must submit a cover letter; a current curriculum vitae; a research statement outlining current and future research interests; a recent writing sample; and a teaching dossier including a teaching statement, sample course materials, and teaching evaluations or evidence of superior performance in other teaching related activities as listed above.

Equity, diversity and inclusion are essential to academic excellence as articulated in University of Toronto's Statement on Equity, Diversity and Excellence. We seek candidates who share these values and who demonstrate throughout the application materials their commitment and efforts to advance equity, diversity, inclusion, and the promotion of a respectful and collegial learning and working environment.



Equality
FOR Women

Applicants must provide the name and contact information of three references. The University of Toronto's recruiting tool will automatically solicit and collect letters of reference from each referee within 48 hours after an application is submitted. Applicants remain responsible for ensuring that referees submit recent letters (on letterhead, dated and signed) by the closing date. More details on the automatic reference letter collection, including timelines, are available in the [candidate FAQ](#).

Submission guidelines can be found at <http://uoft.me/how-to-apply>. Your CV and cover letter should be uploaded into the dedicated fields. Please combine additional application materials into one or two files in PDF/MS Word format. If you have any questions about this position, please contact Poppy Lockwood, Chair, Department of Psychology at psy.chair@utoronto.ca.

All application materials, including recent reference letters, must be received by November 3, 2025.

All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

The University of Toronto embraces Diversity and is building a culture of belonging that increases our capacity to effectively address and serve the interests of our global community. We strongly encourage applications from Indigenous Peoples, Black and racialized persons, women, persons with disabilities, and people of diverse sexual and gender identities. We value applicants who have demonstrated a commitment to equity, diversity and inclusion and recognize that diverse perspectives, experiences, and expertise are essential to strengthening our academic mission.

As part of your application, you will be asked to complete a brief Diversity Survey. This survey is voluntary. Any information directly related to you is confidential and cannot be accessed by search committees or human resources staff. Results will be aggregated for institutional planning purposes. For more information, please see <http://uoft.me/UP>.



Assistant Professor of Psychology (Tenure Track)

Department of Psychology

Submission Deadline: November 15, 2025

ABOUT ST. MARY'S UNIVERSITY:

Our Vision: To be the preeminent Catholic University in Canada, known as a centre of academic excellence providing a vibrant and engaged student experience that prepares authentic leaders committed to the service of others.

Our Mission: Open to all and grounded in the Catholic Intellectual Tradition, St. Mary's University educates the whole person to inspire and empower tomorrows engaged, global citizens for the future.

Our Values: As a Catholic community, we value being Welcoming and Serving of all, Academic Excellence, and Faith.

As an independent Catholic university in Canada, with a strong emphasis on liberal arts and sciences, St. Mary's University prepares its students to live with integrity, compassion and confidence while embodying a compassionate commitment to ethics, social justice, and respect for diversity of opinion and belief. St. Mary's is focused on developing the whole person: mind, body and spirit. For more information about St. Mary's and our Strategic Plan, visit <https://stmu.ca/> and <https://stmu.ca/about-us/strategic-plan/>

ABOUT THIS OPPORTUNITY: Applications are invited for a tenure track (research or teaching stream) position in psychology. The successful candidate will have a background in cognitive psychology and/or neuropsychology and must be able to teach courses in introductory psychology and supervise honours students. Along with courses in the candidate's area of expertise they should be able to teach amongst the following: Cognitive Psychology (Psyc 365), Brain & Behaviour (Psyc 375), Sensation & Perception (Psyc 369), Language Development (Psyc 465), and Human Neuropsychology (Psyc 475). Course descriptions may be found online at <https://stmu.ca/academics/academic-calendar/>.



Main responsibilities for this position include:

- Instruction and assessment of students in the relevant course content, adhering to learning outcomes
- Maintain excellent communication with students, staff, faculty, and Area Chair
- Supervise Honours students
- Meeting the requirements for teaching, research, and service

APPOINTMENT START DATE: July 1, 2026**QUALIFICATIONS:**

- A PhD in psychology (must have by date of appointment)
- Previous teaching experience
- Record of research and publication or strong potential (if applying for research-stream)
- Police information check may be required

VALUES & ATTRIBUTES:

- Alignment with institution values and strategic plan pillars
- Upholding core competencies associated with the institution's four pillars
- Ability to promote, or at least respect, the institution's Catholic mission and identity
- Ability to foster equity, diversity, and inclusion, as well as Truth and Reconciliation

WHAT WE OFFER: As a part of the St. Mary's University community, eligible employees received a comprehensive compensation and total rewards package that includes, but is not limited to, a group benefits package, health spending account, RRSP matching, and generous paid time off. For more information on our offerings visit <https://stmu.ca/careers/>.



OUR COMMITMENTS: St. Mary's University is committed to Indigenous Truth and Reconciliation. Our land acknowledgement and Indigenous initiatives information can be found at <https://stmu.ca/campus-life/indigenous-initiatives/>. St. Mary's University is an equal opportunity institution. We hire on the basis of merit and are passionate about building and sustaining an equitable and welcoming campus environment where diversity in all areas is celebrated and valued. If you require support services or accommodations during any stage of the recruitment process, please include this in your application. All requests will be handled with the utmost confidentiality.

APPLICATIONS: Please email application packages to Human Resources at careers@stmu.ca in one .pdf formatted document with the Subject Line of: "Assistant Professor of Psychology". All applicants must submit a cover letter (stating their preferred stream), CV, statement of teaching philosophy, statement of research (if applicable), and the contact information of three references. Applications will begin to be considered after November 15, 2025.

We encourage all qualified applicants to apply. Canadian citizens, permanent residents and others currently legally authorized to work in Canada will be given priority. We thank all applicants for their interest. However, only those applicants being interviewed will be contacted. No phone calls please.

Queen!



UPCOMING CONFERENCES

Canadian Sex Research Forum

Forum canadien de recherche sur la sexualité



KEYNOTE SPEAKERS | INVITÉ.E.S D'HONNEUR

DR. WENDY NORMAN
PROFESSOR
DEPARTMENT OF FAMILY PRACTICE
FACULTY OF MEDICINE
UNIVERSITY OF BRITISH COLUMBIA



DR. YUTHIKA GIRME
ASSOCIATE PROFESSOR
DEPARTMENT OF PSYCHOLOGY
SIMON FRASER UNIVERSITY



DR. BEÁTA BÖTHE
ASSISTANT PROFESSOR
DÉPARTEMENT DE PSYCHOLOGIE
UNIVERSITÉ DE MONTRÉAL



4Nite
for
WOMEN

Feminism
Forward

Women
have
No Limits

UPCOMING CONFERENCES

International Summit on Ending Gender Based Violence 2025!

Theme: “Empowering Survivors, Transforming Systems, Ending Violence”

Join us in person at the **Hilton Toronto Hotel** on **Friday Nov 28, 2025, and Saturday November 29th, 2025**, for a groundbreaking event dedicated to ending gender-based violence.

Event Description

Join us for a transformative two-day summit dedicated to addressing one of the most pressing global human rights issues: gender-based violence (GBV). This event brings together leaders, experts, advocates, survivors, and community members from around the world to collaborate on innovative solutions to prevent and respond to GBV.

The summit will feature keynote speeches, interactive workshops, panel discussions, and networking opportunities focused on actionable strategies to eliminate GBV, amplify survivor voices, and promote equity. Together, we'll explore groundbreaking research, share best practices, and build a global coalition committed to ending violence and empowering survivors.

For more details about the program and to register for the event, please visit: <https://tcsji.org/international-summit-on-ending-gender-based-violence-2025/>



UPCOMING CONFERENCES

SPSP 2026

ANNUAL CONVENTION

CHICAGO | FEBRUARY 26-28

Get ready to ignite your passion for psychology and connect with over 3,500 of the brightest minds in the field at the Society for Personality and Social Psychology's Annual Convention. Join us February 26-28, 2026, in Chicago, Illinois, for the SPSP 2026 Annual Convention!

Why Attend SPSP 2026?

- Cutting-Edge Research: Engage with groundbreaking studies reshaping our understanding of human behavior
- Career Advancement: Participate in targeted professional development workshops designed for every career stage
- Cross-Sector Networking: Build meaningful connections across academia, non-profits, government, and industry
- Diverse Perspectives: Experience a rich tapestry of approaches to psychological science

Expand Your Horizons

Arrive early for specialized preconferences that offer deep dives into emerging research areas and methodologies. These sessions provide unparalleled opportunities to connect with others who share your specific interests.

Your Community Awaits

SPSP 2026 isn't just a convention—it's where the future of psychological science takes shape. Present your research, find your collaborators, and return to your work inspired and energized.

For further information about conference program, registration, and venue, please check <https://spsp.org/events/annual-convention>

EQUAL
Rights ♀

WOMEN'S RIGHTS
ARE HUMAN RIGHTS!



THANK YOU.

We are seeking submissions for the following columns for the January 2026 SWAP Newsletter. **Submissions in English or French are welcome!**

- 1. MEMBERS' RECENT PUBLICATIONS:** This column is for members to highlight their recent publications. If you have published an article, book, or book chapter in the last year, this is your chance to let SWAP members know about it. Please submit the reference and a 250-500 word abstract of your publication.
- 2. METHODOLOGICAL REVIEW:** If you have read or written an article using a research method that you think is particularly interesting and/or innovative, or has been used in an innovative fashion (e.g., to access a difficult population, administered in a unique way, etc.), please consider writing a review of that article. The goal is to highlight research methodologies that may be useful to members when they are developing new research projects. Examples include (but are not limited to): discourse analysis, conversation analysis, client representative case studies, structural equation modeling, unique multiple regression approaches, and mixed methods.
- 3. CONFERENCE REVIEWS:** If you have attended a conference since the last newsletter and heard presentations that you think would be of interest to our members, please consider writing a brief review (250-500 words). You can also include presentations you made yourself. Please provide details such as the author(s) of the research, the name of the project, the professional affiliation of the author(s), and the conference name.
- 4. UPCOMING CONFERENCES:** If you are aware of an upcoming conference that may interest other members, please email the details.
- 5. RECENTLY DEFENDED DISSERTATIONS & THESES:** If you are a student (or know of a student) who has recently defended a dissertation or thesis (within the last year), please submit a short abstract (200-300 words), along with the university affiliation and the supervisor's name.
- 6. FELLOWSHIPS OR JOB OPPORTUNITIES:** If you are aware of any fellowships or job opportunities that may interest members, please send in the details.
- 7. CALL FOR PAPERS/ABSTRACTS:** If you have received a call for papers or abstracts for conferences or publications, please send me the details.

8. BOOK REVIEW: Have you read a book that you think SWAP members would find valuable? Consider writing a book review (length is at your discretion) and submitting it. Include: the title, author(s), publication date, publisher, and your name.

9. RESEARCH-IN-PROGRESS PROJECTS: If you're currently working on research and want to share updates, challenges, or preliminary findings, submit a brief overview (200-300 words). This is a great way to receive feedback and keep the community informed of your work.

10. DISCUSSIONS ON A RESEARCH AREA OF INTEREST OR NOVEL RESEARCH AREA: If you're interested in sharing ideas or starting collaborations on a research area—whether it's an established field or a new, innovative topic—submit a brief overview (250-500 words). This is a chance to invite fellow members to exchange insights and potentially collaborate on research projects.

11. EXTERNAL RESOURCES: Members are encouraged to share external resources such as videos, podcasts, books, or blogs that may be valuable to the SWAP community. Please include a description of the resource and why it might be of interest.

12. OPPORTUNITIES FOR STUDENT AFFILIATES: If you have any opportunities available for SWAP student affiliates, such as study participation or volunteer positions, please share the details with us.

13. MEMBERS' RECENT ACHIEVEMENTS: If you've received any achievements beyond published articles, chapters, or defended theses—such as scholarships, awards, or other recognitions—please let us know. We'd love to celebrate your accomplishments together as a community!

