In Attendance: Pam Ansburg, Ted Bosack, Norine Jalbert, Diane Finley, Elizabeth Yost Hammer, David Kreiner, James Freeman, Linh Littleford, Sue Frantz, Ann Ewing, Ruth Ault, Dana Dunn, Regan Gurung, Eric Landrum

1. Welcome and Call to Order

The meeting was called to order by President Gurung at 8:02am.

2. Comments from the Executive Director

Managing the membership of STP is a larger responsibility than it has ever been. APS provides a link for its members to join STP; unfortunately, there is a complicated billing process in working with APS and APA membership rosters.

Membership initiatives add complexity to accurately tracking STP members; initiatives include invitations out to people to get free memberships from STP, and perhaps discounted dues for other divisional dues. Targeted efforts to increase diversity members are valued but could be complicated in working with APA Member Services. There is a budget line item in place for membership, but the tracking logistics need to be worked out. Affiliated members are tracked differently from APA fellows and associates. Database tracking must be accurate for us to have accurate reporting.

Diane Finley asked about TOPSS and PT@CC – could there be dues reductions for these affiliates? APA Member Services does not track the memberships in STP as linked to TOPSS and PT@CC membership. Tracking memberships will be a logistical challenge. Discussion followed about just giving the free memberships (as opposed to offering rebates)? Would rebates be a better route? Implementation of a W-9 for a rebate to individual members might be necessary. Would it be preferable to cut a check to divisions to avoid individual payments to new members. Linh Littleford reported some increased interests from specific ethnic psychologists groups.

Membership issues have mushroomed to prevent archivist/historian work by the Executive Direct (ED). It was recommended that someone else has to have a specific task or duty to complete archivist/historian functions, with some of the tasks likely including collaborating with
APA archives, scanning, and storage. The STP Secretary could assist in performing archivist duties.

3. Empowering Teachers Taskforce Report

Task Force co-chair Sue Frantz reported on the activities of the Empowering Teachers Task Force. Diane Finley stated that APA has launched a social networking initiative. Currently STP has a FAQ feature on its website. Discussion followed about the task force-recommended “Ask an Expert” feature. APA may have some existing resources that can assist in these efforts. Diane Finley mentioned existing infrastructure through APA. About 65% of current STP members are not APA members.

There was some discussion about one-on-one mentoring and potential overlap with STP Mentoring program; however, it appears that no one is currently using the mentoring program. Mentors must take care when offering advice about confidential issues. Sunsetting the current mentoring program was discussed.

**Motion: I move to revamp the mentoring program in line with the recommendations of the report from Empowering Teachers Task Force.**

[Secretary’s Note: The entirety of the task force recommendations can be found in the 2011 STP APA Executive Committee meeting book, pp. 134-137.]

Moved: Elizabeth Yost Hammer  
Second: Norine Jalbert

**Motion passed unanimously.**

Linh Littleford reported that she wanted to be part of the mentoring with regard to diversity initiatives. CUPP should be contacted to be made aware of STP resources. President Gurung plans to reach out to these types of organizational leaders regarding undergraduate programs.

Norine Jalbert mentioned stepping stones programs—with one application to look at undergraduate standards and APA Guidelines. These types of resources could be shared with the Association for Heads of Departments of Psychology conference held in Atlanta in November as well as CUPP.

4. Vice Presidents for Awards Proposals

Pam Ansburg reported on her progress to completely survey current STP grants and awards committee chairs and to consider the development of standardized application and award procedures. One proposal to be discussed regards whether an applicant must be a STP member to be eligible for grant funds. Perhaps EC members should not be eligible to receive awards.

Discussion followed about Recommendation Item #3 to the “Proposed Policies to Include in Policies and Procedures Manual for All STP Grant Programs”—
STP’s Mentoring Task Force Final Report

To: STP’s Executive Committee

From: Sue Frantz, Task Force Chair

Date: January 24, 2012

The mentoring task force was charged with creating a mentoring program that would replace our existing mentoring program. As task force chair I would like to formally recognize the members of the task force.

Sue Frantz (Task Force chair)
Ruth Ault (OTRP director)
Laura Lunsford
Kate Morris
Marian Beasley (GSTA representative)
Stephanie Afful (ECP representative)

The task force would like to extend a special thank you to Laura Lunsford for her expertise in mentoring. This report is an edited version of her work.

The task force met several times via conference call during fall 2011 to talk about the existing mentoring program and to propose a more formal mentoring program.

Introduction

Literature in higher education, psychology, and organizational behavior suggests that mentoring helps junior faculty to “learn the ropes” (Gusic, et al., 2010, p. 4) in balancing their scholarly and teaching responsibilities. Development of a network of individuals to support their career goals is an essential activity for junior faculty (Cook, Bahn, & Menaker, 2010). Developing a professional network is especially important as junior faculty progress to tenure decisions where they will rely upon faculty from other institutions to evaluate their work.

The Society of Teaching Psychology wants to renew an under-utilized mentoring program for graduate students and early career psychologists. Informal and formal assessments suggest there is a need for a redesigned, formal mentoring program. The Early Career Psychologist (ECP) group surveyed its members recently (N=78). About half of the respondents selected either mentoring (27%) and advice on teaching (28%) as their number one need. Furthermore, ECPs identified six needs (rank-ordered) for a mentorship program:

1. Publishing in scholarly journals/learning how to conduct SOTL research
2. Building professional networks
3. Navigating Tenure
4. Writing
5. Getting a job
6. Preparing for teaching (e.g., ways to design or improve courses)
An informal assessment of graduate students indicated that they would want a mentor to help them:

1. Identify resources specific to my area of teaching interest.
2. Generate new research ideas relevant to the teaching of psychology.
3. Navigate the job interview process (e.g., what questions can I expect during an interview; should I give a teaching-talk or research talk?).
4. Navigate the job search/application process (e.g., how many jobs should I target; who would best serve as references).
5. Network at regional and national conferences if in attendance together.
6. Connect with diverse faculty or resources for diverse faculty.

A formal mentoring program to increase faculty knowledge in these areas could close the gap in some of the areas listed above. We draw from the literature and best practice, highlighted below, to propose a pilot program for STP. The National Science Foundation has sponsored successful models of formal mentoring and we draw heavily upon that work (R. Crosnon, personal communication, September 16, 2011). We propose that a Junior Faculty Mentoring Network (JFMN) focus on assisting early career psychologists to develop mentoring networks that will accelerate and facilitate their professional development as they seek and start jobs focused on teaching psychology.

Background Literature

Mentoring & Developmental Networks

Mentors provide two kinds of support: psychosocial and career (Kram, 1985). Psychosocial support involves role modeling, listening and confidence building, whereas career support involves sponsorship, protection, and learning professional norms. Mentoring researchers also now agree that mentoring should be provided by multiple people with varying depth to the relationships (Higgins & Kram, 2001).

Mentoring Outcomes

Formal mentoring programs provide benefits for the mentee and the mentor. For example, mentored individuals make more money and are promoted more often (Allen, Poteet, & Burroughs, 1997). In an academic context, mentoring programs have been found to increase faculty productivity in terms of publications, presentations, and grants (Blau, Currie, Croson, & Ginther, 2010). Mentored faculty report feeling more support and encouragement, increased confidence, and more time to reflect on career aspirations (Dutta et al., 2011). Mentoring may also help under-represented faculty members overcome a sense of isolation or alienation (Diggs, Garrison-Wade, Estrada, & Galindo, 2009). Mentors report a sense of legacy, an accomplishment in seeing junior faculty grow, and an opportunity to reflect upon their own career trajectories (Diggs et al., 2009). Faculty mentoring programs are most successful when they require participants to make progress on an actual work product, such as a paper or grant proposal (Gusic et al., 2010).

Peer Mentoring
Mentoring by peers has been found to be a low-cost and effective intervention for junior faculty (Moss, Deshima & Leszcz, 2008). Researchers suggest 5-10 individuals are the right number for peer mentoring (R. Crosnon, personal communication, September 16, 2011; Moss et al 2008).

**Program Duration and Meeting Frequency**

Mentoring programs for junior faculty last for 12 months (Dutta et al., 2011). Programs at a single institution generally hold monthly lunch meetings with speakers, which last 90-120 minutes (Moss et al., 2008). One program included a 1-2 day orientation (Dutta et al., 2011). Programs for faculty in one discipline across institutions hold an orientation workshop in conjunction with national professional meetings.

**Pilot Program Description**

We propose to pilot a Professional Development Program for early career psychologists who are members in the Society of Teaching Psychology (STP). The mentors would be solicited from the senior membership in the STP.

We propose that the program focus on helping ECP develop professional networks and gain professional knowledge that may accelerate their career trajectories. The pilot program might include 20-30 graduate students and junior faculty, who will be arranged in small groups with a senior faculty mentor in a related field.

We propose that the program be administered by a Mentor Coordinator (MC). The MC would compile applications for the program, facilitate matching of mentees and mentors, administer a yearly survey to evaluate the program, and compile survey results. The mentor coordinator would report directly to the Vice President for Resources. If desired, the mentor coordinator may choose to create an advisory group.

**Recruitment and Selection of Participants**

We recommend that candidates be able to self-nominate. Candidates will complete a short, online application that will include a brief description of their teaching and/or research interests (not to exceed 1 page), a CV, their goals for the program, including the work product they wish to complete. The recruiting materials and application would list the program expectations to enable candidates to engage in self-selection. It is expected that all the candidates would be accepted into the program if they complete the required information. Preference will be given to candidates in their first seven years of teaching.

**Program Components**
The program will start small with one-on-one mentoring. It will be limited to 20 ECPs and 10 graduate students in the first year. After that the program will be expanded to include more participants and program components as needed.

**Selection of Mentors**

In the first year of the program potential mentors will be selected from the existing mentor list. Once the program has been established a mentor application form will be available. Mentors will need at least seven years of experience teaching psychology and be able to make the time commitment to their mentees. The mentor coordinator will provide the potential mentors with a set of expectations.

**Evaluation**

The pilot program, because of its small numbers, would involve a qualitative evaluation. If the program expands, quantitative assessment will be important to improve and assess the program and to ascertain if it should be maintained.
REFERENCES


The University of Arizona. (2005) Tenure track decisions, Tucson, AZ.

Meeting Minutes

Present:  Norine L. Jalbert (President), Victor A. Benassi, (President-Elect), Sue Frantz, (Vice President for Resources), Janie Wilson, (Vice President for Programming), Diane Finley, (Vice President for Recruiting, Retention & Public Relations), Pamela Ansburg, (Vice President for Recognitions & Awards), Scott Bates, (Secretary), David Kreiner, (Treasurer), Ted Bosack, (Executive Director)

Not Present:  Reagan A. R. Gurung, (Past-President), Linh Littlefield, (Vice President for Diversity & International Relations)

January 27, 2012

The meeting was called to order by President Norine Jalbert at 915am.

Announcements

2010-11 final and 2011-12 preliminary secretary’s report and minutes from APA 2011 EC and Business meetings can be found in Appendix A.

No discussion.

Membership Survey scheduled for 2012 to be delayed till 2013 after BEA has completed its 2012 survey. STP workgroup to be formed at/after August meeting (see Appendix B for discussion stream).

Discussion: in Policy and Procedures Manual there is a section about a membership survey. This is the year for the survey. However, the APA education directorate is conducting a survey. We will postpone in order to review the APA data first. No survey this year. Discussion item for august meeting.

STP’s annual report to APA was electronically filed (see Appendix C).

No discussion.

Report from 2011 STP APA Council Representatives posted on STP website (see Appendix D)
No action required. Brief discussion of whether the report be included in the appendix or just on the STP website. President has the choice.

Need volunteers to help with monthly contributions to “Division Spotlight” column in APA Monitor (see Feb/Mar submissions in Appendix E)

Discussion of content for “Division Spotlight” column in APA Monitor. President Jalbert would like to consistently have content from STP/D2 submitted. VPs asked to generate ideas for a 12 month schedule of submissions, including events (e.g., Best Practices), new initiatives (e.g., Professional Mentor program), and announcements.

Non Agenda Announcements

a) Email form the APA committee on Socio-Economic Status concerning involvement from STP/D2. The request will be sent to VP for Diversity & International Affairs Linh Littlefield.

b) Division Dialogues newsletter may be a good resource to increase the intensity of inter-division collaboration. STP/D2 is a natural collaborator with many other APA divisions.

Reports

E-Books – Bill Buskist

Bill Buskist’s report about the next ebook was discussed. Upcoming ebook on teaching technologies. Suggestion for publishing next version of the Best Practices ebook in ePub format was made.

Presidential Task Force on Teaching Competencies (with questions) – Aaron Richmond

Discussion of the report of the Task Force on Teaching Competences that was included in the agenda.

Discussion of potential connections to TOPPS and if the Task Force would include high school teachers in their suggestions. Discussion of implementation. Discussion of outcomes: Janie Wilson noted that STP/D2 could be poised for developing teaching over time. Scott Bates noted that this could be a support for tenure and promotion materials related to teaching. Norine Jalbert discussed potential implementation issues that need to be addressed: who polices what is submitted?

Presidential Task Force on Statistical Literacy – Susan Nolan

No discussion.

STP Master Teacher Speaker Program – Aaron Richmond
Discussion of the STP Master Teacher Speaker program:
Should the program be listed under Recognition and Awards, Resources, or Programming? Currently, it is listed under grants. It was agreed that it should be listed under Programming.
What is the target of the program? General consensus of EC is that the money should be targeted to very small teaching conferences.
How should funds be distributed? General consensus of the EC was that funds should be distributed directly to speakers who must submit appropriate paperwork to the STP Treasurer.
Who will pick the speakers? If individual conference programs will select speakers, how will the roster of speakers be efficiently utilized?

Treasurer's Report – David Kreiner (see Appendix F for 2011 and 2012 budgets)

David Kreiner reported that there was a surplus last year (details included in the agenda packet) Norine Jalbert commented that she does not believe that a non-profit such as STP/DIV2 needs to save money when it already has a sizeable investment account and asked David Kreiner to look into the idea of rolling last year’s surplus into this year’s budget as a savings toward anticipated costs of 2013 travel to APA (in Hawai’i). A motion may be forthcoming

VOTE # 2012-01
Moved: Diane Finley
Seconded: Janie Wilson
Motion: To receive the first five reports
Outcome: 7 Yes, 0 No, 0 Abstain

Final Report: Working Group to Revitalize STP Mentoring Program – Sue Frantz (to be presented at meeting)

Sue Frantz presented the final report of the working group to revitalize the STP Mentoring Program. Previously, the mentoring program was a list of names and individuals and departments were free to contact those on the list. The revision is a formal mentoring program. Mentors for the year 1 pilot will be individually identified and invited to apply. The program participants will indicate what they expect from the experience. The mentor / participant match (which will be made by the coordinator) will be in contact throughout the year. At the end of the year, the participant will submit a report.
Presidential Task Force on Documenting Department Benchmarks – Loretta McGregor and Janine Buckner (pending)

No discussion, report pending.

Discussion and Action Items

1. Budget requests/adjustments/corrections:
   a) Victor Benassi

b) Aaron Richmond

No action required.

c) ECP funding request

Last year, ECP requested $2000 for an organization meeting. They did utilize the funds, submitting a program to APA, that was accepted. The request is for travel funds for face-to-face meetings to support ECP goals.