Society for the Teaching of Psychology
Division Two, American Psychological Association
Mid-Year Update Meeting at the APA Convention

Marriott Marquis Hotel Capitol Hill Room
Washington, DC
August 7, 2014
8:00am-11:00am

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each excited him a lot, and he's thinking of becoming more involved in the future. This will be greatly helped by the free 1-year membership that STP has generously offered him for being our speaker (and for which he was both honored and quite grateful).

Also, I know that STP is reviewing whether or not we will continue to sponsor NITOP. Please let me know of the decision and what our future involvement might look like.

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STP SoTL Workshop/Writing Workshop
Submitted by Regan Gurung

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STP will hold its 4th annual writing workshop again connected to the Best Practices conference (to be the ACT conference in 2014). A general call for attendees was posted early in the year, and all assignments were made by May 30th. Applicants were consistent with the year before (16).

This year, I have reorganized mentoring such that each mentor now has 2-3 mentees versus 4-5. I trust this will give the mentee more attention and reduce the workload for the mentor.

There are two significant additional activities tied to the workshop this year:

- First, I added three new mentors. I made a general call to all STP members, fielded applications and selected mentors with an eye to bringing in more junior faculty. New mentors are Michelle Droiun, Kristine Anthis, and Aaron Richmond. Each new mentor has 2 mentees for the 2014 workshop.
- A working group is formulating an online SoTL consultancy service providing a resource for scholarly teachers and faculty doing SoTL or those want to practice the science of learning. A report from this group has been distributed to the EC for discussion.

A number of past attendees have been publishing and presenting SoTL work providing anecdotal evidence for the effectiveness of the workshop. SoTL mentors will also coordinate a formal assessment of all four years of the program at the conclusion of the 2014 workshop.

STP SoTL Consulting Service/Website Working Group: Report for APA 2014

Group Members:

Kristine Anthis (Southern Connecticut State University)

Beth Dietz (Miami University)

Michelle Drouin (Indiana University)

Regan A. R. Gurung, Chair (Univ. Wisconsin-Green Bay)

Jared Keeley (Missippi State)

Jamie Peterson (St. Catherine's)

Jordan Troisi (Widener University/ Sewanee)

The working group discussed the key questions raised by the STP EC in response to Gurung's proposal to establish an SoTL consulting service, and a summary of our responses and rationale is listed below.

1. We do not feel the SoTL acronym is too limiting. It is recognizable to those looking for the service and has been adopted on a relatively wide scale within our profession and across disciplines. The argument for its validity has already been made (and continues to) and we can benefit from it. Although other terms may be broader, none will have the same recognition. Given the goal is to promote SoTL, it is best to use the same term. Specifically, the idea is to help instructors conduct rigorous, systematic investigations of teaching, and SoTL is the best term to use.

2. We agree that we should not limit the pool of SoTL consultants to only those who have participated in the workshop. Because potential consultants may not understand the full scope of what the SoTL mentors do if they had been a part of the workshops, we will provide a clear description of the mentor's role (see attached).

3. Particularly because consultants need not be SoTL workshop mentors, a clear set of criteria is important (see forms attached). Criteria to be a consultant will include:
   a. One or more peer-reviewed SoTL publications
   b. Preferably multiple presentations on SoTL
   c. Significant SoTL contributions in the form of books or chapters
   d. Past consulting or mentoring experience

4. One option is to have the new service fall under the jurisdiction of the VP of Resources. The SoTLCS would have a Director similar to the Director of OTRP. Another option is to create a new VP position for SoTL to coordinate all the SoTL activity: 1. SoTL workshops, 2. SoTL grants, 3.Consulting service. Given that advancing SoTL is an explicit part of STP's mission, and given the growth of SoTL in recent years, this recommendation may allow for the future growth of this activity within STP.

5. We agreed that both mentors and mentees should be STP members although we would suggest applications for either slot can come from non-members with the expectation the person joins STP if selected.

6. We spell out the mechanism of how the SoTLCS will work in detail below.

Mechanism for SoTLCS

1. We advertise the service on the website and at STP conferences and on popular psych listservs.
2. Interested individuals complete a form with their question using Qualtrics (similar to applications for the SoTL Workshop).
   a. Applicants submit a timeline for work.
   b. Applications accepted on a rolling basis.
3. The director (or designee) would then assign the request to a mentor based upon expertise, availability, and priority (unless the question is easily answered by the director).
   a. Mentors create a list of topics, designs, analyses, etc. that they would be comfortable facilitating.
4. The mentor would then respond and any follow-up would proceed through the mentor.
   a. Mentor will be responsible for creating/communicating timeline and updating SoTL chair about progress.
   b. Mentors can use email, phone, Google Hangout, Skype.
5. Formal Mentoring Relationship ends when the mentor and mentee have completed timeline OR one or both of the members have been non-responsive for a certain amount of time. If non-response on part of mentee, they will have to reapply.

Attached are the following forms ready for the service.

- Mentor and Mentee application form
- Guidelines for mentoring including a note on authorship
- Mentor log shared log (Google doc/spreadsheet) to document mentee progress, advice given, resources shared, etc.

After launch, mentors will enhance the basic website to feature:

- o Short, instructional videos on how to conduct SoTL
- o Resources to guide each step in the SoTL process

Mentor/Mentee Application for SoTL Consulting Services

Tell us about yourself:
_____ Name
_____ Institution
_____ Position (e.g., grad student, adjunct faculty, full-time untenured, tenured)
_____ Teaching Load (e.g., 4/4, 5/5)
_____ In general, what courses do you teach?
_____ Pedagogical Research Interests

Are you a member of American Psychological Association, Division Two (i.e., STP)?
_____ yes
_____ no [If no, then direct to this text: At present, the SoTL Consulting services are limited to STP members. If you would like to take part in the SoTL Consulting services, please click on this link to join STP now.]

How many STP SoTL workshops have you attended?[Numerical answer choice]
How many STP SoTL workshops have you presented at? [Numerical answer choice]
How many SoTL research projects have you completed (approximately)? [Numerical answer choice]
How many peer-reviewed SoTL papers have you had published? [Numerical answer choice]
How many SoTL books/book chapters have you had published? [Numerical answer choice]
_____ *books*
_____ *book chapters*
How many SoTL works have you presented at local, regional, or national conferences? [Numerical answer choice]
Which type(s) of SoTL consulting do you want to be involved in (check all that apply)?
_____ Short-term consultation: IRB preparation
_____ Short-term consultation: help with research design
_____ Short-term consultation: help with statistics
_____ Short-term consultation: help with finding appropriate literature
_____ Short-term consultation: feedback on completed paper
_____ Long-term consultation (e.g., refining research question, design, analyses, writing, etc.)
_____ Long-term consultation with mentor serving as co-author

How would you like to meet during SoTL consultations (check all that apply)?
_____ email
_____ phone
_____ Skype
_____ Google hangout
_____ in person
_____ at a conference
          _____ STP
          _____ NITOP
          _____ APS
          _____ APA
          _____ other (specify)

Are you applying to be a mentor or mentee for the SoTL Consulting Services?
    ____ mentor
    ____ mentee

[Branching from there in survey]

<mark>If Mentee:</mark>

If you have not published, is it research you would like to publish via working with a SoTL Mentor?
    ____ yes
    ____ no

What SoTL topic(s) are you interested in researching with a mentor?
_____

What SoTL topic(s) question would you like to answer with your research?
_____

In what format would you like to share your research findings (check all that apply)?
_____ conference poster
_____ conference paper
_____ research journal submission
_____ book chapter
_____ other (specify)

Describe your timeline, starting with when you can begin the research and ending with your goal date for completion.
_____

What else would you like us to know so we can match you most effectively with a SoTL mentor?
_____

<mark>If Mentor:</mark>

What SoTL topic(s) do you feel are your areas of expertise/interest?
_____

For which type(s) of work would you be willing to provide consultations (check all that apply)?
_____ conference poster
_____ conference paper
_____ research journal submission
_____ book chapter
_____ other (specify)

Please indicate what dates you are available to consult starting with when you can begin consulting and ending with when you would like your consulting term to end.
What else would you like us to know so we can match you most effectively with a SoTL mentee?

Mentor Guidelines for STP SoTL Consulting Service

The following guidelines are intended to help mentors in the STP Scholarship of Teaching and Learning (SoTL) consulting service. These guidelines are intended to be aspirational, i.e., they are not proscriptive as every situation and relationship will inherently be different. We recognize that mentors will require a degree of flexibility in how they accomplish the goals of the mentoring relationship. Nonetheless, mentors should make every effort to be congruent in spirit with the following points.

Overarching purpose

"To increase the capacity of the mentee to conduct the scholarship of teaching and learning"

Establishing the mentoring relationship

1. Review the mentee's application materials to develop an initial sense of the mentee's question.
2. Negotiate a mutually agreed upon means and frequency of communication and mode of working. Some questions may be answered with a single contact.
3. Clarify the goal(s) of the mentoring relationship. Establish what aspects of the project the mentee desires help with. Be clear about your own limits, and what you are capable and not capable of doing. [If it becomes apparent during this process that you and the mentee do not have compatible goals/interests, notify the Director of the SoTL Mentorship Committee as soon as possible so that he/she can match your mentee with someone else."].
4. Have the mentee create a timeline for reaching their goal(s). Review these with mentee. If at all possible, schedule meeting times (if applicable) in advance and provide general submission and feedback guidelines (e.g., by mid-July or within a week) or specific dates.

Conducting the project

1. Always keep in mind the overarching purpose to increase the mentee's SoTL research skills. It may be tempting to do something (e.g., an analysis) for the mentee. Instead, always look for how to increase the capability of the mentee to do the components of the project for him/herself.
2. Guide the mentee towards appropriate resources whenever possible (and often) so as to advance the relationship.
3. Provide constructive feedback. Each piece of feedback should be aimed towards how the mentee can do better next time. Feedback should be clear (unambiguous) and directive (a concrete path for how to correct the problem).

On Authorship: By default, your role is to answer a mentee's questions and aid in whichever way is needed to facilitate the project. Regardless of the extent of your contributions (e.g., advice, edits, etc.) mentoring does not equate to authorship. Some mentees may explicitly be looking for a co-author or invite a mentor to share authorship based on the mentor contributions but mentees should at no point feel pressured to add a mentor as a co-author.

Conflict of Interest: Mentors should decline journal/presentation reviews of any projects completed by the mentee.

Concluding the mentoring relationship

1. Assess whether the original goal has been satisfactorily met.
2. Determine if any additional goals have arisen during the process. If so, reevaluate whether to continue the relationship or establish a new application for a new mentor with appropriate skills to address the new question.
3. Evaluate and invite feedback upon the mentoring process.

Assessment

Keep records during all phases of the mentor-mentee process (see the Mentor-Mentee Tracking Grid Provided) and be prepared to provide a brief report that addresses whether the goals of the relationship and process have been met. Where possible, provide some evidence of the effectiveness of the process, as well as perceptions of its effectiveness.

Potential Assessment Questions:
How likely are you to recommend this service to others? (Scale—not at all to very)
How likely are you to participate in this SoTL mentorship experience again? (Scale—not at all to very)
How well did your mentorship experience align with the advertised features of the service? (Scale—not at all to very)
What recommendations do you have for improving the mentoring or the mentoring process?

Mentor-Mentee Tracking Grids (on Google Doc)

Everything left of column F is to be completed by Director (in order to assign a consultant)				
Client name	Client Email	Client institution	Initial presenting goal/issue for client seeking assistance (Director will use to assign consultant)	Consultant assigned to client

Everything in column F and to the right is to be completed by the consultant when working with clients							
Date on which consultant first contacted client	Overall project goals (after consultant discusses with client)	Details of assistance requested	Important Dates	Contact Methods	Contact Dates	Log of progress (description of progress)

VOTE 2015-01-17-01
Motion: I move that the following language be included in all translated resources from STP and appear prominently on the STP Web site: "The following e-book has been translated from the original English to [language] with the permission of Division 2 of the American Psychological Association. Division 2 does not warrant the accuracy of the translation and the translation is not an official product of Division 2 of the American Psychological Association. For questions regarding this e-book or any other publication Division 2 of the American Psychological Association, please email stp@teachpsych.org."
Moved: Sue Frantz
Seconded: Diane Finley
Outcome: PASS (10/0/0, Y/N/A)

President-Elect Wilson will add the language above to the Policies and Procedures Manual.

The Executive Committee indicated that future requests to support funding translations of STP resources should be based on potential for outreach of the translation and that STP should be provided an electronic copy of any translation that we fund for inclusion on the STP Web site.

E-book authors own copyrights to their individual chapters, but STP owns the copyright for the entire e-book. Authors of e-book chapters technically have the right publish their chapters in another venue. STP is not harmed by this because we provide our e-books free. Executive Director Bosack will ask E-Book Editor-in-Chief Rick Miller to clarify the role of authors of STP e-book chapters and to consult with APA's Office of General Counsel for suggestions on how to improve our practices.

Vice President for Programming

In the report from the SoTL Writing Workshop, Regan Gurung suggested that STP establish a SoTL Consulting Service to provide additional support for faculty conducting the scholarship of teaching and learning.

VOTE 2015-01-17-02
Motion: I move that STP create the SoTL Consulting Service with a director to serve a three year term.
Moved: Aaron Richmond
Seconded: Janie Wilson
Outcome: PASS (8/0/2, Y/N/A)

The Executive Committee agreed to invite Regan Gurung to serve as the first Director of the SoTL Consulting Service, to have this officer report to the Vice President for Resources, and to include information on how to become a mentor via the "Get Involved" link on STP's Web site.

President-Elect Wilson will develop language for this position in the Policy and Procedures Manual under the Vice President for Resources. President-Elect Wilson will also draft language for the Policy and Procedures Manual that allows the Executive Committee authority to appoint the first individual to serve for one term in a newly-created office prior to disseminating a call for nominations for future terms of office.

Subject: Re: TOPNEWS-February
From: "Gurung, Regan" <gurungr@UWGB.EDU>
Reply-To: STP Extended Executive Committee <TOPEC@LIST.KENNESAW.EDU>
Date: Wed, 20 Jan 2016 17:21:37 +0000

Dear Ted and TOPEC members,

I wanted to share a new resource that is now ready for prime time. Given the STP mission and recent initiatives to foster SoTL, we now have an SoTL consultancy set up. Approximate blurb for circulation below:

Introducing STP's SoTL Consulting Service

Are you interested in doing research on teaching and learning? Do you have questions about pedagogy to answer but are not sure where to start? Perhaps you have collected data on student learning but do not know what to do next. STP is pleased to launch a new resource designed to help advance scholarship on teaching and learning. This site is designed to help you get your SoTL questions answered as well as provide mentorship. SoTL scholars are also invited to volunteer to be Mentors. Applications for mentors and consultations with full details here: http://www.teachpsych.org/page-1862923

Cheers

Regan A. R. Gurung, Ph. D.

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Regan A. R. Gurung, Ph.D.
Ben J. & Joyce Rosenberg Professor of Human Development & Psychology
Co-Editor, Scholarship of Teaching and Learning in Psychology (SoTLiP)
Vice-President Midwestern Region, Psi Chi International Honor Society in Psychology

University of Wisconsin-Green Bay, MAC C324, 2420 Nicolet Drive, Green Bay, WI 54311
Office: (920) 465 2316;   www.uwgb.edu/gurungr
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