

# Newsletter of the CPA/SCP Section on Women & Psychology September 2016



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# 2015-2016 Executive

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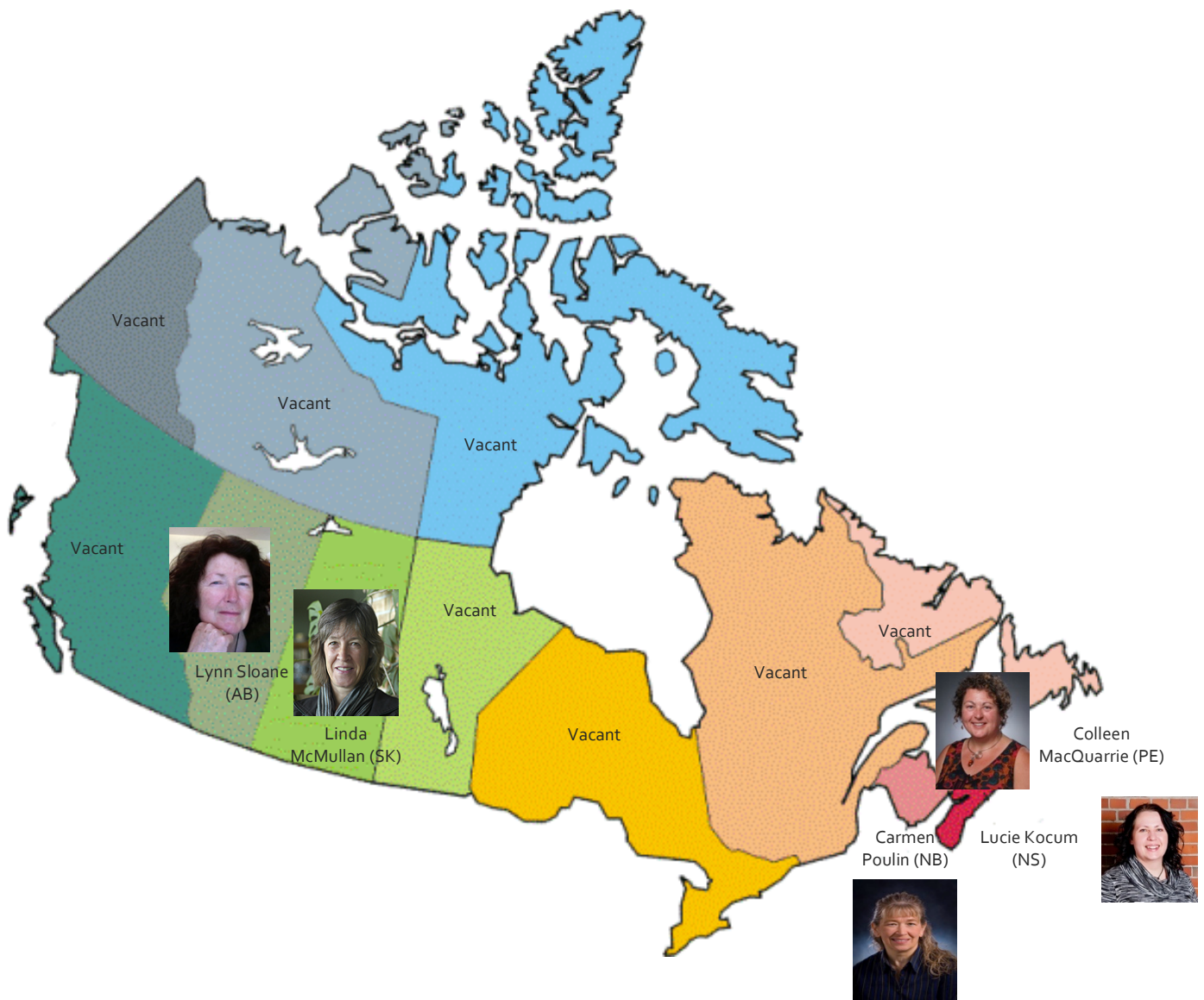
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# 2015-2016 Provincial Representatives



# Chair's Message

by Colleen MacQuarrie



This is my first note to the SWAP membership as the incoming Coordinator. Thank you so much to the outgoing Coordinator Dr. Paula Barata for your skills, patience, and leadership. I look forward to continuing the excellent initiatives of our section and to working with you over my term.

It strikes me that the beginning is a good time to share a bit of my passion and history of being a feminist academic activist. I grew up in a rural and relatively poor section of Prince Edward Island (PEI) on a family farm. This is likely where I developed my unwavering focus on getting a task completed, for completion meant celebration. So this is a theme of mine, work hard and play harder.

PEI, as elsewhere in the world, is a difficult place for women. Research shows that we are consistently the group who lives in poverty, often while we are parenting our children. We are under-employed, underpaid, and work in precarious conditions in a province with the lowest wages in the nation. We are also more likely to be targeted for abuse in our homes, communities, and workplaces. So while many people create the illusion of PEI as a gentle Island for the tourist brochures, I can assure you, it is a difficult and dangerous place to be a girl or woman. It is also the place where I learned that being a feminist is a matter of survival and that solidarity is essential to thriving.

From my earliest years of scholarship through to present day, I reflect on how fortunate I have been to work with strong, strident, street savvy feminist mentors. I credit my passion for connecting community issues to academic and research pursuits to the SWAP members who have led the way for me. My earliest mentor, Dr. Elizabeth Percival opened my undergraduate horizons to the deep knowledge that comes from connecting the personal to the systemic and the political. From there my passion

to illuminate the intersectional nature of oppression grew to my current day interests in addressing systems of domination based on colonization and capitalism: gender, sexuality, class, ethnicity, and racialization to name a few of the most pernicious and over-determined factors that operate to create inequity.

I am fortunate to work in the place where it is easy to make a difference because there is so very much to change. I bet most of us can say the same thing. I am also fortunate to be part of the Section on Women and Psychology for it is here that I have my safe base, my cadre of peers who have my back, and who inspire me to push ever further as an academic activist. Solidarity has never felt more real nor more necessary. Through our national scope we have the power to network ideas and actions with a view to shifting the horizon of possibilities not only for ourselves, our students, and our institutions, but hopefully for our communities.

Colleen MacQuarrie, PhD.  
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Coordinator

Psychology Department,  
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# Editor's Message

by Jessica McCutcheon



Welcome to the September issue of the SWAP newsletter! This issue includes summary reports from the CPA convention in June, our Student Paper Award and Feminist Mentoring Award Winners, and tons of fantastic job opportunities!

Just another reminder to submit any recent publications you might have, recently defended theses or dissertations, or any exciting things you have been up to! I really want to be able to promote our members!

Not only do our members do a lot of great things that I would love to highlight, but as part of the newsletter competition for CPA, we need to include lots of member and student content. So especially to the graduate and undergraduate members out there, please send me anything you might want included in the newsletter. Don't be shy!

On pages 6-9 are the Minutes from the SWAP Annual General Meeting, followed by the Financial Statement on pages 10 and 11. The next few pages highlight some of our fantastic award winners from this year. On page 12, we have some information about the feminist mentorship award winner, Dr. Kristin Miller von Ranson, and SWAP's Distinguished Member, Dr. Colleen MacQuarrie. E. B. Brownlie provides her student awards report on page 13 by highlighting some of our SWAP student talent. In particular, make sure you read the Student Award

Winning Paper by Madeline Hannan-Leith on pages 14 and 15, which explores online dating among lesbian women. On page 16 are our members' recent publications, and on page 17 we have a call for participants. Pages 18-20 provide information about some calls for papers and on page 21 is a grant for women of colour in psychology. Finally if you are on the job hunt then this issue is for you! On pages 22-38 we have tons of advertisements for jobs in all sorts of psychology specialties.

Submissions to the next newsletter are due January 13, 2017, but feel free to send them to me at any point before then and I will make sure they get into the next newsletter! Enjoy this issue!

# SWAP AGM Minutes

MINUTES OF THE 2016  
ANNUAL BUSINESS MEETING  
CANADIAN PSYCHOLOGICAL ASSOCIATION  
SECTION ON WOMEN AND PSYCHOLOGY  
June 10, 2016  
13:30-14:30  
Victoria, B.C.

**Co-ordinator/Chair:** Paul Barata  
**Co –ordinator/Chair Elect:** Colleen MacQuarrie

The meeting was called to order by the Chair, Paula Barata at 3:35. There were 26 members in attendance.

**1. The Agenda:** Presented by Paula Barata. Moved by Lynda Ross and seconded by Carmen Poulin that the agenda be approved. The motion passed unanimously.

**2. Minutes of the 2015 Annual General Meeting** were distributed and read by the attendees. A motion to accept the Minutes was made by Lynda Ross and seconded by Sandra Pyke. The motion passed unanimously.

### 3. Awards

**3.1 Presentation of the 2016 Distinguished Member Award.** Presented by Paula Barata to Lorraine Radtke. Dr. Radtke has made considerable contributions to women and psychology and feminism in publications, in teaching gender courses and serving on various boards. Dr. Radtke will be asked to make the Distinguished Member Presentation at next year's CPA Conference.

**3.2 Presentation of the 2016 Feminist Mentoring Award** was presented by Cailin Starmarski on behalf of Taslim Alani. Cailin said that there were six nominations and that they all were wonderful. The Feminist Mentoring award recipient this year was Dr. Kristin Miller von Ranson. Dr. Miller von Ranson said that she was delighted to receive the award and that it is greatly appreciated. In particular, she thanked her nominators and particularly Leah Tobin who was here at the presentation.

**3.3 Student Awards.** Student Awards Coordinator Report and Presentation of the 2016 Student Paper Awards and Student Travel Bursaries were made by Paula Barata on behalf of E.B. Brownlie. A description of the awards was also given. She presented the Awards and Cheques to the following student winners:

Madeline Hannan-Leith for the Paper Award (\$500)  
Ekaterina Martynova for a Travel Bursary (\$250)  
Usra Leedham for a Travel Bursary (\$250)  
Cailin Stamarski for a Travel Bursary (\$250)  
Jenna Cripps for a Travel Bursary (\$250)  
Busisiwe Neube for a Travel Bursary (\$250)

:

The students were all extended congratulations, received their awards, and were informed that they will receive a year's membership to SWAP. The full report is in the Newsletter on page 13.

#### 4. SWAP Executive Reports

**4.1 Coordinator's report:** Reported by Dr. Paula Barata. Dr. Barata said that Dr. Colleen MacQuarrie would take over as Co-ordinator and that it is the duty of the Past-Coordinator to find the new Co-ordinator Elect. There are a number of open positions. Dr. Barata reported that the Chairs' meeting wasn't held before our AGM (it would be held the next day, June 11). She said that members were needed to participate in more symposiums. Two comments about the presentations were that, one, we need more time slots and, two, the spots for the posters and symposia this year were very poor. Dr. Barata thanked Colleen MacQuarrie and Hilary Lips for their presentations, the presenters for their SWAP posters and symposia, and welcomed people to stay for the SWAP reception.

**4.2 Treasurer's report. The 2015 Financial Report and Budget for 2016** was presented by Noreen Stuckless. The Report can be found in the Newsletter on pages 10 and 11.

For the past financial year (Jan. 1, 2015-Dec. 31, 2015) we had a balance of \$6,751.46. We had a net income loss of \$1,710.89. This was a result, in part, of a one-time contribution (\$1,200) to a Section 35 (APA) conference. We project that by Dec. 31, 2016 that our balance will be approximately \$4,200 and that we will be under the \$5,000 maximum mandated by CPA. This amount is approximate since we, at the time of publication, have not received the billings from CPA related to the June 2016 CPA conference in Victoria B.C. We awarded one Paper Award and five Travel Awards in 2016.

The Treasurer cautioned that we are presently paying out more that we are receiving in fees. We no longer can get revenue from SWAP Associate Memberships or Sustaining Associate Memberships (See CPA Board Liaison Report 4.13). A source of revenue has often been from SWAP Pre-conference Institutes. Also, in past years members have made contributions to SWAP to support the student awards even though tax receipts were not possible. **A query to CPA this year confirmed once again that there are no tax receipts available for donations.** The answer from CPA is as follows:

*Tax receipts for donations can only be made if you are making a donation to a charitable organization that has been registered. Sections do not qualify for these receipts and CPA no longer holds its foundation therefore any donation that is made to any of our options cannot be issued a tax receipt.*

Any additional income and expenses (if applicable) will be reported in next year's Financial Report. Acceptance of the Report was moved by Lynda Ross and seconded by Lana Stermac. It was accepted unanimously.

#### 4.3 Membership Co-ordinator:

The Membership report was given by Lana Stermac. The numbers are steady but slightly below last year's totals – 150 members of whom 53 are students. SWAP has one of the largest memberships in the CPA. There was a discussion about how to get new members. One suggestion was to give the membership as a gift, for example to graduating students.

#### 4.4 Newsletter Editor's Report:

The Newsletter Report was given by Paula Barata for the editor, Jessica McCutcheon. We didn't win the Newsletter Award again this year and will try again next year. We are encouraged to make more submissions. She suggested that members should submit information about their publications. The Students' section should

include Undergraduates as well as Graduate students. A number of those present stated that Jessica has done a great deal of work on the Newsletter and that it is very good. Thank you Jessica.

**4.5(a) Student Paper and Awards committee.** Paula Barata reported on behalf of E.B.Brownlie that one Paper Award and five Travel Bursaries were awarded. She asked that supervisors should encourage their students to make submissions for the Paper Award and Travel Bursaries.

**4.6 Archive Committee Report.** The committee members are Sandra Pyke, Shake Toukmanian, Alex Rutherford, Esther Greenglass, Carmen Poulin, Fran Cherry, Jenna MacKay and John Conway (CPA Archivist). Last year a number of members visited the SWAP Archives in the Canadian Women's Archives in Ottawa. A very enjoyable and instructive time.

**4.7 Nominations Committee Report.** Paula Barata reported on behalf of the Nominations Coordinator, Lucie Kocum. There were a number of nominations this year. The Feminist Mentoring Award recipient is Dr. Kristin Miller von Ranson. The SWAP Distinguished Member is Lorraine Radtke. It was suggested that the call for nominations be made earlier to give time for consideration for members to make nominations.

**4.8 Web Maven's Report:** A new Web Maven is needed. A task will be to update information on the Web, for example, on past award recipients.

**4.9 Student Representative Report:** Cailin Stamarski gave the report. She acknowledged the work that Taslim Alani has done over the years and says that more student members are needed. She directed our attention to the report on Sexual Violence on campuses.

**4.10 Status of Women Committee Report:** Colleen MacQuarrie said that this is an important committee and that a new coordinator will be assuming this position.

**4.11 Abstract Review Coordinator Report.** The report was given by the Coordinator, Janelle Kwee. She said that there were slightly fewer submissions this year and suggested that the call should go out earlier to get more submissions as we can handle more. She thanked the reviewers for their work. The full report is in the Newsletter.

**4.12 Division 35 Liaison Report:** Paula Barata made the report on behalf of Charlene Senn. Charlene regularly sends out information from APA to our Listserv and keeps us well informed of happenings and opportunities. She was thanked for this very useful communication by a number of members.

**4.13 CPA Board Liaison Report.** Cara Barnard kindly made this report since our liaison was unable to come. Cara said that there was a minimum section fee for members that goes to CPA, \$2.00 for full members and \$1.00 for students. A few changes that will affect us. We can no longer accept SWAP memberships separate from CPA and the Sustaining Associate Membership (\$32.10) has been cancelled. The question of tax receipts for donations was raised and the Treasurer said that she would be in touch with CPA to find out more information (reported in the Treasurer's Report). Cara reported that CPA is working to upgrade the CPA websites.



**5. Proposed Executive Slate for 2015-2016:** The Proposed Executive Slate was presented.

Section Chair/Coordinator	Colleen MacQuarrie
Past Section Chair/Coordinator	Paula Barata
Chair-elect/Coordinator elect	<b>Open for Nominations (to begin 2017-2018)</b>
Treasurer/Secretary:	Noreen Stuckless
Newsletter Editor:	Jessica McCutcheon
Chair, Status of Women Committee	Taslim Alani
Student Representative	Cailin Stamarski
Membership Coordinator	Lana Stermac
Web Maven	Madeline Hannan-Leith
Student Paper and Award Co-ordinator:	E.B. Brownlie
Nominations Coordinator	Carmen Poulin
Abstract Review Co-ordinator:	Janelle Kwee
SWAP-Division 35 Liaison	Charlene Senn
Chair, SWAP Archives Committee	Fran Cherry
Listserv Coordinator	E.B. Brownlie
Provincial Representatives Coordinator	<b>Open for Nominations</b>
CPA Board Liaison	<b>Open for Nominations</b>

There were no further nominations from the floor. Carmen Poulin moved and Lynda Ross seconded that the Slate be accepted. The motion passed unanimously.

**6. Provincial Representative Report. Provincial Representatives Coordinator Carmen Poulin**

Carmen Poulin reported that actions and reports haven't been done yet. Work needs to be done in formulating the responsibilities of the Representatives. Carmen Poulin is stepping down as the Coordinator as she is taking the position of Nominations Coordinator.

**Provincial Representatives:**

Lynn Sloane (AB)  
 Colleen MacQuarrie (PEI)  
 Linda McMullen (SK)  
 Lucie Kocum (NS)  
 Carmen Poulin (NB)  
 Vacant positions QC, BC, MB, NF, ON and the Territories

**7. Other Business.**

We must change our By-Laws to refer to "Terms of Reference".

**8. Adjournment.** We adjourned at 14:30. Carmen moved adjournment and Lynda Ross seconded the motion.

# SWAP Financial Statement

(1 January, 2015 – Dec. 31, 2015)

	Year 2015		
	Jan to June	July to Dec	Full Year Jan- Dec
<b>Opening Bank Balance - January 1, 2015</b>	<b>\$4,772.37</b>	<b>\$6,590.79</b>	
<b>Revenue</b>			
Membership Dues	\$2,794.75	\$192.00	\$2,986.75
Bank Interest	\$75.60	\$0.00	\$75.60
Other Revenue (G.I.C. redemption)	\$5,400.00	\$0.00	\$5,400.00
<b>TOTAL</b>	<b>\$8,270.35</b>	<b>\$192.00</b>	<b>\$8,462.35</b>
<b>Expenses</b>			
Bank Service charge (service charge \$30 +cheques, 91.12)	\$106.12	\$15.00	\$121.12
Long distance phone calls	\$0.00	\$0.00	\$0.00
Newsletter	\$0.00	\$0.00	\$0.00
Postage	\$0.00	\$0.00	\$0.00
Convention Catering (\$1,126.50 \$1,368.80)	\$2,495.30	\$0.00	\$2,495.30
Convention Speaker(s)	\$0.00	\$0.00	\$0.00
Travel (Speaker)	\$0.00	\$0.00	\$0.00
Accommodation (Speaker)	\$0.00	\$0.00	\$0.00
Translations	\$0.00	\$0.00	\$0.00
Awards	\$2,250.00	\$0.00	\$2,250.00
Other expenses (APA convention, \$1,200)(Convention exp.\$685.04)	\$1,600.51	\$284.53	\$1,885.04
<b>TOTAL</b>	<b>\$6,451.93</b>	<b>\$299.53</b>	<b>\$6,751.46</b>
<b>Net Income (Loss)</b>	<b>\$1,818.42</b>	<b>-\$107.53</b>	<b>\$1,710.89</b>
<b>Closing Bank Balance - Dec 31, 2015</b>	<b>\$6,590.79</b>	<b>\$6,483.26</b>	

# SWAP Financial Statement

## Section Budget for 2016

<b>Opening Bank Balance - January 1, 2016</b>	<b>\$6,483.26</b>
<b>Revenue</b>	
Membership Dues	\$2,700.00
Bank Interest	\$0.00
Other Revenue (state sources of revenue on separate sheet)	\$0.00
<b>TOTAL</b>	<b>\$2,700.00</b>
<b>Expenses</b>	
Bank Service charge	\$30.00
Long distance phone calls	\$0.00
Newsletter	\$0.00
Postage	\$0.00
Convention Catering	\$1,000.00
Convention Speaker(s)	\$750.00
Travel (Speaker)	\$500.00
Accommodation (Speaker)	\$600.00
Translations	\$0.00
Awards	\$1,750.00
Other expenses (Conference expenses, \$350)	\$350.00
<b>TOTAL</b>	<b>\$4,980.00</b>
<b>Closing Bank Balance - December 31, 2016</b>	<b>\$4,203.26</b>



Congratulations to Dr. Kristin Miller von Ranson of the University of Calgary who is the 2016 SWAP Feminist Mentoring Award recipient!

The SWAP Feminist Mentoring Award is given to feminist supervisors who have promoted the advancement of their students through exceptional mentoring. Each year, students and

## Feminist Mentoring Award

by Cailin Stamarski

recent graduates across Canada are asked to nominate a professor who promotes feminist scholarship, teaching, and practice and who has been pivotal to their graduate/post-graduate experience. It is clear from her students' nomination letters that Dr. von Ranson is an exemplary supervisor who embodies all of these ideals. In particular, her students warmly described how she has been outstanding in supporting, encouraging, and promoting their feminist research and facilitating their professional, personal, and career development.

The other nominees for the 2016 award were Dr. Yvonne Bohr of York University, Dr. Mary Hampton of the University of Regina, Dr. Lara Robinson of the University of Victoria, Dr. Adele Robinson of Laurentian University, and Dr. Erin Ross of York University.

Nominations for next year's SWAP Feminist Mentoring Award will be due in April 2017.



Dr. Colleen MacQuarrie is an Associate Professor and Chair of the Psychology Department at the University of Prince Edward Island. Her research integrates the perspectives of a feminist liberation psychology framework with the determinants of health, and her numerous scholarly and social contributions have centered on improving women's lives. She has obtained over 40 research grants, many of which are community centered, critical, and participatory, which she has used to inform research

## SWAP Distinguished Member

by Paula Barata

with survivors of childhood sexual abuse, pregnant adolescents and women leaving abusive relationships.

Of particular note is Dr. MacQuarrie's recent work on health policies concerning abortion access in PEI and reproductive justice. She has been both an advocate and an engaged scholar who has documented the impact of PEI's abortion policies on women and their health in a report, the organization of an International conference that resulted in the creation of an International Reproductive Action and Abortion Research Network (RAARN) and two first authored forthcoming books on abortion.

Dr. MacQuarrie's community service has been vast, and as noted in her nomination letter, "She breaks barriers and facilitates mutual growth between town and gown." She served as

president of the PEI Rape & Sexual Assault Crisis Centre, was a board member of the Muriel McQueen Fergusson Family Violence Research Centre, and a founding member of two PEI organizations: Survivors' Advocacy Group for Empowerment and Abortion Rights Network. As a mentor and teacher, Dr. MacQuarrie has given many honours, graduate, and postdoctoral students the opportunity to explore social justice issues facing women and enabled their ability to use feminist and participatory methodologies. She has also developed specialty courses that are in line with her feminist research interests such as "Social Justice in Psychology", "Homophobia", and "Abortion Research" giving many additional students access to feminist scholarship. Clearly Dr. MacQuarrie is a very deserving recipient of the Distinguished Member Award of the Section on Women and Psychology (SWAP).



## Awards Committee Report

by E.B. Brownlie

Each year, SWAP offers two types of awards to support students who are doing work relevant to SWAP's mandate. The awards are open to students who are presenting their work at the Canadian Psychological Association annual convention or at a SWAP-sponsored pre-conference Institute.

The \$500 SWAP Student Paper Award is awarded to the student whose paper presented to the student presenting research of interest to women and/or feminism whose paper best represents SWAP's mandate. Selection criteria include: 1) significant contribution in any of the following areas: feminist psychology; psychological knowledge relevant to women; and/or activism or other applications of feminist theory and research; 2) diversity issues acknowledged/dealt with

effectively; 3) methodological excellence (either qualitative or quantitative); and 4) clear and effective writing style. SWAP also awards \$250 travel bursaries to students presenting papers or posters particularly relevant to women and/or feminism at the CPA convention or a SWAP-sponsored pre-conference Institute.

The winner of the 2016 SWAP Student Paper Award is Madeline Hannan-Leith. The winning paper, entitled *"Hello? Is it me you're 'swiping' for?": Modern communication and online romance in queer women* was presented at the 2016 CPA annual convention. Ms. Hannan-Leith is a graduate student in the Department of Educational and Counselling Psychology, and Special Education at the University of British Columbia.

She is supervised by Dr. Marla Buchanan who co-authored the winning paper. The \$500 award was presented to Ms. Hannan-Leith at the SWAP annual business meeting at the CPA convention.

The 2016 travel bursary winners are Jenna Cripps (University of Toronto: OISE), Usra Leedham (Ryerson University), Ekaterina Martynova (Carleton University), Busisiwe Ncube (York University), and Cailin Stamarski (University of Guelph).

Applications for SWAP's 2017 student awards are due **April 14<sup>th</sup>, 2017**. To be eligible, students must be presenting at CPA or a SWAP pre-conference Institute. Proposals to present at CPA are due in the fall (November/December). Proposals for the SWAP Institute, if applicable, may be due somewhat later. All students who are presenting research relevant to SWAP at the convention are encouraged to apply for a student award. Please spread the word!



## Student Paper Award: “Hello? Is it me you’re ‘swiping’ for?” Modern communication and online romance in queer women

by Madeline Hannan-Leith

The past few decades have seen a rise in the visibility and legal rights of LGBTQ (lesbian, gay, bisexual, transgender and queer) individuals (Peplau & Fingerhut, 2007; Rosenfeld & Kim, 2005); however, persistent social stigmatization has left many searching for alternate ways of finding relationships (Hahn, 2014). An increasingly popular way for queer individuals to find romantic connection is through online dating, a medium that maximizes chances to initiate encounters in a space where sexual orientation is already recognized and established, while minimizing efforts and exposure to scrutiny or rejection (Potârncă, Mills, & Neberich, 2015). As online dating becomes a more popular and normalized strategy for meeting potential partners (Kreager, Cavanagh, Yen & Yu, 2014), it is important to investigate the experiences of these individuals and to understand how the formation of romantic relationships differs online from more traditional methods of courtship (Korenthal, 2013).

According to a social constructionist viewpoint, people learn how to appropriately behave, develop and maintain successful romantic and sexual relationships from their families, social networks and the media (Patterson, 2010). Because queer women are located within a larger societal framework in which heterosexuality is the norm, it might be assumed that their romantic interactions would mirror those of heterosexuals; however, by way of its existence, the queer female

identity simultaneously rejects and redefines heteronormative notions of gender, sexuality and behaviour. While queer women may inevitably draw from the availability of heterosexual dating models, they also resist conventional ideals of gender and sexuality through the embodiment of a non-traditional identity (Wasley, 2013). Thus, while heterosexual dating interactions may typically adhere to gender roles (e.g., men are active whereas women are reactive), the same may not apply in a queer context. Much research has focused on heterosexual online dating interactions, including gendered patterns in online dating (e.g., Korenthal, 2013; Kreager et al., 2014; Schubert, 2014). While a number of studies have examined queer men’s online dating behaviour (e.g., Blackwell & Birnholtz, 2015; Gudelunas, 2012; Winetrobe, Rice, Bauermeister, Petering & Holloway, 2014), the study of queer women’s experiences using online dating websites has received very little research attention.

The purpose of the present study is thus to gain a comprehensive understanding of the narrative constructions of queer women’s experiences while using online dating websites to find partners, and also to contribute to the limited body of research focusing on lesbian courtship strategies. This study, which will explore women’s impressions through the stories they share, will go further than the previous research on queer women’s



relationships by investigating online relationship development through a feminist narrative lens. Accordingly, this research will examine the following question: What are queer women’s experiences of using online dating websites to find a partner?

Participants will be self-identified queer or lesbian women over the age of 18 who report that they have used an online dating website for a minimum of 3 months in the past year to date or find a relationship. Because this study will also be examining the interaction of identity and gender socialization, the target population will be those who were assigned female at birth, socialized as women and currently identify as female. This may include genderqueer, genderfluid, intersex or other individuals that identify along the gender non-binary spectrum, who will be eligible to participate as long as they currently conceptualize themselves as female (Wasley, 2013).

Using in-depth, open-ended interviews with a purposive sample of 6-8 women, this exploratory study will examine how self-identified queer or lesbian women narrate the stories of their lived experiences of

meeting other women through online dating websites and apps. A primary reason for this choice of methodology is to analyze stories and narrative constructions of marginalized experience through focusing on voice. Narrative research provides a lens into how culture functions by examining the storytelling process, highlighting the doing and telling of the narrative as a construction of identity, and then connecting that story to personal truths and the culture at large (Gockel, 2007). As an emergent field of research, this methodology thus has promising potential to respond to both the conceptual and empirical gaps that this study aims to fill.

Analyses will focus on the content and structure of participants' narratives as well as emergent themes within these narratives. For the purposes of this study, I will be utilizing two distinct approaches to narrative analysis, as described and outlined in Gockel (2007). I will be combining Arvay's (2002) method of doing reflexivity and multiple textual readings with Lieblich, Tuval-Maschiach, & Zilber's (1998) description of holistic content and formal analyses. The majority of my approach will be centered on a holistic content analysis of the major themes occurring within and across participants' narratives (Lieblich et al., 1998); however, secondary formal analyses of participants' use of language, narrative and choices of plot, character and metaphors will also be used to add greater richness to the content analysis (Lieblich et al., 1998). Lieblich et al. (1998) suggest that the structural features of a story may be more difficult for the narrator to manipulate than its content. Therefore, a holistic formal analysis can complement a holistic content analysis by examining the plot or structure of the narrative,

which serves as a "check on the information the narrator shares in the content of the story" (Gockel, 2007, p. 74).

Researching these stories may allow for a greater comprehension of the ways that gender and sexuality are socially constructed, and also consider how individual lived experience can rewrite these normative structures (Wasley, 2013). The proposed study may also add directly to counselling theory and clinical practice for LGBTQ clients by advancing our understanding of queer experiences, allow for the adaptation of counselling approaches based on the intersections of contemporary technology, sexual orientation and identity, and contribute more broadly to our knowledge of dating practices beyond traditional norms.

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# Members' Recent Publications

McCutcheon, J.M., & Morrison, M.A. (2016). "Eight days a week:" A national snapshot of academic mothers' realities in Canadian psychology departments. *Canadian Psychology*, 57, 92-100. doi: 10.1037/cap0000049

Contemporary research on women in academia suggests that faculty women who become mothers often find themselves in disadvantaged positions compared with academic fathers and their nonparenting male and female counterparts. Limited empirical attention has been directed toward understanding the barriers reported by women faculty, particularly those within Canadian academic settings. To address this omission, we analysed data from 275 psychology faculty members (190 women, 85 men) across 69 psychology departments within Canadian colleges and universities. We investigated the differential experiences of academic mothers and academic fathers in relation to their research output, time spent on workplace and household tasks, and work–family conflict. Results indicated that academic mothers spend significantly more time on childcare than academic fathers, despite having significantly fewer children, and they report significantly more work–family conflict. As well, women, regardless of parental status, had significantly lower research output than men. This comparative study of psychology faculty men and women provides insight about the disparities that exist between academic mothers and fathers. Drawing from the findings, recommendations for improved institutional supports are identified and discussed.

# Call for Participants

## **Study on the Impact of Sexual Violence on the College Experience of Emerging Adults** *University of Oklahoma*

We want to inform you of an opportunity to participate in a research study on the impact of sexual violence on the college experience of emerging adults. This study is being conducted by Hyung Seo (he/him/his) and Erika Warbinton (she/her/hers) at the University of Oklahoma. The purpose of the study is to deepen the field's understanding of the impact of sexual violence on traditional-aged college students. Up to 15 people will participate.

You will be asked to:

- Take part in an in-person, telephone, or Skype individual interview of 60-120 minutes. This interview will be audio recorded.
- Take part in an in-person, telephone or Skype clarification interview of 30 minutes. This interview will be audio recorded.

If you (a) are between the ages of 18-24 years; (b) have experienced sexual violence while attending your respective university; (c) are willing to talk about your experience(s) with sexual violence, we would be very interested in talking with you about taking part in this research. We are interested in meeting with participants that have or have not reported their experiences of sexual violence as college students to their universities/colleges. If you are interested in this study or have questions, please contact us, Hyung Seo and/or Erika Warbinton, graduate students at the University of Oklahoma, at [hyungseo@ou.edu](mailto:hyungseo@ou.edu) or [ewarbinton@ou.edu](mailto:ewarbinton@ou.edu). By requesting more information about this study, you are not obligated to participate in this or any study. You should be aware that e-mail is not a confidential form of communication.

This study has been reviewed and approved by the University of Oklahoma- Norman Campus Institutional Review Board (OU-NC IRB) at 405-325-8110 or [irb@ou.edu](mailto:irb@ou.edu). This study is being supervised by our faculty sponsor, Dr. Alexis Arczynski ([avarczynski@ou.edu](mailto:avarczynski@ou.edu)).

Thank you again for considering this research opportunity.

Sincerely,

Hyung Seo and Erika Warbinton  
Primary Investigators

# Call for Papers

## Queering the Deep South: Research on Queer Studies and LGBTQ Lives in the U.S. Southeast

### *Call for Chapter Proposals*

**Deadline for Proposals: October 7, 2016**

**Volume Editor:** Kamden K. Strunk, Ph. D., Auburn University, [kksoo13@auburn.edu](mailto:kksoo13@auburn.edu)

**Published by:** Information Age Publishing, Charlotte, NC, in the series *Research in Queer Studies*

**About the Book:** The purpose of the text is to highlight research in the U.S. South (the Deep South) that utilizes queer theory and/or focuses on LGBTQ people. Also welcomed are contributions by LGBTQ and/or queer community organizers, activists, and advocates. This region of the U.S. is a fertile ground for examining intersecting identities, various means of marginalization and oppression, and understanding how LGBTQ people navigate hostile environments. This region can be viewed as a locale in conflict. Conservative Christian ideology drives political and policy discourse, while queerness is othered, excluded, and oppressed. White supremacist heteropatriarchy is a dominant force in shaping lived experiences, meaning that intersections of racial, sexual, and gender identities are especially salient and visible. This volume will include work exploring how queer people experience this environment, how they create spaces of safety and affirmation, the ways in which intersecting identities are lived and understood, and how queer studies can advance equity and improve lived experiences in the Deep South.

Work for this text may include qualitative, quantitative, mixed methods, historical, policy, and theoretical research, as well as critical reflections and narratives of on-the-ground work. Sample topics might include: Lived experiences of LGBTQ people; Historical context and documentation; Religion and Christianity; Race and racism; Health and health disparities; Queer resistance and liberation efforts; Queer theory applied to the Deep South; Educational research. The goal is to include a wide scope of research and writing as related to queer studies and LGBTQ people in the Deep South.

#### **Timeline:**

Chapter proposals due:	October 7, 2016
Notification of chapter acceptance	October 28, 2016
Completed chapters due:	January 27, 2017
Feedback from volume editor:	April 7, 2017
Final revisions due:	May 19, 2017
Book enters production:	June 23, 2017

**Proposal Requirements:** Please submit a 300-500 word extended abstract for your chapter by email to Kamden Strunk at [kksoo13@auburn.edu](mailto:kksoo13@auburn.edu) before **October 7, 2016**. The abstract should specify the topic of your piece, the nature of the work (e.g., qualitative, quantitative, theoretical, reflective, etc.), and the objectives of the chapter.

Completed chapters should be between 5,000 and 8,000 words in length, using APA publication style (6th ed.) guidelines. Completed chapter submissions should also include a brief (< 60 words) biography for each chapter author.

**Questions:** For any questions about the book, this call, or proposal requirements, contact Kamden Strunk at [kksoo13@auburn.edu](mailto:kksoo13@auburn.edu).



## Special Issue: Creative Representations of Qualitative Research

### *Qualitative Research in Psychology*

Deadline for Proposals: **February 28, 2017**

We invite the submission of manuscripts from those interested in publishing in a special issue of *Qualitative Research in Psychology*, entitled "Creative Representations of Qualitative Research".

#### Special Issue Editors

Kerry Chamberlain, David Anstiss & Kathryn McGuigan

#### Background

The presentation of research findings, discussions of research methods, and debates about research processes within psychology are frequently framed within relatively traditional forms when submitted for publication. As Parker (2004, p. 100) commented "The standard format of a research report is a secure framework for many writers, but it is itself a particular genre of writing that can turn into a constraint and inhibit innovative work." Recently, we have seen a growing interest across the social sciences in using a variety of arts-based forms to conduct and represent research differently (e.g., Barone & Eisner, 2012; Fraser & Sayah, 2011; Knowles & Cole, 2008). Barone and Eisner (2012, p. 3) argue that "arts based research is a heuristic through which we deepen and make more complex our understanding of some aspect of the world." Arts-based research may be divided into that concerned with knowledge production, where the arts-based approach is central to data collection, interpretation and representation, and that concerned with knowledge translation, where arts-based approaches are used to disseminate existing research findings in alternative forms. Arts-based research can involve a variety of forms and variants. These can include: fictional and literary forms, such as short stories (e.g., Leavy, 2013), poetry (e.g., Galvin & Prendergast, 2012), play scripts (Rossiter et al., 2008), or flash fiction (e.g., Chamberlain, 2015); visual forms, such as photography, painting, portraiture, drawing and collage (e.g., Aita, Lydiatt, & Gilbert, 2010; Sullivan, 2010), or performative forms, such as theatre (Rossiter et al., 2008) dance and movement (e.g., Eales & Peers, 2016; Margolin & Riviere, 2015). Specific art forms may cross these categories or have variants, and there can also be combinations of genres involved in any specific research project (e.g., Yuan & Hickman, 2015). We also note the value of arts-based approaches in therapeutic and applied work (e.g., Wilson, Bungay, Munn-Giddings, & Boyce, 2016), and consider that more translation of academic research into arts-based forms will make such research more accessible and useful beyond the academy.

#### Scope

Although a few psychologists have authored publications of this nature (e.g., Hatcher, 2011), very little writing using these alternative forms has been published in journals for psychology audiences. Accordingly, this Special Issue of *Qualitative Research in Psychology* calls for work of this nature. The objective of the special issue is to provoke researchers to think more deeply about arts-based forms of research, alternative forms of research representation, and to provide a venue for psychology researchers to produce research representations in arts-based forms. We invite the submission of relevant material using arts-based forms of creative writing around qualitative research and qualitative research practices for a Special Issue of *Qualitative Research in Psychology*. We seek a variety of work illustrating creative representations of qualitative research and qualitative research issues, with the aim of highlighting new ways of knowledge production and of representing our research using arts-based forms. Suggested topics that could be addressed by papers are:

- theoretical, exploring the value of, or the application of, some form of arts-based approach to research
- methodological, examining methodological approaches to qualitative research and their value, or examining specific methods of qualitative research and their value
- reflexive, presenting accounts of research engagement

- creative accounts of specific research, offering interpretation of research data, involving the interpretation of new findings or the reinterpretation of already published research findings
- other topics, as proposed by submitting authors

Articles may be presented either as stand-alone works involving a particular arts-based form (e.g., a poem or set of poems) or include a particular art-based form with accompanying textual commentary (e.g., three short poems around the research topic with related explication) or as more standard papers discussing the value, practice or theory of arts-based research.

Forms of representation could include, but are not limited to:

- poetic forms, using poetry to present findings, reflexive statements or illustrate methodologies and methods,
- theatrical forms, using play scripts, such as readers' theatre, or similar
- fictional forms, including short stories
- creative non-fictional forms, reporting research findings and outcomes
- essay forms, discussing arts-based research, methods, theory, or ethics
- visual forms, including photo essays, artwork as research, art and research, or similar
- standard paper forms, discussing the value, practice or theory of arts-based research
- other forms, including mixed forms, as proposed by submitting authors

**Special Section:** As part of the special issue we also seek to include a special section involving flash fiction. Accordingly, we also invite submissions of fictional pieces of 55 words (no more, no less) that address the topic of research engagement in some way. This could relate to the researcher, methods, participants, reflexivity, or any issue that addresses research processes relating to research engagements.

Note: These 55-word submissions will not be peer-reviewed in the usual way, but will be selected for publication on the recommendation of two experienced academics with skills in creative writing. Depending on space constraints within the journal, we will seek to publish the ten best pieces of writing in this special section.

### Submissions

All manuscripts will be reviewed as a cohort for this special issue. Manuscripts should be submitted by **February 28, 2017**. All manuscripts, with the exception of the special section flash fiction submissions, will be peer reviewed, based on initial editorial screening and anonymous double blind peer review in line with journal editorial policy.

All submissions should be sent to [K.Chamberlain@massey.ac.nz](mailto:K.Chamberlain@massey.ac.nz). Submissions should comply reasonably with standard QRiP journal format requirements, although these may be relaxed to allow for the needs of specific forms of creative papers (e.g., no abstract, very short papers, photo-essays with few words). Please be aware that accepted papers will appear in print and electronic form, and must be suitable for both forms. If your submission contains images in colour these will appear in black-and-white in the print form and in colour in the on-line form of the journal.

We anticipate that the special issue will appear in late 2017.

For more information about this Special Issue, please contact Kerry Chamberlain ([K.Chamberlain@massey.ac.nz](mailto:K.Chamberlain@massey.ac.nz)) on behalf of the editorial team or Antonia Lyons ([A.Lyons@massey.ac.nz](mailto:A.Lyons@massey.ac.nz)) as QRiP Advisory Editor for this special issue.

# Grants

## **Travel Grants for Students of Color in Psychology** American Psychological Association: CEMRRAT<sub>2</sub> Task Force **Deadline for Proposals: November 15, 2016**

The APA Commission on Ethnic Minority Recruitment, Retention and Training in Psychology II (CEMRRAT<sub>2</sub>) Task Force is pleased to announce its newest Request for Proposals (RFPs) for travel grants for students of color is back for 2016! Funds have been allocated by the Task Force to cover travel costs for students to present at professional conferences. APA's Office of Ethnic Minority Affairs (OEMA), housed within the Public Interest Directorate, is tasked with the management and implementation of this and other Task Force related projects/activities. The goal of CEMRRAT's student travel grant is to promote the career and research development of students of color by supporting student participation in professional meetings and by prompting students to publish.

The CEMRRAT<sub>2</sub> Task Force's Travel Grant for Students of Color in Psychology intends to serve as a source of funding for graduate students to help defray travel expenses associated with attending and presenting research at a professional conference. Presented work must focus on: (a) issues or concerns relevant to psychologist and/or students of color in psychology; (b) multicultural psychology competency for all psychologists and/or students; and/or (c) issues particularly relevant to ethnic minority recruitment, retention, and training in psychology. In addition, students selected to receive the award must commit to submission of their research to a peer-refereed journal within 90 days of their conference presentation. Verification of the submission will be required, although guaranteed publication will not.

Eligible applicants for these grant funds are graduate students of color at the masters- and/or doctoral-level who will be presenting at a conference in the field of psychology. Applicants must be APA student affiliates (i.e., APAGS members) at the time funds are awarded.

It is anticipated that approximately five travel grants will be awarded at the end of 2016. The typical award size is expected to be no more than \$1,000.

There is a standard cover sheet that must accompany the application. Successful applications (in no more than five pages) should include: (a) an abstract of the research that will be presented; (b) a brief description of the conference to include mention of conference registration fees, if applicable; (c) a brief description of the type of presentation that will be offered (i.e., member of symposium, panel, or roundtable, poster, workshop, etc.); (d) a detailed anticipated budget to support the funding being requested; (e) a proposed plan of which journals may be targeted for submission and possible publication; (f) a proposed timeline for the conference presentation and publication submission actions; (g) proof that the conference presentation has been accepted (copy of letter of acceptance) and; (h) a recent CV (not included in the five page applicant count).

In the event that the conference for which the applicant is requesting funds takes place outside of the United States of America, applicants may be eligible for additional funds from the APA Office of International Affairs.

Please be reminded that 90 days following the conference presentation, travel grant awardees will be required to submit relevant documentation to the APA Office of Ethnic Minority Affairs, demonstrating proof of publication submission. All materials/information must be sent to OEMA (noted below). For additional information and/or questions, please contact OEMA by e-mail or fax.

American Psychological Association  
Office of Ethnic Minority Affairs  
ATTN: CEMRRAT<sub>2</sub> TF IGF  
750 First Street, NE  
Washington, DC 20002-4242  
(202) 336-6029 - (202) 336-5723 Fax  
oema@apa.org

# Job Postings

## Teaching Stream Position in Developmental Psychology (1601102)

*University of Toronto - Scarborough*

**Deadline for Applications: October 13, 2016**

The Department of Psychology at the University of Toronto Scarborough (UTSC) invites applications for a teaching-stream appointment in Developmental Psychology. The appointment will be at the rank of Assistant Professor, Teaching Stream and will commence on July 1, 2017.

The successful candidate must have a PhD in Psychology, or a closely related field, by the time of appointment or shortly thereafter, with a focus on developmental psychology. Experience and demonstrated commitment to excellent pedagogical practices and a demonstrated interest in teaching related scholarly activity are required. This can be accomplished through, for example, excellent course evaluations, a coherent teaching philosophy statement that is linked to evidence of excellent pedagogical practice, and/or demonstrated superior performance in other teaching related activities, including performance as a teaching assistant or course instructor, experience leading successful workshops or seminars, or excellent conference posters or presentations. Experience and/or knowledge related to excellent pedagogical practice as it applies to teaching large classes will be considered an asset.

The candidate will be expected to teach undergraduate courses in developmental psychology, and supervise undergraduate students in research projects. The successful candidate will also be expected to perform standard professional and administrative activities typical of a department and/or university. Salary will be commensurate with qualifications and experience.

The appointment is at the University of Toronto Scarborough, which is a research-intensive institution with an interdisciplinary commitment, a multicultural student body, and a modern campus. The University offers the opportunity to conduct research, teach, and live in one of the most diverse cities of the world. Developmental faculty and graduate students also participate in tri-campus research and training programs in their specific areas of interest, including Human Development ([www.oise.utoronto.ca/humandevlopment](http://www.oise.utoronto.ca/humandevlopment)), Neuroscience ([www.neuroscience.utoronto.ca](http://www.neuroscience.utoronto.ca)), and other graduate training groups with developmental interests.

All qualified candidates are invited to apply online at <http://uoft.me/1601102>. Applicants should submit a complete and current curriculum vita and a teaching portfolio (including, for example, a statement of teaching philosophy, sample course materials, course evaluations, and other evidence of excellent teaching and/or preparation for excellent teaching). If you have questions about this position, please email [psychology-applications@utsc.utoronto.ca](mailto:psychology-applications@utsc.utoronto.ca). All applications must be submitted online by **Thursday, October 13, 2016**.

Submission guidelines can be found at: <http://uoft.me/how-to-apply>. We recommend combining attached documents into one or two files in PDF/MS Word format.

Applicants should also arrange for three confidential letters of recommendation (on letterhead, signed and scanned) to be sent directly by the referee to: [psychology-applications@utsc.utoronto.ca](mailto:psychology-applications@utsc.utoronto.ca)

The Department of Psychology at UTSC includes faculty members with interests in developmental, social, cognitive, clinical, and behavioral neuroscience. For more information about our department faculty and new initiatives in brain imaging and clinical science, please visit our home page: [www.utsc.utoronto.ca/~psych](http://www.utsc.utoronto.ca/~psych).

The University of Toronto is strongly committed to diversity within its community and especially welcomes applications from racialized persons / persons of colour, women, Indigenous / Aboriginal People of North America, persons with disabilities, LGBTQ persons, and others who may contribute to the further diversification of ideas.

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>.

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

**Tenure Stream Position in Developmental Psychology (1601106)**  
***University of Toronto - Scarborough***  
**Deadline for Applications: October 13, 2016**

The Department of Psychology at the University of Toronto Scarborough (UTSC) invites applications for a tenure-stream appointment in Developmental Psychology. The appointment will be at the rank of Assistant Professor and will commence on July 1, 2017.

The successful candidate must have a PhD in Psychology, or a closely related field, by the time of appointment or shortly thereafter, with a focus on developmental science. He or she must also have an established record of excellence in research as demonstrated by publications in top ranked and field relevant academic journals, presentations at significant conferences, and strong endorsements by referees. The candidate must also demonstrate excellence in teaching. This can be accomplished through, for example, excellent course evaluations, a coherent teaching philosophy statement that is linked to evidence of excellent pedagogical practice, or demonstrated excellent performance in other teaching related activities, including performance as a teaching assistant, experience leading successful workshops or seminars, or excellent conference posters or presentations. The successful candidate will provide evidence of an ability to build an excellent world-class externally-funded research program, and evidence of readiness to undertake undergraduate and graduate research supervision and teaching. The successful candidate will also be expected to perform standard professional and administrative activities typical of a department and/or university. Salary will be commensurate with qualifications and experience.

The appointment is at the University of Toronto Scarborough, which is a research-intensive institution with an interdisciplinary commitment, a multicultural student body, and a modern campus. The University offers the opportunity to conduct research, teach, and live in one of the most diverse cities of the world. The successful candidate will be a member of a tri-campus Graduate Department of Psychology ([www.psych.utoronto.ca](http://www.psych.utoronto.ca)). Developmental faculty and graduate students also participate in tri-campus research and training programs in their specific areas of interest, including Human Development ([www.oise.utoronto.ca/humandevlopment](http://www.oise.utoronto.ca/humandevlopment)), Neuroscience ([www.neuroscience.utoronto.ca](http://www.neuroscience.utoronto.ca)), and other graduate training groups with developmental interests.

The Department of Psychology at UTSC includes faculty members with interests in developmental, social, cognitive, clinical, and behavioral neuroscience. For more information about our department faculty and new initiatives in brain imaging and clinical science, please visit our home page: [www.utsc.utoronto.ca/~psych](http://www.utsc.utoronto.ca/~psych).

All qualified candidates are invited to apply online at <http://uoft.me/1601106>. Applicants should submit a complete and current curriculum vita, a statement outlining current and future research interests, three recent publications, and a teaching portfolio. If you have questions about this position, please email [psychology-applications@utsc.utoronto.ca](mailto:psychology-applications@utsc.utoronto.ca). All applications must be submitted online by **Thursday, October 13, 2016**.

Submission guidelines can be found at: <http://uoft.me/how-to-apply>. We recommend combining attached documents into one or two files in PDF/MS Word format.

Applicants should also arrange for three confidential letters of recommendation (on letterhead, signed and scanned) to be sent directly by the referee to: [psychology-applications@utsc.utoronto.ca](mailto:psychology-applications@utsc.utoronto.ca)

The University of Toronto is strongly committed to diversity within its community and especially welcomes applications from racialized persons / persons of colour, women, Indigenous / Aboriginal People of North America, persons with disabilities, LGBTQ persons, and others who may contribute to the further diversification of ideas.

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>.

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



**Teaching Stream Position in Clinical Psychology (1601107)**  
***University of Toronto - Scarborough***  
**Deadline for Applications: October 13, 2016**

The Department of Psychology at the University of Toronto Scarborough (UTSC) invites applications for a teaching-stream appointment in Clinical Psychology. The appointment will be at the rank of Assistant Professor, Teaching Stream and will commence on July 1, 2017.

Candidates are required to have a PhD in Psychology, or a closely related discipline, by the time of appointment or shortly thereafter. The successful candidate will have a background and teaching experience in the areas of clinical psychology and statistics. Preference will be given to applicants from a CPA/APA approved clinical psychology program, and applicants who are eligible or currently registered with the College of Psychologists of Ontario in the area of clinical psychology.

Applicants must show excellence in teaching statistics (including biostatistics, clinical trials methodology, and multilevel modeling) and clinical psychology. The successful candidate must have demonstrated excellence in teaching and pedagogy, and have excellent organizational and communication skills. S/he must have experience as a course instructor, a record of excellence in teaching in both small and large enrollment class settings, teaching-related activities such as curriculum development and student mentoring, and a demonstrated interest in teaching-related scholarly activity. Excellence can be demonstrated by teaching accomplishments highlighted as part of the application. This will include strong endorsements from referees, strong course evaluations, a coherent teaching philosophy that is linked to excellent pedagogical practice, or demonstrated excellent performance in other teaching related activities, including experience leading successful workshops or seminars, or excellent conference posters or presentations.

The candidate will be expected to undertake graduate and undergraduate teaching and will also be expected to perform standard professional and administrative activities typical of a department and/or university. Salary will be commensurate with qualifications and experience.

The appointment is at the University of Toronto Scarborough, which is a research-intensive institution with an interdisciplinary commitment, a multicultural student body, and a modern campus. The University offers the opportunity to conduct research, teach, and live in one of the most diverse cities of the world. The Department of Psychology at UTSC includes faculty members with interests in developmental, social, cognitive, clinical, and behavioral neuroscience. For more information about our department faculty and new initiatives in clinical science, please visit our home page: [www.utsc.utoronto.ca/~psych](http://www.utsc.utoronto.ca/~psych). The successful candidate may be eligible for Associate membership in the Graduate Department of Psychological Clinical Science through participation in the Clinical Psychology Field of the Graduate Program in Counselling and Clinical Psychology, University of Toronto (<https://www.utsc.utoronto.ca/psych/clinical-psychology>).

All qualified candidates are invited to apply online at <http://uoft.me/1601107>. Applicants should submit a complete and current curriculum vita and a teaching portfolio. If you have questions about this position, please email [psychology-applications@utsc.utoronto.ca](mailto:psychology-applications@utsc.utoronto.ca). All applications must be submitted online by the closing date of **Thursday, October 13, 2016**.

Submission guidelines can be found at: <http://uoft.me/how-to-apply>. We recommend combining attached documents into one or two files in PDF/MS Word format. Applicants should also arrange for three confidential letters of recommendation (on letterhead, signed and scanned) to be sent directly by the referee to: [psychology-applications@utsc.utoronto.ca](mailto:psychology-applications@utsc.utoronto.ca)

For more information about the Department of Psychology, University of Toronto Scarborough please visit: <http://www.utsc.utoronto.ca/~psych/>.

The University of Toronto is strongly committed to diversity within its community and especially welcomes applications from racialized persons / persons of colour, women, Indigenous / Aboriginal People of North America, persons with disabilities, LGBTQ persons, and others who may contribute to the further diversification of ideas.

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>.

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

**Assistant Professor of Psychology: Clinical/Counseling**  
***Elizabethtown College***

**Deadline for Applications: October 14, 2016**

The Department of Psychology at Elizabethtown College invites applications for a tenure-track assistant professor position in **Clinical/Counseling Psychology** beginning in the fall of 2017. Area of specialization is open.

The candidate will be expected to teach six courses per year, including Abnormal Psychology, General Psychology, and Counseling Psychology. The candidate will also supervise undergraduate internships. Preferred qualifications include the ability to integrate community-based learning into their courses.

Preference will be given to candidates who demonstrate potential for teaching excellence, commitment to undergraduate education, and an established research agenda that has the potential to involve students. Additional information about the Psychology department is available at <http://www.ETown.edu/psychology>.

A Ph.D. in Clinical/Counseling Psychology from an APA-accredited program is required; ABD candidates who expect to complete their degree by Fall 2017 will be considered. We encourage members of historically under-represented groups to apply.

Located in southeastern Pennsylvania, Elizabethtown College offers its 1,900 students more than 53 academic programs in the liberal arts, sciences and professional studies. Driven by its commitment to "Educate for Service," Elizabethtown centers learning in strong relationships, links classroom instruction with experiential learning, emphasizes international and cross-cultural perspectives and nurtures the capacity for lives of purpose and leadership as global citizens. For more information, consult [www.ETown.edu](http://www.ETown.edu).

To apply, candidates should submit a letter of interest, a curriculum vitae, statements of research and teaching interests, and three letters of recommendation. Finalists will be asked to provide publications and evidence of teaching effectiveness.

To receive full consideration, applications should be received by **October 14, 2016**.  
[hr@ETown.edu](mailto:hr@ETown.edu) (preferred)

**-OR-**

Elizabethtown College  
Attn: Human Resources  
One Alpha Drive  
Elizabethtown, PA 17022  
For more information visit: [www.ETown.edu/hr](http://www.ETown.edu/hr)

**Postdoctoral Position: Public Deliberation on Vaccine Hesitancy**  
***University of Guelph***  
**Deadline for Applications: October 15, 2016**

This exciting position offers a qualitative postdoctoral researcher the opportunity to play a key role in the design and implementation of a deliberative public engagement on the topic of vaccine hesitancy. The public engagement process will be based on principles of deliberative democracy and will involve a diverse group of lay participants discussing challenges related to vaccine hesitancy and developing collective policy recommendations. The successful applicant will work on scholarly and logistical components of the project, including preparation of background materials on vaccine hesitancy, recruitment of participants, invitations of expert speakers, and analysis and write-up of the public deliberation data. The successful applicant will have the opportunity to lead peer-reviewed papers and co-author additional papers with other investigators on the project. The applicant will also have the opportunity to work broadly with researchers across Canada and the US.

Applicants should have (or shortly expect to complete) a PhD in a relevant discipline (e.g., psychology, sociology, anthropology, political science, bioethics, health policy) or equivalent research experience. Applicants should have experience in using qualitative and/or participatory methods. Knowledge of the theory and practice of public deliberation is desirable, as is experience facilitating focus groups or deliberative events.

The post-doc will be situated in the Discourse, Science, Publics research group (<https://dsp.psychology.uoguelph.ca>) in the Department of Psychology, University of Guelph, and supervised by Dr. Kieran O'Doherty. The position is funded by an award from the Ontario Ministry of Research & Innovation and a Canadian Institutes of Health Research project grant. The position is available initially for one year, starting in late 2016 or early 2017, renewable for a second year contingent on available funding. Starting salary for the position will be \$40,000 plus benefits.

To apply for the position, please contact Dr. Kieran O'Doherty ([kieran.odoherty@uoguelph.ca](mailto:kieran.odoherty@uoguelph.ca)) and submit:

- CV
- 2 academic references
- writing sample (peer-reviewed preferred)

All qualified applicants are encouraged to apply. Applications will be accepted until **October 15** (late applications may be accepted if the position has not yet been filled).

**Tenure-Track Assistant Professor, Indigenous Psychology (11146)**  
***University of Calgary***  
**Deadline for Applications: October 15, 2016**

The **Department of Psychology** invites applications for a tenure-track position at the rank of **Assistant Professor** in the area of **Indigenous Psychology**. The specific area of research within the domain of Indigenous psychology is open, but it is expected that applicants' research and practice will be relevant to Canada's First Nations, Metis and Inuit (FNMI) peoples. The anticipated start date is **July 1, 2017**.

This position is part of the Faculty of Arts implementation of an Indigenous Strategy. This strategy involves the hire of six (6) tenure-track positions in aboriginal research and scholarship. While appointed to individual departments, the cluster hires will facilitate cross-disciplinary and collaborative research, education and outreach by building on Canada's First Nations, Metis and Inuit peoples, knowledge, traditions and experiences, and the partnerships that have emerged between FNMI peoples and the University of Calgary.

The successful candidate will establish and maintain an active and externally-funded research program that is inclusive of indigenous methodological approaches, with relevance to Canadian indigenous communities, preferably within Alberta. In addition, the successful candidate is expected to teach undergraduate and graduate courses, and in particular, to develop and teach courses in the field of Indigenous Psychology. As well, there may be opportunities to contribute to teaching in the International Indigenous Studies program within the Faculty of Arts. Further expectations include mentoring students, supervising honours and graduate students, participating in departmental and university service, and engagement with the community.

The successful candidate will have a PhD in Psychology. Candidates who do not possess a PhD but are near completion of a PhD will be considered. Evidence of strength in both research and teaching must also be displayed. Candidates may demonstrate evidence of, or potential for, research merit through peer-reviewed publications in relevant journals, a record of research productivity and an ability to successfully secure research grants. Evidence of distinction in teaching may be demonstrated via a teaching dossier, including a convincing statement of teaching philosophy, strong teaching evaluations, and/or a persuasive record of commitment to undergraduate and graduate teaching, student supervision, and mentorship. Experience and expertise in advancing projects with indigenous communities is required.

The Department of Psychology is dynamic and growing, currently having 34 faculty members, over 80 graduate students, and 834 undergraduate majors. It offers BA, BSc, MSc, and PhD programs. We are a highly collegial department, and it is anticipated that the successful candidate will participate in multi-disciplinary collaborations within the Department of Psychology, the Faculty of Arts and the University more broadly. Applicants may find more information on the Department of Psychology website.

Applications must include a curriculum vita, a statement of research interests and teaching dossier, a maximum of three samples of scholarly work, as well as three letters of recommendation, and should be sent electronically by October 15, 2016 to:

H. Lorraine Radtke, Ph.D.  
Chair, Indigenous Psychology Search Committee  
c/o Leah Wotherspoon  
Department of Psychology  
University of Calgary  
2500 University Drive NW  
Calgary, AB  
Canada T2N 1N4  
Email: [ljwother@ucalgary.ca](mailto:ljwother@ucalgary.ca)

The deadline for applications is **October 15, 2016**.

**Canadian Research Chair Tier II in Adult Clinical Neuropsychology**  
***University of Calgary***  
**Deadline for Applications: October 31, 2016**

The Department of Psychology in the Faculty of Arts at the University of Calgary, in partnership with the Hotchkiss Brain Institute, invites applications for a Canadian Institutes of Health Research (CIHR) Canada Research Chair (CRC) Tier II in Adult Clinical Neuropsychology. The successful candidate will be appointed at the rank of Assistant Professor (tenure-track) or Associate Professor (with tenure), and will be nominated for a CRC Tier II. The anticipated start date is July 1, 2017. For more information about the CRC program, please visit <http://www.chairs-chaire.gc.ca/home-accueil-eng.aspx>.

The Chair will establish an active research program that focuses on neuropsychological aspects of adult/geriatric brain disorders, is supported by external funding, and aligned with the University of Calgary's, the Faculty of Arts and the Hotchkiss Brain Institute's strategic plans. Additionally, the Chair will play an important role in teaching and research supervision of students in Psychology undergraduate and graduate programs, and be an active member of the accredited doctoral program in Clinical Psychology. Service to the department, faculty, University, and community is also expected.

The Chair will have the opportunity to be part of a prolific and diverse research environment in the Department of Psychology and HBI, with access to state of the art core infrastructure. Outstanding opportunities for collaboration are available with established research programs in epilepsy, adult mental health, multiple sclerosis, adult traumatic brain injury, stroke, dementia, or movement disorders. If nomination for CRC Tier II is successful, the incumbent will be offered a 75% reduction in teaching for the duration of the Chair appointment.

The successful candidate will have a PhD in adult clinical psychology or neuropsychology, preferably with a Canadian Psychological Association (CPA) or American Psychological Association (APA) accredited internship, and be eligible for registration as a psychologist in Alberta. In accordance with the regulations required for Tier II Canada Research Chairs, candidates must be within 10 years of having received their PhD. Additionally, the successful candidate must demonstrate evidence of, or potential for, publications in high quality journals, external research funding, and effectiveness in teaching at the University level. If an appointment is made at the Associate Professor level, the candidate will be asked to provide evidence of effective graduate student supervision and further evidence of research accomplishments, including ongoing external funding.

The Department of Psychology is a research-intensive department with high standards in teaching. We value interdisciplinary and multidisciplinary approaches to research and training, and strongly encourage collaboration. For more information about the Department, please visit <http://psych.ucalgary.ca>.

The Hotchkiss Brain Institute (HBI) leads the University of Calgary's Brain and Mental Health Strategic Research Theme. The primary strategic research goal of the HBI is to achieve internationally recognized key discoveries and transformative clinical research in the neurosciences and mental health. For more information about the HBI, please visit <http://www.hbi.ucalgary.ca>. More details of this unique opportunity can found in the attached document at:  
[https://psych.ucalgary.ca/sites/psyc.ucalgary.ca/files/crc\\_tier\\_ii\\_neuropsychology\\_backgrounder\\_3.pdf](https://psych.ucalgary.ca/sites/psyc.ucalgary.ca/files/crc_tier_ii_neuropsychology_backgrounder_3.pdf)

The deadline for applications is **October 31, 2016**. Interested applicants should submit a cover letter, curriculum vitae, statement of research interests (not to exceed 2 pages), and statement of teaching philosophy/teaching dossier. They also should arrange for three (3) reference letters to be sent directly to the chair of the academic selection committee. Application materials and reference letters can be submitted electronically to:

Keith Owen Yeates, PhD, RPsych, ABPP (E-mail: [kyeates@ucalgary.ca](mailto:kyeates@ucalgary.ca))  
Ronald and Irene Ward Chair in Pediatric Brain Injury  
Professor of Psychology  
University of Calgary AD254  
2500 University Dr. NW  
Calgary, AB T2N 1N4 Canada

We encourage all qualified applicants to apply, however preference will be given to Canadian citizens and permanent residents of Canada. In this connection, at the time of your application, please answer the following questions: Are you legally entitled to work in Canada (Yes/No) and are you a Canadian citizen or a permanent resident of Canada? (Yes/No)



**Instructor – Developmental Psychology**  
**University of Calgary**  
**Deadline for Applications: October 31, 2016**

The Faculty of Arts, Department of Psychology invites applications for a full-time limited-term (4-year) position at the rank of **Instructor**, in the area of **Developmental Psychology**. The anticipated start date is **July 1, 2017**.

We are seeking a candidate who is focused on teaching and teaching innovation in the area of developmental psychology with a focus on child and/or adolescent human development. Preference will be given to applicants with a focus on social development; however, applicants with other areas of expertise within child/adolescent developmental psychology are encouraged to apply. Duties will include teaching at the undergraduate level including large, first- year courses as well as 3rd and 4th- year courses designed for our program majors. Participation in curriculum development and administrative duties, departmental and university service, and active support for our undergraduate program including mentoring and inspiring students in the subject area is expected.

The successful candidate will have a Ph.D. in Developmental Psychology and demonstrate evidence of, or strong potential for, teaching effectiveness, experience in student mentoring, innovation in teaching at the university level, and facility with the use of technology in classroom instruction.

Applications should be sent as a single .pdf document and must include a current curriculum vita, a statement of teaching philosophy, teaching dossier, up to three samples of peer- reviewed work that demonstrates integration of teaching and scholarly expertise, and the names and contact information for 3-5 referees. The materials should be sent electronically to [ljwother@ucalgary.ca](mailto:ljwother@ucalgary.ca), directed to:

Chair, Developmental Search Committee  
Department of Psychology  
University of Calgary  
2500 University Drive NW  
Calgary, Alberta Canada T2N 1N4

To ensure full consideration, complete applications must be received by **October 31, 2016**.

For more information about the Department and the University of Calgary, please see our websites: <http://psyc.ucalgary.ca/> and <http://www.ucalgary.ca/>. The Department of Psychology is administratively located within the Faculty of Arts (<http://arts.ucalgary.ca/>) at the University of Calgary.

*The University of Calgary believes that a respectful workplace, equal opportunity and building a diverse workforce contribute to the richness of the environment for teaching, learning and research, and provide faculty, staff, students and the public with a university that reflects the society it serves. All qualified candidates are encouraged to apply; however Canadians and permanent residents will be given priority. In this connection, at the time of your application, please answer the following questions: Are you a Canadian citizen or a permanent resident of Canada? (Yes/No) and are you currently legally entitled to work in Canada? (yes/no)*

**Tenure-related, Assistant or Associate Rank – Department of Counseling Psychology & Human Services**

***University of Oregon***

**Deadline for Applications: October 31, 2016**

The Department of Counseling Psychology & Human Services in the University of Oregon's (UO) College of Education is seeking to hire a 9-month tenure-related faculty member at the assistant or associate rank. The position will begin fall, 2017. While the area of research expertise is open, preference will be given to candidates with a strong program of research focusing on: (a) developing and evaluating evidence-based, family-related, preventive interventions for underserved families and individuals, (b) implementation science, (c) research areas central to couples and family therapy, and/or (d) e-health. We seek candidates with strong multicultural competencies and dedication to enhancing equity and social justice, and candidates who will contribute to one or more of our accredited undergraduate, master's, and doctoral degree programs.

The College of Education at the UO has a strong tradition of scholarship, outreach, and impact at local, state, national, and global levels. The College is a community of scholars devoted to scholarly excellence and creating a learning and research environment that seeks diverse perspectives, demands equity, and fosters inclusion. It is home to a dozen research and outreach units, two training clinics, and a highly productive faculty who are national and international leaders in prevention science, school-based intervention, research methods, and measurement designed to improve the lives of children and families.

Many of the UO College of Education graduate programs are some of the highest ranked in the country for both research scholarship and graduate education, including the Counseling Psychology, School Psychology, and Special Education Programs. The Department of Counseling Psychology & Human Services includes the Counseling Psychology Ph.D. and Couples and Family Therapy Masters' programs, the Family and Human Services undergraduate program, newly launched graduate programs in Prevention Science (Masters' and Ph.D. programs), and the graduate-level Spanish-language intervention and research specialization. It is home to the new UO Cluster of Research Excellence in Health Promotion and Obesity Prevention (HPOP) initiative and is aligned with the highly productive UO Prevention Science Institute. Department faculty are dedicated to enhancing multicultural competencies, promoting social justice, and promoting prevention science and practice. Department faculty are qualified to teach across all programs in the department.

College faculty also engage in scholarship with, and in service to, our diverse communities and that advances the effectiveness of educational and social service systems for all children and families. Candidates also will find that our faculty are devoted to inspiring and mentoring the approximately 1500 undergraduate and graduate students who comprise the College and who will be the next generation of educational and social service leaders. We look forward to welcoming a colleague to join this vibrant, successful, and collaborative faculty and who will contribute to our scholarly strengths in the areas of prevention science and evidence-based practice implementation with underserved individuals and families.

**Required Qualifications:**

- Ph.D. in an applied field such as Marriage and Family Therapy, Counseling, Clinical, or School Psychology, Social Work, or related field;
- Record of or potential for strong scholarly productivity;
- Record of or potential for external research funding, particularly through federal funding agencies;

- Demonstrated capacity or potential to conduct, administer, and sustain a rigorous program of research with preference given to the following research areas: (a) developing and evaluating evidence-based, family-related, preventive interventions for underserved families and individuals, (b) implementation science, (c) research areas central to couples and family therapy, and/or (d) e-health;
- Demonstrated commitment to enhancing multicultural competencies and promoting equity, inclusiveness, and social justice;
- Record of or strong potential for mentorship and/or supervision of student research;
- Demonstrated ability to work collaboratively and collegially in department, college, university, and community service and governance;
- Eligibility for AAMFT Approved Supervisor status.

**Preferred Qualifications:**

- Ability or potential to engage in interdisciplinary research;
- A Master's or Doctoral degree in Marriage/Couples and Family Therapy from a COAMFTE accredited program.
- License eligible as a Marriage and Family Therapist in the state of Oregon;
- Ability to supervise graduate student clinical services;
- Spanish language clinical supervision competency;
- Experience with delivery of on-line and distance education courses and/or programs;
- Experience with or potential for delivering continuing professional development

**Responsibilities:** Conduct an active, externally-funded research program; teach graduate and undergraduate courses; advise and mentor graduate student research and supervise clinical work; and contribute to: (a) the implementation of the COE-wide diversity strategic plan, (b) the department's focus on prevention science, (c) university governance in a manner consistent with the needs of a major research university, and, eventually, (d) departmental continuing education activities.

**Application Process:**

To be assured of full consideration, applications should be received by **October 31, 2016**. Review of applications will begin on November 1, 2016 and will continue until the position is filled. To apply, send the following electronically: A cover letter addressing your interests, qualifications, and match to the position description; a current curriculum vita; three representative publications; and names and all contact information for three references. Send all to: Amy Green at [COEdean@uoregon.edu](mailto:COEdean@uoregon.edu), c/o Dr. Deanna Linville, CPHS Search Committee Chair, Department of Counseling Psychology & Human Services. Direct questions to Dr. Benedict T. McWhirter, Department Head, Counseling Psychology & Human Services, at [benmcw@uoregon.edu](mailto:benmcw@uoregon.edu), or 541-346-2456. Finalist in this position must successfully complete a criminal background check. To ensure full consideration, submit materials by 5:00 p.m. PST on October 31, 2016. Review will continue until position is filled.

**AERA Minority Dissertation Fellowship in Education Research**  
***The American Educational Research Association (AERA)***  
**Deadline for Applications: November 1, 2016**

The American Educational Research Association (AERA) is pleased to announce the AERA Minority Dissertation Fellowship in Education Research. The Council of the AERA established the fellowship program to provide support for doctoral dissertation research, to advance education research by outstanding minority graduate students, and to improve the quality and diversity of university faculties. This fellowship is targeted for members of racial and ethnic groups historically underrepresented in higher education (e.g., African Americans, Alaskan Natives, American Indians, Asian Americans, Hispanics or Latinos, and Native Hawaiian or Pacific Islanders). This program offers doctoral fellowships to enhance the competitiveness of outstanding minority scholars for academic appointments at major research universities. It supports fellows conducting education research and provides mentoring and guidance toward the completion of their doctoral studies.

**Award Period:** Each fellowship award is for 1 year, beginning July 1, 2017 or later, and is nonrenewable. This fellowship program is intended as a write-up fellowship. Fellowships are awarded for doctoral dissertation research conducted under faculty sponsorship in any accredited university in the United States.

**Eligibility:** Eligible graduate students for the AERA Minority Dissertation Fellowship in Education Research will be at the writing stage of their dissertation by the beginning of the fellowship. The dissertation study should focus on an education research topic such as high stakes testing; ethnic studies/curriculum; tracking; STEM development; measurement of achievement and opportunity gaps; English language learners; or bullying and restorative justice. Applicants can come from graduate programs and departments in education research, the humanities, or social or behavioral science disciplinary or interdisciplinary fields, such as economics, political science, psychology, or sociology.

Fellows are required to provide proof of advancement to candidacy at the beginning of the award period. Applicants must work full-time on their dissertations and course requirements and should be in the writing stage of their dissertation. This program is open to U.S. citizens and permanent residents who are members of racial and ethnic groups historically underrepresented in higher education, specifically, African Americans, Alaskan Natives, American Indians, Asian Americans, Hispanics or Latinos, and Native Hawaiian or Pacific Islanders.

Direct any questions about the AERA Minority Dissertation Fellowship in Education Research, eligibility requirements, or submission process to [fellowships@aera.net](mailto:fellowships@aera.net) or [202-238-3200](tel:202-238-3200). The application deadline is **November 1, 2016**.

**Assistant Professor: Forensic and Quantitative Psychology**  
***Carleton University***

**Deadline for Applications: November 30, 2016**

The Department of Psychology, Carleton University invites applications from qualified candidates for a tenure-track appointment in the area of Forensic and Quantitative Psychology at the rank of Assistant Professor beginning July 1, 2017.

Candidates should have an established academic program of research with scholarly, academic publications in Forensic Psychology/Psychology and Law and demonstrated expertise in advanced Quantitative Methods.

The Department of Psychology has a strong undergraduate and graduate program in experimental Forensic Psychology and as of July 2017 students will be able to complete a concentration in Quantitative Methods in Psychology. Further information can be obtained from our website at <http://www.carleton.ca/psychology> or by contacting Dr. Joanna Pozzulo at the address below or by email at [PsychChair@carleton.ca](mailto:PsychChair@carleton.ca).

**Qualifications:** The position requires a Ph.D. in psychology with evidence of research in Forensic Psychology/Psychology and Law and demonstrated expertise in advanced Quantitative Methods. The successful candidate would be expected to teach undergraduate and graduate courses in quantitative methods (e.g., graduate courses in multilevel and structural equation modeling, advanced survey design) and have effective leadership and collaborative skills. The successful candidate is expected to show evidence of being able to maintain a successful program of research that is eligible for Tri-Council funding.

**Application instructions:** Applicants should submit applications electronically to Dr. Joanna Pozzulo, Chair, Department of Psychology ([PsychChair@carleton.ca](mailto:PsychChair@carleton.ca)) in three PDF files including: 1) a curriculum vitae; 2) copies of representative publications; and 3) a summary of research objectives and teaching experience by November 30, 2016. At the same time, candidates should arrange to have three referees forward supporting letters to Dr. Joanna Pozzulo, Chair, Department of Psychology, Carleton University, 1125 Colonel By Drive, Ottawa, Ontario, K1S 5B6 or via email at [PsychChair@carleton.ca](mailto:PsychChair@carleton.ca).

Please indicate in your application if you are a Canadian citizen or permanent resident of Canada.

Located in Ottawa, Ontario, Carleton University is a dynamic and innovative research and teaching institution committed to developing solutions to real world problems by pushing the boundaries of knowledge and understanding. Its internationally recognized faculty, staff, and researchers provide academic opportunities in more than 100 programs of study to more than 28,000 full- and part-time students, from every province and more than 100 countries around the world. Carleton's creative, interdisciplinary, and international approach to research has led to many significant discoveries and creative work in science and technology, business, governance, public policy, and the arts.

Minutes from downtown, Carleton University is located on a beautiful campus, bordered by the Rideau River and the Rideau Canal. With over 12 national museums and the spectacular Gatineau Park close by, there are many excellent recreational opportunities for individuals and families to enjoy. The City of Ottawa, with a population of almost one million, is Canada's capital city and reflects the country's bilingual and multicultural character. Carleton's location in the nation's capital provides many opportunities for research with groups and institutions that reflect the diversity of the country.

Carleton University is strongly committed to fostering diversity within its community as a source of excellence, cultural enrichment, and social strength. We welcome those who would contribute to the further diversification of our University including, but not limited to: women; visible minorities; First Nations, Inuit and Métis peoples; persons with disabilities; and persons of any sexual orientation or gender identity and expressions.

Those applicants that are selected for an interview will be requested to contact the Chair of the Search Committee as soon as possible to discuss any accommodation requirements. Arrangements will be made to accommodate requests in a timely manner.

All qualified candidates are encouraged to apply; however Canadians and permanent residents will be given priority. All positions are subject to budgetary approval.



## Tenure Stream Assistant Professor: Feminist Studies in Culture and Media *University of Toronto - Mississauga*

**Deadline for Applications: November 30, 2016**

The Department of Historical Studies at the University of Toronto Mississauga invites applications for a tenure-stream position in Feminist Studies in Culture and Media at the rank of Assistant Professor. The position is affiliated with the Department's Women and Gender Studies program. The appointment begins July 1, 2017.

A PhD is required in the humanities or social sciences in the area of feminist studies on culture and media by the start date of the appointment, or shortly thereafter. We seek applicants whose scholarly record demonstrates expertise in the study of popular culture, media studies, political aesthetics, and feminist representations of women and gender grounded in transnational or Global South feminisms. Candidates for the position must display theoretical mastery of the subject area using intersectional feminist research methodologies, as well as engagement with current debates and initiatives in the field.

The successful candidate must display evidence of excellence in and commitment to both research and teaching. Evidence of excellence in teaching will be demonstrated through teaching accomplishments, letters of reference, and the teaching dossier submitted as part of the application. Evidence of excellence in research will be demonstrated by representative writing samples or publications in top ranked and field relevant academic journals, presentations at significant conferences, awards and accolades, and strong endorsements by referees of high international standing. Demonstrated commitment to students and to university service and community engagement is also an important qualification.

We seek a candidate whose research complements and enhances existing strengths in the Department of Historical Studies and the Women and Gender Studies program. The successful candidate will join a vibrant intellectual community of world-class scholars at Canada's largest university. The Greater Toronto Area (GTA) is one of the most fascinating, diverse and "livable" places in the world. The successful candidate will have the ability to teach a range of thematically focused courses engaging with Women and Gender Studies, contributing to the undergraduate program on the Mississauga campus, and will hold a graduate appointment at the Women and Gender Studies Institute on the St. George campus of the University of Toronto. Information about these two departments is available at: <http://www.utm.utoronto.ca/historical-studies>, <http://www.wgsi.utoronto.ca>, and the WGS Program at: <http://www.utm.utoronto.ca/women-studies/women-gender-studies>. Salary will be commensurate with qualifications and experience.

Applicants are invited to apply online: <https://utoronto.taleo.net/careersection/10050/jobdetail.ftl?job=1601224>. Applications must be submitted by **November 30, 2016**, and include a cover letter, curriculum vitae, sample of academic writing such as representative articles, statement of research interests, academic transcripts, and a teaching dossier (teaching evaluations; sample syllabi, assignments and tests; descriptions of teaching strategies and innovations, etc.). The U of T application system can accommodate up to fifteen attachments per candidate profile (8MB size limit per attachment); please combine attachments into one or two files in PDF/MS Word format. Submission guidelines can be found at: <http://uoft.me/how-to-apply>. Arrangements should also be made for three letters of reference, at least one of which must comment on the applicant's teaching abilities, to be submitted directly by the referee (on letterhead, signed and scanned) by November 30, 2016 via email to the Chair at [historical.studies@utoronto.ca](mailto:historical.studies@utoronto.ca). Referees should include the candidate's name and "Feminist Studies Search" in the subject line.

The University of Toronto is strongly committed to diversity within its community and especially welcomes applications from racialized persons / persons of colour, women, Indigenous / Aboriginal People of North America, persons with disabilities, LGBTQ persons, and others who may contribute to the further diversification of ideas.

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

**Assistant Professor of Industrial/Organizational Psychology**  
***University of Illinois***

**Deadline for Applications: December 9, 2016**

**Job Description/Responsibilities:** Preferred applicants will demonstrate a strong commitment to graduate and undergraduate teaching, promise for a high-quality research program, and a strong commitment to a collegial environment. Responsibilities will also include advising graduate students, chairing graduate theses, supervising student research, and serving on departmental, school and university committees.

The Department of Psychology seeks to attract an active, culturally and academically diverse faculty of the highest caliber. SIUE is committed to diversity in order to achieve domestic and international peace, social justice, and the development of full human potential. Integral to this commitment, the School of Education, Health, and Human Behavior strives for a student body and a workforce that manifests diversity. Applicants who embody diversity of race, color, creed or religion, age, sex, national origin, disability, or sexual orientation are encouraged to apply. SIUE is an AA/EO institution.

**Minimum Qualifications:** Applicants must have a Ph.D. or ABD status (doctoral degree is required by August 14<sup>th</sup>, 2017) in industrial/organizational psychology or a related field.

**Preferred Qualifications:** Preference will be given to candidates who can teach some combination of the following graduate courses: Leadership and Motivation, and Organizational Development; and some combination of the following undergraduate courses: Social Psychology, Introduction to Industrial/Organizational Psychology, Research Methods and Statistics, Capstone in Psychology, Multicultural Psychology, and Careers in Psychology.

**Terms of Appointment** Continuing tenure-track position for nine months. Summer appointment is contingent upon availability of funds and enrollment. Beginning date of appointment is August 14, 2017.

**Source of Funds:** State

**Salary:** Commensurate with education, training and experience

**Application Process:** Applications must include a letter of application, vita, contact information for three references, statements of teaching philosophy and research interests, and contact information for three references. Teaching evaluations are optional.

**Send application to:**

Dr. Joel Nadler, Chair, Search Committee  
Department of Psychology  
Southern Illinois University Edwardsville  
Campus Box 1121  
Edwardsville, IL 62026-1121

For more information, contact Joel Nadler at (618) 650-3347 or [jnadler@siue.edu](mailto:jnadler@siue.edu).

**Application Deadline:** December 9, 2016 or Until Filled

## Teaching Stream Assistant Professor: Social Psychology and Statistics *University of Toronto*

**Deadline for Applications: December 12, 2016**

The Department of Psychology at the University of Toronto invites applications for a teaching-stream appointment at the rank of Assistant Professor, Teaching Stream in the areas of social psychology and statistics. The appointment will commence on July 1, 2017.

Applicants must have a Ph.D. in social psychology or a closely related field by the date of appointment or shortly thereafter and possess a record of excellence in teaching and teaching-related scholarly activities. Evidence of excellence in teaching will be demonstrated by strong letters of reference, teaching evaluations, and a dossier including syllabi submitted as part of the application. Evidence of commitment to pedagogical enquiry and teaching innovation is required. The successful candidate will be expected to communicate current research theories and findings in social psychology and should demonstrate evidence of such skills (for example, through peer-reviewed research papers published in psychology journals or conference presentations). Priority will be given to candidates who can also demonstrate teaching excellence in statistics at the undergraduate level and who can demonstrate a working knowledge of advanced statistical approaches. Expertise in an additional area such as personality or developmental psychology may be considered. Salary will be commensurate with qualifications and experience.

All qualified applicants are invited to apply by visiting <http://www.hrandequity.utoronto.ca/careers/co.htm#Academic>. Click on "Faculty Opportunities" and search for Job # 1601229. Applicants should submit a complete and current curriculum vitae, a teaching dossier (including a statement of teaching philosophy, sample course syllabi related to the teaching of social psychology and at least one other area of psychology, and a statement regarding career goals), and teaching evaluations. All application materials should be submitted online. Submission guidelines can be found at <http://uoft.me/how-to-apply>.

Applicants should also ask at least three referees to send letters (on letterhead and signed) directly to the department via e-mail to [chair@psych.utoronto.ca](mailto:chair@psych.utoronto.ca) by the review date of December 1, 2016.

The committee will begin to consider applications as of December 1, 2016 and applications will be accepted until the position is filled. Inquiries should be directed to Professor Susanne Ferber, Chair of the Department of Psychology ([chair@psych.utoronto.ca](mailto:chair@psych.utoronto.ca)).

For more information about the Department of Psychology, please visit our home page at <http://home.psych.utoronto.ca/>. The University of Toronto offers the opportunity to teach, conduct research, and live in one of the most diverse cities in the world.

The University of Toronto is strongly committed to diversity within its community and especially welcomes applications from racialized persons/persons of colour, women, Indigenous/Aboriginal People of North America, persons with disabilities, LGBTQ persons, and others who may contribute to the further diversification of ideas.

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>.

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

**Tenure Stream Assistant Professor: Developmental Psychology**  
***University of Toronto***  
**Deadline for Applications: December 12, 2016**

The Department of Psychology at the University of Toronto invites applications for a tenure-stream appointment at the rank of Assistant Professor in the area of developmental psychology. The appointment will commence on July 1, 2017.

Applicants must have a Ph.D. in developmental psychology or a closely related field by the date of appointment or shortly thereafter. Evidence of excellence in teaching and programmatic research is necessary. Evidence of excellence in research will be demonstrated by, primarily, high-quality research papers in leading journals in the field and presentations at significant conferences, as well as through strong letters of reference of high international standing. Evidence of excellence in teaching will be demonstrated through teaching accomplishments and the teaching portfolio (including a statement of teaching philosophy and teaching evaluations, if available) submitted as part of the application, as well as strong reference letters.

The appointee will join a strong group of research-oriented colleagues who are committed to teaching at both the undergraduate and graduate levels while conducting research at the highest level and supervising graduate students. We invite applications from outstanding scholars in all areas of developmental psychology, but priority will be given to candidates with areas of expertise in infant development or very early childhood which will bring a unique element to the developmental psychology group while complementing existing strengths. Postdoctoral experience will be considered an asset.

The successful candidate will be expected to maintain an active, externally-funded program of research and be committed to both undergraduate and graduate education. Salary will be commensurate with qualifications and experience.

All qualified applicants are invited to apply by visiting <http://www.hrandequity.utoronto.ca/careers/co.htm#Academic>. Click on "Faculty Opportunities" and search for Job # 1601392.

Applicants should submit a complete and current curriculum vitae, a research statement outlining their strong and programmatic research approach, and a teaching portfolio (including a statement of teaching philosophy and teaching evaluations, if available). All application materials should be submitted online. Submission guidelines can be found at: <http://uoft.me/how-to-apply>. Applicants should also ask at least three referees to send strong letters of recommendation (signed, scanned and on letterhead) directly to the department via e-mail to [chair@psych.utoronto.ca](mailto:chair@psych.utoronto.ca) by the review date of **December 12, 2016**. The committee will begin to consider applications as of December 12, 2016 and applications will be accepted until the position is filled. Inquiries should be directed to Professor Susanne Ferber, Chair of the Department of Psychology ([chair@psych.utoronto.ca](mailto:chair@psych.utoronto.ca)). For more information about the Department of Psychology, please visit our home page at <http://home.psych.utoronto.ca/>. The University of Toronto offers the opportunity to teach, conduct research, and live in one of the most diverse cities in the world.

The University of Toronto is strongly committed to diversity within its community and especially welcomes applications from racialized persons/persons of colour, women, Indigenous/Aboriginal People of North America, persons with disabilities, LGBTQ persons, and others who may contribute to the further diversification of ideas.

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>.

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

## Tenure-track Assistant Professor: Social Neuroscience

### *University of Alberta*

### Deadline for Applications: **December 15, 2016**

The Department of Psychology, University of Alberta, invites applications for a tenure-track position at the rank of Assistant Professor in **Social Neuroscience**.

Candidates must have a PhD in Psychology or Neuroscience by the date of the appointment or shortly thereafter. Applicants are expected to have an excellent research record in social psychology that reflects expertise in the neurological underpinnings of social behaviour and social cognition. Although research in any sub-topic of social psychology is acceptable, preference will be given to candidates who have a research agenda that complements current areas of expertise within the Department, especially in the areas of social and cultural psychology and cognitive neuroscience. Examples of research topics within these areas include, but are not limited to, culture, self and identity, language and communication, group processes, and intergroup relations. Successful candidates will have a strong research methods background that includes traditional experimental and non-experimental social psychological methods, as well as innovative methods associated with neuroimaging techniques such as fMRI, EEG, optical imaging, and TMS. The successful candidate will be expected to conduct high-quality and innovative social psychological research, obtain external research funding, and be strongly committed to excellence in graduate and undergraduate teaching. Evidence of teaching effectiveness, specifically in social psychology, is preferred.

The Department of Psychology currently has strengths in behavioural and cognitive neuroscience, cognition, comparative cognition and behaviour, developmental science, and social and cultural psychology. The Department offers a highly collegial and supportive work environment for new and established academics, with outstanding support for research and teaching. The University of Alberta is one of the largest and most research-intensive universities in Canada. With more than 39,000 students from 146 countries, the University regularly ranks among the top five universities in the country. With a metropolitan area population of approximately one million people, Edmonton is home to numerous arts and music festivals and boasts the largest system of urban parkland in North America. Edmonton and the University of Alberta are situated on Treaty 6 territory, a traditional meeting ground and home for many Indigenous Peoples, including Cree, Saulteaux, Blackfoot, Métis, and Nakota Sioux.

For more information on the University of Alberta and Edmonton, please visit <http://www.ualberta.ca> and <http://www.infoedmonton.com>.

Salary will be commensurate with experience and qualifications in accordance with the Faculty Agreement as per the negotiated salary scales: [http://www.hrs.ualberta.ca/PayandTaxInfo/~/\\_media/hrs/PayandTaxInformation/SalaryScales/Academic/Faculty-2016-2017.pdf](http://www.hrs.ualberta.ca/PayandTaxInfo/~/_media/hrs/PayandTaxInformation/SalaryScales/Academic/Faculty-2016-2017.pdf).

To have your application considered, please submit the following

- cover letter that includes the names and contact information of three referees
- *curriculum vitae* (CV)
- teaching statement that includes your teaching philosophy along with a statement about research interests (Attach under "Statement of Teaching/Research Interests")
- copies of up to three publications (Submit as one attachment under "List of Publications" option)

To assist the University in complying with mandatory reporting requirements of the *Immigration and Refugee Protection Act* (R203(3)(e)), please include the first digit of your Canadian Social Insurance Number in your application (within your cover letter). If you do not have a Canadian Social Insurance Number, please indicate this in your application (within the cover letter).

Applicants are expected to contact their referees and arrange to have them submit their letters of reference via e-mail to the Executive Assistant in Psychology, Sharon Randon [psyea@ualberta.ca](mailto:psyea@ualberta.ca). Referees should enter "A108030308 REFERENCE" in the subject line.

All applications and letters of reference can be addressed to the attention of Dr. Christopher Sturdy, Chair, Department of Psychology.

Review of applications will start on **15 December 2016**. Only those applicants selected for interviews will be contacted.

Business Address: Department of Psychology P217 Biological Sciences Building University of Alberta, Edmonton, AB Canada, T6G 2E9

**How to Apply:** <http://www.careers.ualberta.ca/Competition/A108030308/Apply/>

**Note:** Online applications are accepted until midnight Mountain Standard Time of the closing date.

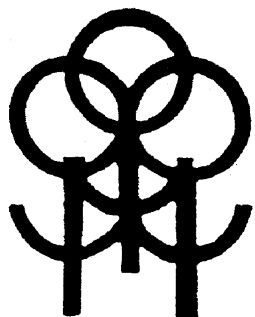
# Newsletter Submissions

I am seeking detailed submissions for the following columns for the January 2017 SWAP Newsletter:

1. **MEMBERS' RECENT PUBLICATIONS.** This column is for members to highlight their recent publications. If you have published an article/book/book chapter in the last year this is your chance to let the SWAP members know about it. Please submit the reference and a 250-500 word abstract of your publication to me.
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 to access 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. For example (but not limited to), discourse analysis, conversation analysis, client representative case study, structural equation modeling, a multiple regression conducted in a unique way, mixed methods, etc.
3. **CONFERENCE REVIEWS.** If you have attended a conference since the last Newsletter and there were presentations that you think would be of interest to our members, please consider writing a brief review (250-500 words) of the conference/presentation(s). This includes any presentations that you may have made at a recent conference. Please include the author(s) of the research, the name of the project, the professional affiliation of the author(s), and the name of the conference where this research was presented.
4. **UPCOMING CONFERENCES.** If you are aware of an upcoming conference that you think the other members would like to know about, please email me the details of the conference.
5. **RECENTLY DEFENDED DISSERTATIONS & THESES.** If you have a student or you are student who has recently defended a dissertation or thesis (in the last year), please have the student send me a short abstract (about 200-300 words), the university affiliation and the name of the student's supervisor.
6. **FELLOWSHIPS OR JOB OPPORTUNITIES.** If you are aware of any fellowships or job opportunities that would be of interest to our members, please send me the details of them.
7. **CALL FOR PAPERS/ABSTRACTS.** If you have received a call for papers/abstracts for conferences and/or publications please send me the details.
8. **BOOK REVIEW.** If you have read a book recently that you think would be of interest to SWAP Members, please write a book review (length at your discretion) and send it to me ([jessica.mccutcheon@usask.ca](mailto:jessica.mccutcheon@usask.ca)). Include: Title of the book, author(s), publication date, publisher, and your name.

**Submission Deadline for January's Newsletter is January 13, 2017**





# SWAP ASSOCIATE MEMBERSHIP APPLICATION FORM

Name: \_\_\_\_\_

Mailing Address: \_\_\_\_\_  
 \_\_\_\_\_  
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Email address: \_\_\_\_\_

## Annual Dues:

Please check one:

Associate Member	\$21.40
Sustaining Associate Member	\$32.10
Student Associate Member	\$5.35

Associate Members of SWAP receive our newsletter three times a year, and enjoy full rights and privileges of membership (except for the right to nominate or hold office). The membership year extends from January 1 to December 31.

According to section bylaws, Associate Membership is open to those persons who are not members of CPA, but who are involved in work or study relevant to the purposes of the Section on Women and Psychology. Please describe briefly how your interests relate to women and psychology:

\_\_\_\_\_  
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Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please mail this form and cheque (made payable to CPA/SWAP) to Dr. Lana Stermac, Department of Applied Psychology & Human Development, University of Toronto/OISE, 252 Bloor Street West, 9-199, Toronto, Ontario, M5S 1V6; E-mail: lstermac@oise.utoronto.ca