

# PROFILE

Assistant Professor of Psychology at George Mason University, Fairfax, VA. A teacher of teachers of psychology, trains and supervises ~20 graduate student instructors teaching various psychology courses each year. Trains and supervises an additional ~20 graduate Teaching Assistants and 10 undergraduate Learning Assistants in Introductory Psychology courses. Also develops and teaches undergraduate psychology courses.

Advocate for access and affordability, inclusive classrooms, and for the support and training of teachers in higher education, especially graduate instructors, and contingent faculty.

# CONTACT

ADDRESS:

Psychology Department

4400 University Drive, MS 3F5,

Fairfax, Virginia 22030

EMAIL: amelley@gmu.edu

PHONE: 240-899-4076

WEBSITE:

psychology.gmu.edu/people/amelley

Alison H. Melley

# EDUCATION

## **University of Virginia** | Charlottesville, VA

Ph.D., Clinical Psychology, 2003

West Chester University | West Chester, PA

M.A., Clinical Psychology, 1997

Loyola University | Baltimore, MD

B.A., Psychology, 1994

# HIGHER EDUCATION TEACHING EXPERIENCE

George Mason University | Fairfax, VA

*Assistant Professor* *Aug 2019 - present*

* Develop and facilitate the doctoral Teaching Practicum (2 cohorts each year, 2-year program)
* Provide ongoing mentoring and support for graduate student TAs and Instructors post-practicum.
* Develop and teach seven undergraduate courses per year (typically 450-600 students/semester), both traditional and online learners.
* Mentor undergraduate Learning Assistants, provide opportunities for unique contributions.

Montgomery College | Germantown, MD

*Adjunct II* *Jan 2012 – Aug 2020*

* Developed and taught 6-9 undergraduate courses/year in Introductory Psychology, Child Psychology, Human Growth and Development, and Educational Psychology, both face-to-face and online instruction with traditional and adult learners.

University of Virginia | Charlottesville, VA

Teaching Assistant *Jan 1998 - May 2000*

* Facilitated Research Methods and Data Analysis Lab, Introductory Psychology Recitation.

# AWARDS and RECOGNITIONS

Outstanding Undergraduate Faculty, Psychology Dept., George Mason University 2022

Smithsonian Faculty Fellowship, Montgomery College, 2019

UN Open Pedagogy Fellowship, Montgomery College, 2018

Montgomery College Faculty Engagement Award, 2018

Certificate, Montgomery College PSYC 102 OER Z-Degree Grant, 2017

# COURSES DEVELOPED and TAUGHT

## George Mason University

PSYC 850 - Teaching Practicum in Psychology (Hyflex, On-site and Online Synchronous, new prep 2019 – ongoing dev)

PSYC 460 - Teaching and Learning in Psychology (training & support for undergraduate Learning Assistants, new prep)

PSYC 100 - Basic Concepts in Psychology (On-site, Distance Asynchronous, and Online Synchronous)

PSYC 312 - Educational Psychology (Distance Asynchronous, new prep 2022)

PSYC 211 - Developmental Psychology (On-site and Distance Asynchronous, new prep 2019)

PSYC 321 - Clinical Psychology (On-site, new prep 2019)

## Montgomery College

PSYC 227 - Educational Psychology (On-site)

PSYC 102 - General Psychology (On-site and Distance Asynchronous)

PSYC 203 - Human Growth and Development (On-site)

PSYC 215 - Child Psychology (On-site)

# TEACHING-FOCUSED PROFESSIONAL SERVICE

## Department Service | George Mason University

Diversity Equity and Inclusion Committee (Fall 2020-Spring 2022)

Undergraduate Committee (Fall 2020 – present)

Clinical Term Faculty Search Committee (Spring 2021 – Spring 2022)

Guest Speaker, Undergraduate Psychology Honors Program (Spring 2020, 2021, 2022)

Facilitator, Inclusive Classrooms Faculty (Aug 2020) and GTA (Sept 2020) workshops.

## University and College Service | George Mason University

Facilitator, Inclusive Classrooms Workshop, Department of Criminology, Law, & Society, Fall 2022.

Panelist, Innovative Instructor Training, Graduate Directors Meeting, March 2022.

Member, QEP Lead Team, Undergraduate Learning Assistants as Leaders for Active Learning, Spring 2020.

Proposal Reviewer, Innovations in Teaching and Learning Conference, Stearns Center, Spring 2020.

## Conference Leadership and Service

Steering Committee, Annual Conference on Teaching, (STP, APA Div 2) – Spring 2022-present

Session Convener/Facilitator,[*Pandemic Pedagogy*](https://doi.org/10.13021/itlcp.2021.2964) 13th Annual Innovations in Teaching and Learning Conference, George Mason University, 2021

Session Host, 12th Annual Innovations in Teaching and Learning Conference, George Mason University, 2020

# TEACHING-FOCUSED PROFESSIONAL SERVICE continued

## Reviewing and Professional Association Service

Invited Panelist, APA Introductory Psychology Course Design Institute, July 2022

Reviewer, Psychology Learning & Teaching 2021

Reviewer, Teaching Resources (website, STP, APA Div 2) Fall 2020 - present

Member, STP Presidential Task Force on Pivot Teaching (APA Div 2) – 2021

IPI Pilot Research, APA Introductory Psychology Initiative, Fall 2019 – Spring 2020

## College and Department Service | Montgomery College

Member, Student Mental Health Committee, Montgomery College, Spring 2019

Chair, Montgomery College Germantown Part-time Faculty Union Forum, Spring/Summer 2019

Student Mentor, UN SDG Open Pedagogy Student/Faculty Showcase, Montgomery College, Spring 2019

Host, community screening: “Screenagers: Growing up in a Digital Age,” Montgomery College, Nov 2018.

# TEACHING-FOCUSED PRESENTATIONS AND WORKSHOPS

Melley, A. (2023), *Real-time Captioning in the Classroom: The Student Experience.* Presented at TIP Coast to Coast Conference, January 2023, Remote.

Melley, A. (2022) *Incorporating Evidence-based Teaching Practices into the Classroom with Ease.* Innovations in Teaching and Learning Annual Conference, George Mason University, Sept 2022, on-site. <https://osf.io/56b8s/>

Melley, A. (2022) *Course Design with Integrative Themes.* Invited Presentation, American Psychological Association’s Introductory Psychology Course Design Institute, July 2022

Melley, A. (2022), *Real-time Captioning in the Classroom: Is it Worth All the Fuss?* Presented at Psychology One Conference, June 2022, Duke University.

Melley, A. (2022), *Increasing Accessibility in the Classroom with Ease.* Roundtable discussion facilitated at Psychology One, June 2022, Duke University.

Melley, A. (2022) *Risk, Failure, and Reflective Teaching: Report on an Attempt to Increase Inclusion and Accessibility in Large Enrollment Introductory Psychology Courses.*  Symposia presented at Southeastern Teaching of Psychology Conference, Feb 2022, Virtual.

Melley, A. (2021) *Introductory Psychology Course Design with Pillars and Integrative Themes: Applying Psychological Principles to Personal and Global Problems.* Poster presented at the Annual Conference on Teaching, October 2021, Virtual.

Melley, A. (2021). *Padlet Pedagogy for Community Building and Sense of Belonging.* Showcase, Innovations in Teaching and Learning Annual Conference, George Mason University, Sept 2021, Remote. <https://doi.org/10.13021/itlcp.2021.2956>

Melley, A. (2021) *Perusall Pedagogy for Inclusivity and Active Learning.* Presented at Perusall Exchange 2021, Virtual. <https://vimeo.com/543789525/947558b96e>

Melley, A. (2021). *Pedagogy and Technology for Inclusivity, Engagement, and Community Building.* Presented at the Southeastern Teaching of Psychology Conference. In H. Scherschel& D. S. Rudmann (Eds.) *Teaching tips: A compendium of conference presentations on teaching, 2020-21.* (pp. 24-26). Society for the Teaching of Psychology. <http://teachpsych.org/ebooks/teachingtips6>

Melley, A. (2021). *Perusall for Community Building and Collaboration: Not “Just” a Social Annotation Tool.* Presented at the Southeastern Teaching of Psychology Conference, Remote.

Melley, A. (2020). *Fostering Student Engagement with Reading Materials: Using Social Annotation Technology.* Poster accepted atthe Annual Conference on Teaching, Virtual (Poster session canceled).

Melley, A. (2020). *Fostering Student Engagement with Reading Materials: Using a Social Annotation Platform*. Innovations in Teaching and Learning Annual Conference, George Mason University (Virtual). <https://doi.org/10.13021/itlcp.2020.2785>

# TEACHING-FOCUSED PRESENTATIONS AND WORKSHOPS continued

Melley, A. (2020). Synthesis and Application in Introductory Psychology Using Big Problems. *Symposium: Integration of the Five Pillars Using Big Problems Activities in Introductory Psychology Courses*. [APA Convention 2020, Virtual.](https://irp-cdn.multiscreensite.com/a5ea5d51/files/uploaded/APA_2020_Program.pdf)

Melley, A. (2020). *Equity Starts Within: Developing a Cultural Identity Narrative.* Workshop - Equity Summit, Montgomery College, Germantown, MD. (Conference Canceled)

Melley, A. (2018). *Open Educational Resources*, Invited Presentation, Montgomery College Faculty

# CONTINUING EDUCATION/PROFESSIONAL DEVELOPMENT

## Training and Skill Development

* Creating Equitable Learning Opportunities Through Transparent Assignment Design, Virginia Education Development Network, April 2021
* Alternative Assessments: Design Challenges and Options, GMU Stearns Center, Feb 2021
* Professional Development Institute: Universal Design for Learning, Montgomery College, July 2020.
* Smithsonian Faculty Fellowship, Montgomery College, Spring-Fall 2019
* Learning Community Development Program, Montgomery College, Spring 2019
* Embedded Support Training, Montgomery College, Germantown, MD. Jan 2018, Aug 2019, Jan 2019
* Explore: Charting the Pathways Towards Student Success, Montgomery College. Jan 2019
* UN Open Pedagogy Fellowship, Montgomery College, Summer 2018
* Motivating Students: Staying on Course, Montgomery College, Fall 2017
* Passport to Student Success, Montgomery College, August 2017
* APA Pre-Convention Workshop for Introductory Psychology Teachers, Washington, DC, August 2017
* Quality Matters Certification Program, Completed Spring 2016
* Quality Matters: Improving Your Online Course, Anne Arundel Community College, Fall 2015
* Online Teaching Training, Montgomery College, Spring 2014
* Helping Underprepared Students, Montgomery College, Fall 2012

## Conferences Attended

* Psychology One, Duke University, Jun 2019, 2021 (virtual), 2022
* Southeastern Teaching of Psychology, Virtual, Feb 2021, Feb 2022
* National Institute for the Teaching of Psychology, Jan 2020 (FL), 2021, 2022 (Virtual)
* The Society for Teaching of Psychology’s Annual Conference on Teaching, Oct. 2021 (Remote), 2022
* MidAtlantic Teaching of Psychology, Virtual, Oct 2020, 2021, 2022
* Innovations in Teaching and Learning, Stearns Center Annual Conference, GMU, Sept. 2019, 2020, 2021
* American Psychological Association Annual Convention, Virtual, Aug 2020
* Women’s Leadership Symposium: What it takes to Lead in Global Society, Montgomery College, Feb 2019

# RELATED COMMUNITY SERVICE

* Mary of Nazareth Elementary School, Board of Directors 2009-2015; 2023-present
* Leadership Development Workshop: Personality and Social Identity. Mary of Nazareth Middle School, Fall 2022
* STEAM workshop: Psychology Lessons for Elementary School Students. 1st grade: predicting and experiencing feelings, point of view, memory, Fall 2021.
* Youth Soccer Coach; City of Gaithersburg 7/8U, Spring & Fall 2021, Spring 2022
* Youth Basketball Coach; City of Gaithersburg, Mary of Nazareth School, 2005 – present.
* Overcoming Performance Anxiety at High-Stakes Competitions, workshop with competitive Irish dancers, The Hurley School of Irish Dance, Fall 2017

# OTHER PROFESSIONAL PSYCHOLOGY EXPERIENCE

## College Board

### Reader, AP Psychology, Remote. 2020, 2021

* Trained in and implemented the scoring guidelines for the written portion of the Advanced Placement Exam for Psychology.

## Montgomery College | Germantown, MD

### *Academic Coach, Achieving the Promise Academy* Jan 2018 - Aug 2019

* Provide embedded classroom support and individual academic coaching (tutoring, time management, study skills) to PSYC 102 General Psychology students and faculty

## Montgomery College | Germantown, MD

### Research Consultant, Preschool STEM Project Jan 2017 – June 2019

* Responsible for research design, data analysis, and dissemination.

*Principal Investigator:* Barbara Marshall, Ph.D.

## Johns Hopkins University |Baltimore, MD

### Research Consultant, PACT: Helping Children with Special Needs July 2002 - May 2013

* Initiated clinical research program in therapeutic nursery program designed to buffer the effects of poverty and housing insecurity.
* Responsible for design, data analysis, and dissemination.

*Principal Investigator*: Laurel Kiser, Ed.D.

## University of Maryland School of Medicine |Baltimore, MD

*Predoctoral Intern*  *July 2002 - August 2003*

* APA accredited pre-doctoral internship training program.
* Department of Psychiatry Rotations: Infant Mental Health, School Mental Health, Psychological Assessment, and Clinical Research.

*Supervisors:* Laurel Kiser, Ph.D., Jennifer Axelrod, Ph.D., Jennifer Neemann, Ph.D.

## University of Virginia Department of Psychology | Charlottesville, Virginia

*Graduate**Research Assistant* *Sept 1997 - Dec 2002*

* *Peer-Nomination Project:* dissertation research, responsible for data collection (diagnostic interviews) and analysis, supervised undergraduates. PIs: Thomas F. Oltmanns, Ph.D., Eric Turkheimer, Ph.D.
* *Lumbee Indian Preschool Development Study*: contributed to grant writing, developed surveys, conducted focus groups, and supervised undergraduates. PI: Denise L. Newman, Ph.D.

# PEER-REVIEWED SCHOLARSHIP

Kerr, S.L., Heinhold, A.H. & Palladino, L., (1997). Gender differences in parents’ perceptions of their adult children’s and their families’ emotional expressivity. Personality and Individual Differences, 24 (5), 559-564.

Kerr, S.L. Melley, A.H., Travea, L. & Pole, M. (2003). The relationship of emotional expression and experience to adult attachment style. Individual Differences Research 1(2): 108-122.

Melley, A. H., Cosgrove, K., Norris-Shortle, C., Kiser, L. J., Levey, E., Coble, C.& Leviton, A. Supporting Positive Parenting for Young Children Experiencing Homelessness: The PACT Therapeutic Nursery. Zero To Three Journal, 4 (January 2010).

Melley, A.H., Oltmanns, T.F., & Turkheimer, E. (2002). The Schedule for Nonadaptive and Adaptive Personality (SNAP): Temporal stability and predictive validity. Assessment, 9, 181-187.

Norris-Shortle, C., Melley, A. H., Kiser, L. J., Levey, E., Cosgrove, K., & Leviton, A. (2006). *Targeted Interventions for Homeless Children at a Therapeutic Nursery.* Zero To Three Journal, 4 (March 2006), 49-55.

Oltmanns, T.F., Melley, A.H., & Turkheimer, E. (2002). *Impaired social functioning and symptoms of personality disorders in a non-clinical population*. Journal of Personality Disorders, 16, 438-453.