

The Best of Times

by James Royer
Division 15 President

I can't remember any time in my career when the role of educational psychology in public issues was more prominently displayed. Most educational psychologists of my generation can remember past years of benign neglect from federal funding agencies and from the educational community at large. This neglect was in part our own fault. Educational psychology research in the 70s and 80s tended to be centered in university laboratories with college students as the favored participants and brief experiments as the favored research method. The research was fun to do, but an honest evaluation would be that we discovered little of lasting import.

The times have certainly changed. Consider the standards movement first. The federal government and most of our states are currently involved in setting and measuring academic standards. This is an activity having enormous importance. As educational psychologists we may agree or disagree with the wisdom of the movement, but we can all agree that we have a prominent role to play in how the movement plays out. Some of us are directly involved in setting learning goals and establishing reasonable expectations regarding the scope and sequence of academic growth. Other educational psychologists are creating the tests that measure attainment of the standards, and are devising new ways of measuring academic progress that move beyond the assessment of memorized facts.

The recently established Institute for Educational Sciences (IES) provides another example of a current emphasis on the application of psychology to educational problems. The Institute has raised the ante on the expectations regarding the impact of educational research by linking educational research procedures with the best practices involved in medical research. IES is focusing funding on projects that involved random assignment of participants (or some other unit of analysis) to treatments and the careful control of experimental conditions. Again, not all of us agree with the wisdom of mimicking research practices in other disciplines. For example, as a discipline we recognize that not all educational problems can be investigated using experimental procedures and many of us worry that the most important problems are the ones that are least amenable to experimental treatment. Moreover, there is some worry that the expectations generated by making educational research analogous to medical research are



dangerous and likely to backfire. We are very unlikely to discover the educational equivalent of a cure for cancer. Rather, our findings using even the best research procedures are likely to be laced with qualifications and equivocations. This may result in a lack of enthusiasm for educational research in general among those controlling congressional purse strings. Despite these concerns, as educational psychologists we can be happy that our possible contribution to identifying best educational practices has been recognized, and given some of the support we need to identify those practices.

Another current issue that is certain to involve educational psychologist is the No Child Left Behind law. We will have a very prominent role to play in determining what adequate progress is, in devising instructional procedures to assure that progress, and in developing assessment procedures that will evaluate whether progress goals are being met.

The American Psychological Association has recognized the prominent position of educational issues on the current landscape by convening an "Educational Leadership Conference" in September 2003, to be followed up by a planned second conference in December of 2003. The September gathering focused on how to get our message out and how to influence legislation that will have an impact on issues at the intersection of psychology and education. Judging by the email traffic floating back and forth, the December conference will

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Newsletter for Educational Psychologists

NEP / 15

American Psychological Association

Division 15 Officers

Past-President: Philip Winne
Simon Fraser University
winne@sfu.ca

President: James M. Royer
University of Massachusetts
Royer@psych.umass.edu

President-Elect: James G. Greeno
Stanford University
greeno@csl.stanford.edu

Secretary: Paul Schutz
University of Georgia
pschutz@coe.uga.edu

Treasurer: Allan Wigfield
University of Maryland College Park
aw44@umail.umd.edu

Representative to the APA Council:
Claire Ellen Weinstein
University of Texas
ce.weinstein@mail.utexas.edu

Members at large to the Executive Committee:
Judith Meece
University of North Carolina
Meece@email.unc.edu

Bonnie Meyer
Pennsylvania State University
bjm8@psu.edu

Sandra Graham
University of California Los Angeles
graham@gseis.ucla.edu

NEP/15 Editor: Christopher A. Wolters
University of Houston
cwolters@uh.edu

NEP/15 is the official newsletter of Division 15—Educational Psychology—and has a Spring, Summer, and Fall issue each year. It is mailed from the US Post Office in Washington, DC 20002-4242. Mailing addresses are those listed on the official APA roster. Corrections and changes of address should be sent directly to the APA Directory Office, 750 First St., NE, Washington, DC 20002-4242.

NEP/15 will publish minutes of official business meetings, committee reports, news items, and information on topics and issues of interest to the Division 15 membership. Items and articles for NEP/15 should be sent to Christopher Wolters, 491 Farish Hall, College of Education, University of Houston, Houston, TX 77204-5029 or to cwolters@uh.edu.

From the Editor

This issue marks the beginning of my second year as the publisher of the newsletter. In the upcoming year I am planning to explore whether it is feasible to have NEP/15 made available to most members electronically rather than as a printed document. At this point, you are most likely reading this column as printed text in a copy of the newsletter that was mailed to you by APA. However, this document is already available through the Division 15 website at www.apa.org/about/division/div15.html. As such it can be viewed on-line and can be printed out to read as a hard copy by any interested person not just by Division 15 members. My hope is that by this time next year, each Division member would receive an email notice indicating that the latest issue was available as a PDF document and a short listing of the highlights for that issue. A hotlink in the email would lead those who are interested directly to the document that they could then view on their computer or print out. Based on my own experiences with other newsletters or similar sized publications, this method can work very well.

One notable reason for this change would be ease and timeliness of publication. By November 17th I will have sent this document to APA to be printed and mailed. You may not be receiving it for another month after that. For our international members, it is even longer. Members could have access to an electronic copy of the newsletter the same day I complete it. An electronic version of the newsletter is also convenient because it allows for linking the readers to other sites or documents relevant to an article. For instance, announcements for Division 15 awards could include a link to the appropriate application materials, past winners of the awards, and other relevant materials. Of course, this change would also benefit APA and ultimately Division 15 by cutting the costs associated with printing and mailing the newsletter.

Various areas of concern with this kind of system of publication include bugs in the process such as formatting, making sure systems are compatible, and having an historical record of the material. My experience has been that these issues are important, but can be overcome with some effort and careful consideration. Of greater concern to myself is whether my perspective on this change is representative of the membership as a whole. In other words, do you as a member think this is a good idea or not? Would you rather have a paper copy of NEP/15 show up in your mailbox or a notice about its availability in your email's in-box? Would you have a problem accessing and/or printing a PDF document via the internet? If you have an opinion about these issues one way or another, please contact me via email, letter or even by phone. My contact information is at the bottom of the grey box that is elsewhere on this page. It is also available through the website for the Department of Educational Psychology at the University of Houston at www.coe.uh.edu/departments/epsy.cfm.

- *caw*

Division 15 Historian's Report

To Division 15 Membership:

I have recently been appointed "Division Historian". When Phil Winne asked me to serve as division historian I was surprised. As I discovered, it is the historian's job to provide the president and the executive committee with a historical context for the decisions they make. Most of the previous historians were chosen, in part, because they have lived significant parts of the history of the division. I have not. I am a fairly new member of the division, and I am relatively new to the study of Educational Psychology. I have only been active in the division for the last 7 years, mere moments in the scope of the divisions' history. My job, clearly, is not to use my first hand knowledge of the division to provide historical context but to learn about the history of the division and document that history for the members of the division.



I was willing to take on this rather large undertaking because our division and our discipline have some significant challenges and opportunities before it. The division is in the best financial shape of its existence and the members of the division have difficult decisions to make about how they are going to use those resources. Additionally, as Dr. Sternberg discussed in the previous issue of NEP, the study of psychology in education has never been more needed, yet Educational Psychology as a discipline has "hitches" or problems which may prevent its members from being as productive as they can be. I believe that a strong understanding of the history of the members and the paths of the division can provide our members with a better foundation from which to make decisions and understand obstacles.

In the next three years of my term, with the help of a dedicated research assistant, Deirdre Hahn, I plan to compile a history of our division and present that history to the members in three ways. First by communicating to you in the news letters four times a year. Second by creating a website which will house information about the division such as short biographies of the past presidents and their work, descriptions of division award winners and their work, as well as highlighting the work products of the Division. Thirdly we will be interviewing many of the influential members of our division, to gather a strong oral history of the division and present excerpts from those interviews to you in the NEP.

In order to achieve those goals, I will have to rely on most of you. During the next several months my research assistant and I will be contacting you for documents concerning your efforts and service on behalf of the division. In addition, we may ask you to mail copies of such documents or correspondences as they relate to Division 15. If you have a significant amount of paperwork and/or documents and want help with the cost of shipping email me and I will see about arranging this for you. We need to bring together information about the activities, plans, and decisions we have made as a division and with your help, this endeavor can be efficient and successful.

Please contact me if you would like to send anything my way, or if you have any suggestions concerning the kind of information you would like to see on the website. Thank you, in advance for your assistance.

Dr. Jenefer Husman
Assistant Professor
Division of Psychology in Education
Arizona State University
Tempe, AZ 85287
(480) 965-3993
Jenefer.Husman@asu.edu

Encourage Your Colleagues and Students to Join Division 15 of APA

Membership benefits include:

- Free subscription to *Educational Psychologist*
- Free subscription to NEP/15
- Discounts on some Division 15 sponsored publications
- Collegueship with a worldwide network of educational psychologists

See back cover for more information

Congratulations

Linda Baker
Diane Halpern
Frank Pajares
Scott Paris

New Fellows of Division 15

Growth spurts and growing pains: Serving Graduate Students and New Faculty in Division 15

Jessica Summers, University of Missouri – Columbia
Heather Davis, The Ohio State University

Several years ago, in response to concerns about membership including who was choosing to attend, to present, and to return and serve on division committees, and more specifically the observed absence of junior scholars, the division rose to the occasion by supporting with time and money the Doctoral Seminar. When asked to reflect on the accomplishments of the seminar and our experiences serving as co-chairs, we began by thinking about what the responsibilities of the Division are towards supporting graduate research. Over the past three years, we've supported 28 students from institutions throughout the country and Canada in learning more about professional development in educational psychology. Students have brought with them their expertise in a variety of areas including motivation, cognitive processes, teaching and curriculum, special populations and psychometrics as well as their expertise in qualitative and quantitative methodologies. Each year, we've welcomed back at least half of the students from each cohort, inviting them to showcase their work in a poster presentation and participate as presenters in the seminar. The payoff is clear: students are not only choosing to return to division 15 in the short term, but we are also beginning to see sustained commitment of our new scholars to the division. This year we witnessed two important milestones as junior faculty (including past participants in the seminar) dominated the seminar program and former participants in the seminar returned as presenters on symposia panels.

But these reports of the increasing presence of new scholars in the division cannot compare what our students say about the impact of the seminar on their own professional development. Frequently, students talk about how participating in the seminar helped them to find a smaller "world," within the academy that feels more approachable. "I gained a sincere sense of belongingness with the division and formed a relationship with my mentor... It feels like having a second academic advisor with whom to seek consultation and collaboration" (Jon Craig Brach, University of Iowa). In our discussions about carving out a program of research, demystifying the publication process, and seeking an academic position our students have the opportunity to as explicitly about the information we assume they learn implicitly. "I learned more about the road to the professoriate in three days of the seminar than in three years of graduate training" (Alexander Beaujean, University of Missouri – Columbia).

These opportunities to meet one-on-one and in small groups with faculty who explore similar questions and who struggle with the same conceptual and methodological puzzles become invaluable as students move from the visioning and proposal process into the fine-tuning, carrying out, and

writing the dissertation. More frequently, we hear of incidents where students and their mentors have maintained contact through the dissertation. "The mentoring program allowed me to meet professionals in the field. My mentor actually served as a Distinguished Faculty Member on my dissertation committee" (Jim Tussah, Ph. D., Georgetown College). Moreover, the interactions students have during the poster sessions and at the business meeting and social hour with division members led to opportunities to exchange ideas and collaborate. "The connections made during the conference have opened doors that would otherwise not have been visible" (Tierra Freeman, University of Kentucky). Each year we have watched as our participants, shy of not only interacting with faculty but also with each other, open up and begin to recognize their own expertise and learn to both support and critique their peers' work. "It was good to talk to those students who have similar experiences as mine. I felt that I have someone to share my problems and concerns. I felt supported by just talking about my research and work. In addition, I got to know these students from a different university to start building a network that I hope will continue to exist." (Said Adhere, University of British Columbia). "[The seminar] introduced me to individuals who have become more than colleagues, they are my friends in the profession." (Jeffrey Sergeant, University of Alabama – Tuscaloosa).

Our personal experience as co-chairs has not only been a wonderful way to participate in the Division, but more importantly it was a fantastic learning experience for both of us. What was particularly significant about our appointment was that we were both embarking on the academic career path simultaneously. Consequently, we accidentally stumbled onto a much larger support network that could exist for new faculty members as we sought support for indoctrinating new graduate students.

We've learned that even with the support and professional development of the seminar, you learn how to be an academic by *being* an academic. There are no instruction manuals, guided tours, and few opportunities built into the system to provide more than frantic drop-ins to seek the advice of beginning assistant or mentoring professors. This despite the plentitude of moments when you feel at a loss for the how to meet the demands of the new life you've chosen. We found being "forced," by our needs to find mentors for our students and participants in our sessions, to contact each other and the distinguished and new faculty throughout the division we created opportunities to demystify the experience of transitioning from our new roles. In our responses, we found multiple pathways and solutions for seeking out aca-

demographic positions; how to balance the demands of teaching, research, service, and personal life; and how to find and make the most of the resources at our universities and beyond. While we struggled simultaneously with similar questions throughout our first years, we were so thankful to have each other as friends, colleagues, confidantes, and touchstones of support for getting help when we couldn't give it to each other. We have since become inseparable at conferences and have discussed the value of our relationship at length: more importantly, we have discussed ways in which Division 15 can support other new faculty members who are in need of a critical support network. As we pass the torch we challenge the Division to continue questioning how, as outstanding graduate students "grow up", we can continue to support their presence in the division and ensure their future successes as outstanding academics.

Interested in Serving on an APA Board or Committee

If you are interested in being nominated for service on an APA Board or Committee, the "Call for Nominations" will appear in the December *Monitor*.

The following Boards and Committees will be seeking to fill vacancies on the 2004 Board and Committee ballot.

- Board of Educational Affairs
- Committee on Structure and Function of Council
- Finance Committee
- Ethics Committee
- Membership Committee
- Policy and Planning Board
- Publications and Communications Board
- Committee on International Relations in Psychology
- Board of Professional Affairs
- Committee for the Advancement of Professional Practice
- Board of Scientific Affairs
- Board for the Advancement of Psychology in the Public Interest
- Commission for the Recognition of Specialties and Proficiencies in Psychology
- Board of Convention Affairs
- Committee on Rural Health

For further information please see the Association News section of the December *Monitor*.

GOOD NEWS FOR EDUCATIONAL PSYCHOLOGISTS:

THE HANDBOOK OF EDUCATIONAL PSYCHOLOGY IS BACK IN PRINT.

A set of circumstances that is too long and too dreary to recount led Macmillan Reference, and those who subsequently took over their list, to never feature the *Handbook* and then to let it go out of print.

The first and only printing of the book sold out quickly and made a good deal of money for Division 15. Even though demand continued for the book, the editors at the publishers changed as frequently as do school superintendents, and so no one promoted the book. What an industry!

As many of you have told us, and as reviewers of the *Handbook* have noted, there are terrific chapters in the *Handbook*. And many of them are still quite up-to-date. So it is with great pleasure that we announce, on behalf of Division 15, that the *Handbook* is now back in print, at a fair price, and with royalties once again going to Division 15. This action will help "hold the fort" while the second edition is being completed.

Lawrence Erlbaum is the new publisher. You can order it through them for graduate courses and for individuals at the price of \$89.00.

With pride in what we all accomplished,
David C. Berliner & Robert C. Calfee (Eds.)

Richard E. Snow Award for Early Contributions

Division 15 seeks nominations for the Richard E. Snow Award for Early Contributions. This award is given to an individual who is no more than 10 years past receipt of a doctorate and who has made significant research contributions to the field of educational psychology.

If you wish to make a nomination for this award, send eight copies of a letter of nomination describing his or her contributions, eight copies of the individual's vitae, and one copy of a representative reprint of the individual's research to:

Mike Royer
Richard E. Snow Award for Early Contributions
Department of Psychology
University of Massachusetts
Amherst, MA 01003

**American Psychological Association
Division of Educational Psychology
Minutes of the Executive Committee Meeting
With Updates Presented At Business Meeting
August 7, 2003**

Present: Phil Winne, Mike Royer, Barbara McCombs, Pat Alexander, Bruce Tuckman, Lynley, Maria Pennock-Roman, Angela O'Donnell, Jenefer Husman, Heather Davis, and Jessica Summers

1. Not able to vote on Division 15 Business / Issues because there was no quorum. Committees in attendance reported on issues. Standing Division 15 Business will need to be attended to via e-mail.

2. Update from APA Science Directorate: (For more details, members may log onto science directorate web site <http://www.apa.org/science>)

Science Directorate Task Force to examine IRB (Human Subjects). Angela O'Donnell and Barbara McCombs brought up issues associated with conducting classroom research including the mismatch between public school / state "norms" for data collection and school and IRB standards, difficulties with acquiring approval for certain research designs, and the mismatch between funding opportunities/resources and IRB requirements for compensating participating schools.

Undergraduate Seminars (for students interested in pursuing graduate degrees in psychology) designed to provide advanced preparation in research methodology will continue this year. Will also add a new seminar specifically designed for undergraduate students from underrepresented populations. The science directorate encourages faculty to recruit, nominate potential undergraduate students for this program. <http://www.apa.org/science/ssi.html>

Faculty seminars in advanced / innovative forms of data analysis will continue. The science directorate encourages faculty interested in continuous improvement to apply. <http://www.apa.org/science/ati-info.html>

Announcement for new funding opportunity by Science Directorate specifically targeting APA members. The title of the grant opportunity is: "Human... and change." <http://www.apa.org/science/funding.html>

3. Update concerning the Educational Psychology Series (Barbara McCombs):

Editors from APA currently working with the series have expressed concern about losing revenue if the series is to be co-published with another publisher. They have expressed an unwillingness to release the Div 15 from its contract unless it can show that they will maintain the same amount of revenue.

Patricia Alexander offered the suggestion of releasing some (4-5 of the volumes) as a trial run. Phil Winne offered the suggestion of revising the volumes as a second edition if not released

(Update at Business Meeting) Barbara McCombs

and Mike Royer had a successful meeting with APA publisher and will begin looking into possibility of a co-publisher that specializes in marketing to educators. Judith Meece will assume the position of co-editor.

4. Update from Division 15 Historian (Jenefer Husman): Request for Operating Budget

Requests listed in budget reflect a need for assistance with collection of Division 15 records and data from members. Her plan is to scan important documents (such as contracts) and make them available on a secured website. Future considerations need to be made about where documents should be stored (what server?) and what information may be helpful on a "public" website. She also plans to interview members, past presidents, about important Division 15 events and decisions.

Barbara McCombs and Patricia Alexander suggested contacting Drs. William Asher and Sigmund Tobias about Division History

Jenefer also noted the importance of connecting Division 15 Historical Documents (though these documents would have secure access) with the Division 15 website.

5. Update from Division 15 Doctoral Seminar Committee (H. Davis and J. Summers):

This year's seminar: Final seminar program is attached. This year was a success in terms of recruiting and returning participants particularly when we consider the international context and the chaos that accompanied the SARS warning.

Davis and Summers will be doing research to explore the potential costs students may incur for Honolulu next year (average airfare and hotel). The Division can then use this information to make decisions about how best to support next year's student participants.

Also, they expressed concern over the potential costs of returning participants. In the past, returning participants have not been given a stipend to return and present their findings. This year, to offset the cost of returning to Toronto, we invited returning participants to the presidents' dinner. We also scheduled the session "If only I had known then what I know now..." during a lunch session. Drs. Winne and Royer suggested drafting a variety of possible supports (ranging from no support to an equivalent stipend) executive board members could consider.

Regarding the planning of next year's seminar. Karen Murphy and Rayne Sperling assume the co-chair participants for planning the 2004-2006 seminars. Because Drs. Murphy and Sperling were not able to attend the AERA and APA conferences, Summers and Davis requested a travel budget to support a meeting in Columbus, Ohio this fall. Dr. Winne suggested drafting a travel budget for executive committee members to vote on.

6. Update from the Division 15 Dissertation Award Committee (Maria Penock-Roman):

Dr. Penock-Roman announced Elizabeth Linnenbrink as the 2004 Dissertation Award Winner.

There will be 2 positions open on the Dissertation Award Committee.

She also expressed concern over whether the stipend offered to award members will be enough to compensate for travel to the conference.

Members of the Division discussed the low attendance at the award presentations for the Dissertation and the Early Career Awards. Two suggestions were made:

a) These sessions would be of particular interest to the graduate students participating in the doctoral seminar. Coordinated planning between the Doctoral Seminar Committee and the Program Chairs to plan sessions so that graduate student participants may attend. In particular, Summers and Davis noted the problems associated with planning these sessions on the last day of the conference, when many of the students leave. Also, for Honolulu, they suggested these sessions, in addition to any poster sessions where returning participants might present, would be scheduled on two consecutive days. This planning could help defray the costs to student participants.

b) Dr. Winne suggested in lieu of having the President's address following the business meeting and before the social hour, we hold the Dissertation Award presentation prior to the business meeting. This might encourage increased attendance.

7. Additional pending business from Division 15 President (Phil Winne):

Dr. Alexander announced Dr. Winne will assume co-editorship of the handbook pending a vote by the executive committee.

Dr. Greeno to become President Elect.

Notes Taken by Dr. Heather Davis

APA Division 15 Annual Graduate Student Doctoral Research Seminar

The Division of Educational Psychology announces its Seventh Annual Graduate Student Doctoral Research Seminar to be held July 28-Aug 1, 2004, during the annual meeting in Honolulu, Hawaii. Selected doctoral students will attend conference presentations, participate in social events, and meet with distinguished researchers. In addition, students will work with faculty in small groups to discuss their dissertation research and receive guidance and suggestions. The purposes of the seminar are to allow informal exchange of ideas about research, particularly the research plans of participating students, and to demystify the process of becoming a researcher. The seminar also encourages inter-university connections among students and with faculty sharing common interests. The seminar will be limited to 15 students with no more than three students from the same institution. Applicants must be enrolled as full-time graduate students. Ideally, students will be conducting preliminary work on their dissertation (e.g., drafting their research plan).

Selections will be made based on the quality of the submitted work and its fit with the conceptual and methodological interests of other applicants and the expertise of participating faculty. The seminar is offered free of charge and Division 15 will pay for some meals and refreshments during the seminar. Each student will receive a stipend (\$400) that covers the cost of conference registration (student affiliate), Division 15 membership, and some travel expenses.

Applications must include 5 hard copies and an electronic version of the following:

- * A 1-page application letter from the student explaining how s/he could benefit from and contribute to the seminar.
- * A 5-7 page research proposal that describes the student's dissertation study. The proposal should include an introduction, brief theoretical framework, statement of the problem, methodology, and proposed analyses.
- * A 2-page vita that includes the student's name, address, telephone, fax, and e-mail numbers, education, professional experience, publications, and conference presentations.
- * A letter of recommendation from the student's advisor describing the student's qualifications.

Questions and application materials should be directed to:

P. Karen Murphy, pkm15@psu.edu
Rayne Sperling, rsd7@psu.edu
The Pennsylvania State University
Educational Psychology
229 CEDAR Building
University Park, PA 16802-3109

DEADLINE: March 1, 2004.

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center on issues more directly involved in classroom learning such as the nature of the assessments to be used in federally and state mandated standards programs.

Further from home, there are also exciting opportunities for educational psychologists on the international stage. Education is not only high profile in the United States; it is high profile in the world at large. Everyone involved in creating economic advancement in developing countries recognizes that a critical piece of the advancement process is an educated populous. The World Bank, the International Monetary Fund, the U.S. Agency for International Development and other international organizations are all committing large sums of money to enhancing education systems in the developing world. Educational psychologists can make a major contribution to this effort. We know how to design instruction and to measure the effectiveness of our efforts, two capabilities that are sorely lacking in much of the developing world. I know of the potential contribution we can make first hand. I have been doing international work for the past 15 years and I am currently working on literacy projects in India, Nigeria, Haiti, and the People's Republic of Congo. In the course of this work I have often been asked to make recommendations of people like me who might be interested in doing international work.

Given all of this interest and activity in educational issues I do think this is the best of times that I can remember to be an educational psychologist. I think those of you who are at the beginning and middle of your careers can look forward to years of exciting activity and research opportunity. It makes me wish that I could start over. It is going to be a fun ride.

Federal Policy Fellowship Programs

APA is currently soliciting applications for its two Federal Policy Fellowship Programs. These fellowship programs provide psychologists with an invaluable public policy learning experience and contribute to the more effective use of psychological knowledge in the federal government. The two fellowships programs are:

APA Congressional Fellowship Program

APA Science Policy Fellowship Program

For more information visit the APA web site at:

www.apa.org/ppo/funding/homepage.html#fellows

Institute of Education Sciences Grants

The IES is pleased to announce four research grant competitions for fiscal year 2004:

- > Cognition and Student Learning Research Grants
- > Reading Comprehension and Reading Scale-up Research Grants
- > Teacher Quality Research Grants
- > Mathematics and Science Education Research Grants

Information regarding program and application requirements for each of the competitions listed above is contained in the applicable Request for Applications package (RFA), which is available at the following web site:

<http://www.ed.gov/programs/edresearch/applicant.html>

Applicants are encouraged to contact the appropriate IES Program Officer for additional details regarding a competition. Additional competitions will be announced in upcoming weeks. Interested potential applicants should check the web site periodically.

Call for Division 15 Fellow Applications

Division 15 invites members to apply for Fellow status in the American Psychological Association.

Eligibility:

Elections to Fellow status require evidence of unusual and outstanding contributions or performance in the field of psychology. Fellow status requires that a person's work have had a national impact on the field of psychology and beyond a local, state, or regional level. A high level of competence or steady and continuing contributions are not sufficient to warrant Fellow status. National impact MUST be demonstrated.

Requirements:

- Vitae
- Uniform Fellow Application
- Fellow Standard Evaluation Forms (endorsements requested from current fellows)
- Supportive documentation from other sponsoring division(s) (optional)
- Self-statement (optional)

For further information and/or to request forms, please contact:

Jere Brophy,
213B Erickson Hall
College of Education
East Lansing, MI 48824-1034
(517)-353-6470, jereb@msu.edu

Paul R. Pintrich (1953-2003)

Paul Robert Pintrich was born on November 4, 1953 to Paul and Teresa (Prescott) Pintrich. He was the oldest brother to four sisters. Paul received his B. A. in psychology from Clark University in 1975 and received his Ph. D. in education and psychology from Michigan in 1982. After graduating Paul stayed in Ann Arbor, working in various “soft money” positions until 1987 when he was appointed as an Assistant Professor in the School of Education at the University of Michigan, and where he worked primarily within the Combined Program in Education and Psychology. He was promoted to Associate Professor in 1993 and Professor in 1998. Paul chaired or co-

chaired the Combined Program for many years and with his colleagues developed the program into one of the world’s preeminent doctoral programs in educational psychology. Paul also served as Associate Dean of Research in the School of Education from 1998 to 2002. Paul died on July 12, 2003 while in a long-distance bike race in Michigan, an event he had done

each year for the last 20 years. Paul is survived by his wife Elisabeth (Liz) A. De Groot, whom he married in 1988, his stepson Bill De Groot and wife Lyn, his mother and father, four sisters, and five nieces and nephews.

Paul was an eminent educational psychologist who made meaningful and substantive contributions to our understanding of children and adults’ motivation, cognition, self-regulation, and the interplay among them. Paul’s contributions to the field of educational psychology are remarkable both for their depth and breadth. Foremost among these contributions was his motivational work on achievement goal theory and his seminal work in the area of student’s self-regulation, its influence on student learning, and how it develops. In his work, Paul developed theoretical models specifying the relations among these constructs, and studied their interrelations in a number of studies published in major journals. One major empirical contribution was the development of the *Motivated Strategies for Learning Questionnaire*, which assesses aspects of students’ motivation, strategy use, and self-regulation. In recent years Paul also became increasingly interested in two topics in the area of cognitive development, the development of students’ epistemological beliefs, and the nature of conceptual change. In these efforts he and his colleagues considered not only the cognitive aspects of these constructs, but how motivation and emotion influences them.

As an exceptional scholar Paul authored over 120 journal articles and chapters, with many of his articles appearing in the best journals in the fields of educational and developmental psychology. He helped to author or edit a number of

books including an outstanding advanced text on motivation, the influential *Advances in Motivation and Achievement* series, the monumental *Handbook of Self-Regulation*, and a recent volume designed to help students develop the study skills and motivation necessary for success in college. He received numerous awards for his scholarship and teaching.

Along with this exceptional record of scholarship, Paul was heavily involved in service to the profession, including substantial efforts within Division 15 (Educational Psychology) of the American Psychological Association. He was a Fellow of Division 15 and Division 2 (Teaching of Psychology) of APA, and served as Division 15 President in 2001-2002. He served as editor of *Educational Psychologist* from 1995 to 2000 and was working as co-editor for the new edition of the *Handbook of Educational Psychology* at the time of his death. Throughout his career, Paul served on numerous APA committees and boards and was the current chair of the International Committee within Division 15, from which he worked vigorously to develop closer ties among educational psychologists in the United States and overseas.

One of Paul’s strongest contributions to the field, and a major part of his lasting legacy, was his role as a mentor. Paul enthusiastically mentored many students to the successful completion of their Ph.D.s and to positions at universities and research organizations across the country and around the world. Many of his former students now are making important contributions to educational psychology that include substantial service to Division 15. To a person they attest to what a wonderful mentor Paul was and how important that role was to him.

Finally, any tribute to Paul would be incomplete without mentioning his energy and zest for life, love of travel, and close relationships with family, friends, and colleagues. At social gatherings in Michigan and other places Paul’s laugh often could be heard filling the room. He and Liz traveled the world on professional and vacation trips, connecting with the scholars they visited and the sights they enjoyed. Paul spent a great deal of time lecturing at universities across the world. Paul shared so many aspects of his life with the diverse group of people he knew, so that when we all came together for his memorial service this summer all felt they already knew one another. Paul lived a rich and full life, and made important contributions in so many ways. For that those who knew him are thankful.

The Paul R. Pintrich Education and Psychology Scholarship Fund has been created in his memory. Information on this fund can be found at the University of Michigan’s School of Education web site at www.soe.umich.edu.



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