

American Psychological Association Division 15: Educational Psychology



Newsletter for **E**ducational **P**sychologists **/15**

New Orleans Edition—Fall 2006 Volume 29 Number 2

An Interview with Past President Ernst Z. Rothkopf

by
Deidre Hahn, Mary Anne Duggan, & Jenefer Husman
Arizona State University



Ernst Z Rothkopf is the *Cleveland E. Dodge Professor Emeritus of Telecommunications and Education at Teachers College, Columbia University*. Among the significant contributions of modern Psychology to education is the understanding that learners can and do internalize instructional stimuli individually and independently. Dr. Rothkopf developed the concept of mathemagenic effects (e.g., Rothkopf, 1996) to better understand the learner's internal transformation of instructional content. He served as president of Division 15 from 1983 to 1984. He was interviewed in the spring of 2004 by Deidre Hahn. The excerpt of his interview published here provides a personal introduction to Dr. Rothkopf and educational psychology for graduate students in the division and recommendations for the leaders, present and future, in Educational Psychology concerning the role and function of the division in both the discipline and the public sphere.

Rothkopf, E.Z. (1996). Control of mathemagenic activities. In D.H.Jonassen, (Ed.), *Handbook of Research on Educational Communications and Technology*. New York: McMillan .

DH: Dr. Rothkopf, where did you go to graduate school and what brought you to Educational Psychology?

ER: I received my Ph.D. in experimental psychology from the University of Connecticut. My research in graduate school was on animal learning and heart rate conditioning. I did not take single course in Educational Psychology and if someone had asked me, while I was in graduate school, I would have thought it unlikely that I would become interested in Educational Psychology. I finished my graduate work in 1952. At that time there was a serious shortage of academic jobs in the United States. That period lasted about five to six years, and was then followed by a boom. Although a career in Educational Psychology never occurred to me during my studies, the first interesting job I was able to find when I left graduate school was with the Air Force Personnel Training Research Center (AFPTRC), which had the responsibility to do research on training. I was very lucky. AFPTRC was a very unusual organization and provided me with unique opportunities. My boss was Arthur Melton who was an outstanding learning theorist. He was then the editor of the *Journal of Experimental*

(Continued on page 6)

**Newsletter for Educational Psychologists
American Psychological Association
Division 15 Officers**

Past-President: James G. Greeno
University of Pittsburgh
jimgrno+@pitt.edu

President: Angela O'Donnell
Rutgers University
angelao@rci.rutgers.edu

President-Elect: Lyn Corno
Columbia University
1corno@pipeline.com

Secretary: Barbara K. Hofer
Middlebury College
bhofer@middlebury.edu

Treasurer: Jonna Kulikowich
Pennsylvania State University
jmk35@psu.edu

Representative to the APA Council:
Frank Pajares
Emory University
mpajare@emory.edu

Members at large to the Executive Committee:
Eric Anderman
University of Kentucky
eande1@uky.edu

Judith Meece
University of North Carolina
Meece@email.unc.edu

NEP/15 Editor: Lisa D. Bendixen
Assistant to Editor: Florian C. Haerle
University of Nevada, Las Vegas
NEP15@unlv.edu

From the Editor

For me, there are three major highlights in this issue of NEP/15: 1) the recent APA Annual Convention held in New Orleans, August 10-13, 2) the thought-provoking interview with past president Ernst Rothkopf, and 3) our executive board's developing focus on building membership and strengthening the division.

This year's APA convention was a bit unusual given that it was in New Orleans so soon, relatively speaking, after the hurricane disaster. I think we were all curious and maybe a little apprehensive in attending (see Clark Chinn's attendance report in the Business Meeting Minutes on p. 11). I spoke with a number of students, professors, and citizens of New Orleans about this and it seemed to me that the feelings were mixed; hopefulness for the progress that has been made but also sadness for the many losses. My general impression was that the benefits of having the APA convention in this very unique city were greatly appreciated by those who live there.

The Division 15 graduate student seminar is also highlighted in this issue along with our distinguished award winners. Thanks to all of those who put a lot of time and effort into making these important events happen.

I had the opportunity to attend the publications committee meeting and some of the executive board meeting in New Orleans. I was excited by the discussion of ways to build our membership and further strengthen the division (see the Executive Committee Minutes on p. 10). To support this, Lyn Corno, President-Elect, will be hosting a strategic planning retreat for the executive board this November. In addition, President Angela O'Donnell and the board will also investigate moving to a two-year presidency. If you have comments and/or suggestions for them I am sure they would appreciate hearing from you. Along these lines, we need to encourage our colleagues and students to join and be active members of Division 15 (see benefits below). – *Lisa*

Membership benefits include:

1. Free subscription to *Educational Psychologist*
2. Free subscription to NEP/15
3. Discounts on some Division 15 sponsored publications
4. Colleagueship with a worldwide network of educational psychologists

See back cover for more information

Division 15 Graduate Student Seminar in New Orleans **Offers Many Opportunities for Doctoral Students**



Martin Jones and Rayne Sperling

I had a chance to speak with a number of the doctoral students about their experiences participating in the Division 15 Graduate Student Seminar put on each year in conjunction with the APA conference. The seminar was organized by P. Karen Murphy and Rayne Sperling both from Penn State University.

All of the students I spoke with strongly encouraged other students to apply for the seminar because it offered many unique and helpful career opportunities. Some of the benefits they mentioned included:

- ◆ Making connections with other doctoral students and professors from across the country.
- ◆ The seminar helps you think about the next two, five, and 30 years of your career.
- ◆ Refining their research focus and getting ideas for data analysis.
- ◆ Hearing about the personal experiences of newer professors.
- ◆ The opportunity to ask a lot of candid questions and to get straight answers.

- ◆ The excellent seminar speakers including: Patricia Alexander (University of Maryland and Editor of *Contemporary Educational Psychology*), Michelle Buehl (Assistant Professor, George Mason University), HelenRose Fives (Assistant Professor at Monte Claire State University), Jonna Kulkovich (Penn State University and Associate Editor of *Journal of Educational Psychology*), and Ralph Reynolds (University of Nevada, Las Vegas and former president of the *Society for the Scientific Study of Reading*).

Special thanks to the seminar participants who spoke with me: Dionne Cross (University of Georgia), Martin Jones (Indiana University), Denise Kay (University of Missouri-Columbia), Ebony McGee (University of Illinois-Chicago), Kelly Rodgers (University of Missouri-Columbia), and Silvana Vacelotto (University of Nevada, Reno).

Please encourage your doctoral students to apply next year!!
[See announcement for the next seminar on page 5 of this issue]

- Lisa

JOB postings

ASSISTANT, ASSOCIATE OR FULL PROFESSOR

The Ph.D. Program in Educational Psychology of the Graduate School of the City University of New York has a tenure track position in Learning, Development and Instruction to begin Fall, 2007. We are seeking an Assistant, Associate, or Full Professor. Duties involve mentoring Ph.D.-level students, conducting research, and teaching two doctoral-level courses per semester. These might include core courses in educational psychology and advanced courses focused on more specialized areas of research involving cognition, learning, development and/or instruction.

Qualifications for the position include the following:

- A doctorate in Educational Psychology or Psychology;
- Research interests in education focused on one or more of the following areas: cognition, learning, development, instruction;
- A record of significant research and grants, or evidence of research and grant-securing potential;
- Teaching excellence.

Salary is commensurate with qualifications and experience.

Review of applications begins **September 1, 2006**, and continues until the position is filled. Please send a letter of application that includes a statement of teaching and research interests, a curriculum vitae, sample publications, and the names of three people who can write letters of recommendation to:

Professor Linnea Ehri
Chair of LDI Search Committee
Ph.D. Program in Educational Psychology
CUNY Graduate Center
365 Fifth Avenue
New York NY 10016.

LEhri@gc.cuny.edu

The Graduate Center is located in midtown Manhattan, across the street from the Empire State Building, between 34th and 35th Avenues, near public transportation to Westchester, Long Island, New Jersey, and Connecticut. It is a unit of The City University of New York, the nation's largest public urban university with 31 doctoral programs. The Ph.D. Program in Educational Psychology offers concentrations in Learning, Development and Instruction, School Psychology, Quantitative Methods, and Educational Policy Analysis. Visit our website for further information about our program: <http://web.gc.cuny.edu/Content/EdPsychology/>. **We also have faculty openings in the areas of Quantitative Methods and School Psychology.**

PROFESSOR OF HUMAN DEVELOPMENT

- **one position at the Associate Professor level,**
 - **one with rank open**

DUTIES: The Department of Human Development at the University of Maryland seeks two individuals to join its faculty for the academic year 2007-2008. We seek scholars studying cognitive development (broadly defined) and learning. One position will be directly affiliated with the Department's highly-ranked specialization in educational psychology.

QUALIFICATIONS: Candidates should possess a Ph.D. or its equivalent in human development, educational psychology, developmental psychology, or a related field. Successful candidates must have a strong scholarly record in their specialty area, a record of obtaining external funding, and be effective college teachers. Appointments are anticipated to begin August 2007.

TO APPLY: Application materials should include a letter of interest describing the candidate's qualifications, a curriculum vitae, recent publications, and contact information for three references.

For best consideration, applications should be received by **November 15, 2006**. Send applications to:

Dr. Patricia Alexander,
Search Chair,
Department of Human Development,
University of Maryland,
College Park, MD 20742-1821.

Please send the curriculum vitae and the letter of interest, electronically, to **palexand@umd.edu**.

As an Affirmative Action Equal Opportunity Employer, the Department particularly encourages applications from women, minority candidates, and persons with disabilities.

Division 15 Announcements

Division 15 Annual Graduate Student Doctoral Research Seminar

Division 15 announces its Eighth Annual National Graduate Student Doctoral Research Seminar to coincide with the annual meeting of APA August 17-20, 2007 in San Francisco, CA. The purposes of the seminar are to allow informal exchange of ideas about research and to demystify the process of becoming a researcher. Selected students will attend conference presentations, participate in social events, and meet with distinguished researchers. Students will also work with faculty in small groups to discuss their dissertation research and receive guidance and suggestions. The seminar will be limited to 15 students with no more than three from the same institution. Applicants must be enrolled as full-time graduate students. Ideally, students will be conducting preliminary work on their dissertation. Selections will be made on the basis of: (a) the quality of the submitted work, (b) how well the work fits the interests of other applicants and the expertise of participating faculty. The seminar is free and Div. 15 will pay for some meals and refreshments. Students will receive a stipend, plus the cost of registration and Div. 15 membership for one year. **Applications must include 3 hard copies and a disk version of the following:**

* A 1-page letter from the student explaining how she or he could benefit from and contribute to the seminar. This letter should also state the student's current stage in the dissertation process and when the student expects to defend the dissertation.

* A 3-5 page research proposal that describes the student's dissertation study, including 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, education, professional experience, publications, and conference presentations.

* A letter of recommendation from the student's advisor describing the student's qualifications.

Questions and materials should be directed to:

Rayne Sperling, rsd7@psu.edu
The Pennsylvania State University
Educational Psychology
232 CEDAR Building
University Park, PA 16802-3109
DEADLINE: April 20, 2007

The APA Division 15 Nominations Committee

is seeking nominations for the following
office positions:

Treasurer

(term beginning in 2007—through 2010)

Council Representative

(term beginning in 2007—through 2010)

Member-at-Large

(term beginning in 2007—through 2010)

Please send nominations to:

Angela O'Donnell
Graduate School of Education
Rutgers, The State Univ. of New Jersey
10 Seminary Place
New Brunswick, NJ 08901
Email: angelao@rci.rutgers.edu

NATIONAL
ACADEMY
of
EDUCATION



2007 National Academy of Education/Spencer POSTDOCTORAL FELLOWSHIP PROGRAM

Fellows receive \$55,000 for one full-time or two part-time years of research. Applicants from all disciplines encouraged to apply, provided that they describe research relevant to education. Applicants must have received PhD, EdD, or equivalent research degree between January 1, 2001 and December 31, 2006. Non-US citizens are welcome to apply.

Application deadline is November 10, 2006

Visit www.naeducation.org for application form and guidelines or contact: National Academy of Education (202) 334-2341.

(Continued from page 1)

Psychology but he was also keenly interested in the applications of psychology to practical problems. AFPTRC had many gifted scientists on their staff, including Bob Gagne, Art Lumsdaine, Lloyd Humphreys, and Norman Crowder, and supported others such as Bob Glaser and Larry Stolurow through contracts with academic institutions. These people became important influences in Educational Psychology. The organization stimulated much interesting, leading edge work in learning and training, psychometrics, problem solving, and task analysis. It pioneered early work on simulators, teaching machines, and programmed instruction. I found learning and training research very congenial and challenging. One line of research that I pursued was the measurement of subjective similarity among Morse code signals in order to support a calculus for efficient partitioning of lessons. My lesson design calculus didn't work well but Roger Shepard (who was later my colleague at Bell Laboratories) saw the signal similarity matrices that I had published in the JEP and was smart enough to use them to invent multi-dimensional scaling. It was an excellent demonstration of fundamental research leading to excellent, serendipitous outcomes. While at AFPTRC I also built an early teaching machine, the Polymath. It had a mouse-like device and could accept text responses. This was in 1955, well before computers became generally available. The intelligence for the machine was provided by a research assistant in a box. My work at AFPTRC brought me fully into Educational Psychology.

DH: Based on your experience and your education, can you define for me briefly what Educational Psychology is to you?

ER: (chuckle) A very broad field! But to me, it seems that it is not broad enough. I see it as the practical science that deals with the acquisition of information and with many aspects of its use, such as dispositions to use it. Most educational psychologists have strong links to other psychological disciplines. Regardless of whether we offer services, do research or development, or teach, we have a foot in developmental studies, in psychometrics, counseling, psychology-based policy studies, as well as applied and fundamental studies in learning, teaching, and cognition. Before long we will be doing genetic studies. Many see working with schools and chil-

dren as the central theme for educational psychologists. But from my own experience I think of the educational psychologists' banners also flying over the workplace, aviation, and the military services. Training analysis in industry compels educational psychologists to become involved in job design and the creation of performance supports. Educational psychologists have also played very useful roles in media studies and text design, as well as in the development of instructive objects, such as instructional computer programs and games. All of these can exist quite independently of schools. I have also long hoped that educational psychologists would take a much more energetic role in what you might call stored information hygiene – the user-friendliness of informative texts, labels, directions, and other important action-guiding materials. After all, much of teachers' time is spent as midwives of stored information.

DH: I am going to backtrack a little bit, and I want to know how you came to be the President of Division 15. It seems you took a sort of non-traditional route in terms of getting your degree in Experimental Psychology. How did that happen?

ER: Unconventional? Yes, perhaps! I probably was the only president of Division 15 who had never held a steady job with a university or school. After Engine Charlie Wilson, who was then secretary of defense shut down AFPTRC, saying that basic research was bunk, I spent one year as an assistant professor at RPI. Then I went and spent thirty years at Bell Laboratories. At the time I was elected, I was the head of their Learning and Instruction research department. But, I really do not know how I got to be President (laughs). Bell Laboratories was a wonderful place to work and I was fairly productive. So some people probably read my stuff. Most of my work then was on learning from written text and was related to instruction in a broad sense. In some mysterious way I got nominated and I just could not resist all the glory that the presidency promised. The division membership forgave me for working in an industrial laboratory and I got elected. It surprised me.

DH: Well then, from your perspective of not being in academia at the time, what was the state of the Division when you took on the presidency?

ER: Well, I really cannot answer that with much confidence. The challenge for me in assuming the office was to understand what the membership of Division 15

was really like. I did not know enough people well enough to understand their needs and aspirations. Listening to talks at meetings and reading journal articles offer snapshots of one's colleagues but these are strongly filtered by one's interests and memory. This did not seem enough. In order to meet recurrent needs such as asking people for policy advice, assembling committees, and the like, I had to rely on my rather limited immediate circle of acquaintances and correspondents (who usually shared my interests) for advice. It was a very inbred, very indirect and, in some ways, hazardous route. The Division was very large. It frustrated me. I then wished I had an album with a picture of every division member and a little bit about their background available to me at that time. More than what is found in the APA directories. Something like searchable web pages would have been very useful. Anyhow, I guess my answer to your question is that I really did not know a lot about the Division, and when I left it I did not know much more either.

DH: At what point then in your career did you become affiliated with a university?

ER: In 1957/58 I taught at Rensselaer Polytechnic Institute. I spent the next thirty years at Bell Laboratories but during that time I also had brief stints as visiting professor at Stanford, Berkeley, Rutgers, and NYU, either spending one or two terms there or just teaching courses. Bell Laboratories was very generous about giving me time to do that. Then in 1987, I was offered the Cleveland Dodge Chair at Columbia's Teachers College. I took that, but I was able to continue some of my research at Bell Labs at the same time. Since 1987, I have been at Columbia full time.

DH: Can you talk about any specific political events, historical events, or other societal changes that have played a significant role in shaping Division 15?

ER: The way in which research is supported by the federal government, foundations, and other agencies often has a pernicious influence on the research carried out in Division 15. Political factors and warm compassion cause these agencies to fund work on what seem to them to be compelling educational and social problems. Many times the problems are poorly formulated. Mandating the solution of a problem is, by and large, a poor, short-sighted way of initiating research. Much expensive experience in both fundamental and applied research

has shown that this problem-dominated approach doesn't produce good solutions and creates little scientific knowledge. Division 15 members have been very vulnerable to these financial seductions. To support our graduate students and for glorifying acclaim, we often waste precious talent and time on problems that do not submit to scientific solutions or perhaps have no solutions at all. This is, of course, in part our fault because we have not taken a firmer stand before funding agencies or have not been able to communicate with them more clearly about the limitations of our field. The funding arrangements have also shaped an aggressive optimism in Educational Psychologists, which distressed me very much. Some of our division members are inclined to overlook the limits of our discipline and to overestimate what Educational Psychologists can do for the world. This has led us participate, without open debate, in social/political activism of various kinds such as the *No Child Left Behind* legislation. When someone, nationally or locally, is dissatisfied with schooling or the employment situation, they are likely to find educational psychologists who are willing to roll up their sleeves for an appropriately small fee. Small advances in the laboratory are often accompanied by a loudly advertised optimism about the impact of these findings on the solution of educational problems. There has long been a silent struggle between the rash and the prudent in our division and the rash are usually ahead. Many disappointments have plowed the furrows on my forehead. I have been at this for 52 years now. During those years, we have hailed science-wrapped solutions to many problems. These enthusiasms, whether for New Mathematics or Constructivism or the like, usually fade in about five years. I know our culture makes it difficult to acquire support if we are very modest in claims but we pay for these excesses by the erosion of popular confidence in our work. Somehow, we in the division, do not lose confidence in ourselves. We forget empty boasts and keep up the big talk (chuckle). This is a really unfortunate kind of amnesia. Educational Psychologists would be a lot better off if we had a stronger sense of tragedy, - if we realized we are trying to solve very, very difficult problems and are having one hell of a hard time making good progress. We are not good cumulators of knowledge. Instead of standing on the proverbial shoulders of

(Continued on page 8)

(Continued from page 7)

giants we are inclined to step on the heads of dwarfs.

DH: Based on that, what do you recommend for people going into the field now?

ER: I think we need a lot more hard-nosed training for Educational Psychologists, a lot more quantitative training, and a lot more training that is oriented toward experimental rigor. The division needs to have a larger central core of people trained like that. It would benefit us if we took a long, and very careful look at the teaching institutions in our society, in the broadest sense, in order to identify key issues that promise to be amenable to scientific attack. Among those I would number the rational bases for criterion-referenced tests, pedagogic economics for heterogeneous student populations, and the integration of the powerful information tools with our educational goals. I would also hope we could foster a more aggressive spirit of skepticism and public debate in our division. There are certainly different views within the Division about many issues, but people are just too damn polite to each other. Graduate students in Educational Psychology do a lot of reading and they can usually discuss articles in critical ways but I have found that reaction to other students' ideas in seminar is usually guarded and constrained. There is hardly any sign of substantive controversy in our major journals. The differences in opinion that do crop up play out like a stately minuet. We are very polite; and often do not really get to the heart of an issue because we are too nice to each other. I regret that, during my presidency, I did not start a print forum in which people would feel free to argue different views. The Division would thrive if there were more ways of encouraging healthy skepticism, and closely reasoned debate.

Historian's Note:

My three year term as historian has come to an end. Deirdre Hahn, Mary Anne Duggan and I have compiled a number of interviews of the past presidents. I plan to continue to publish excerpts of these interviews over the next several issues of the Newsletter. I want to thank all of the Presidents of Division 15; committee chairs (past and present); and members of the division for their assistance in helping me to become familiar with the history of The Division and begin the process of archiving that history for future generations of educational psychologists.

Jenefer Husman



Congratulations to Division 15 Award Winners:

Patricia A. Alexander
University of Maryland

Received the *E. L. Thorndike Award for Career Achievement in Educational Psychology*. Professor Alexander gave an invited address at the APA (2006) Annual Convention in New Orleans entitled: *Evolution of a Learning Theory: A Case Study*.

MiMi Bong
Ewha Womans University, Seoul, Korea

Received the *Richard E. Snow Award for Early Contributions to Educational Psychology*. Professor Bong will give her invited address at the next APA (2007) Annual Convention in San Francisco.

David Fortus
Michigan State University

Received the *Paul R. Pintrich Outstanding Dissertation Award*. Professor Fortus gave his presentation at the APA (2006) Annual Convention in New Orleans entitled: *Using Design to Support the Learning of Science*.



Call for AWARD nominations

E.L. Thorndike Award for Career Achievement in Educational Psychology

This is our division's most prestigious award. The award honors an educational psychologist who has helped define our field. Nominations are due by **October 20, 2006**. Please contact:

David C. Berliner
College of Education
Arizona State University
Tempe, AZ 85287
Email: berliner@asu.edu

Richard E. Snow Award for Early Contributions

Division 15 (Educational Psychology) of the American Psychological Association 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. Nominations are due by **January 19, 2007**.

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

Paul Schutz
Email: paul.schutz@utsa.edu
Phone: (210) 458-2612

Paul R. Pintrich Outstanding Dissertation Award

Division 15 invites members, affiliates, or student members to apply for the Paul R. Pintrich Outstanding Dissertation Award. The recipient of this award receives a plaque of recognition, a \$500 stipend, and an invitation to present the dissertation at the subsequent APA annual meeting.

Applicants must meet the following eligibility requirements to be considered for the award: Applicants must be a member, affiliate, or student member of Division 15. Applicants may apply for membership when submitting materials for the dissertation award. All materials must be received in one package. Students must be from an accredited college or university and have their dissertation approved by their doctoral committees prior to application. Departments/programs may endorse no more than three students per year for the award. The dissertation must be in an area of educational psychology research. The dissertation must have been completed within the past two calendar years. *This year's submissions must have completed their dissertations between January 1, 2005 and December 31, 2006.* Application Deadline: **December 31, 2006**.

For application materials, guidelines, and evaluation criteria, please contact:
Michele Gregoire Gill
Educational Studies Department
University of Central Florida
Office: (407) 823-1771
Email: mgill@mail.ucf.edu

MINUTES

Executive Committee Meeting

August 11, 2006, New Orleans

Executive Committee members present: Angela O'Donnell (president), Lyn Corno (president elect), James Greeno (past president), Jonna Kulikowich (treasurer), Barbara Hofer (secretary), Eric Anderman (member at large), Johnmarshall Reeve (member at large), Jennifer Husman (incoming member-at-large)

Also present: Clark Chinn (program chair, 2006), Ellen Mandinach (program chair, 2007)

Gale Sinatra (editor of *Educational Psychologist*), Lisa Bendixen (newsletter editor), Karen Murphy (graduate seminar co-chair), Rayne Sperling (graduate seminar co-chair), Jessica Summers (co-chair, Paul R. Pintrich dissertation award committee)

The meeting began with a presentation by Gregory White, Director of National Academy of Education, who described the Spencer Postdoctoral Fellowship Program administered by NAE for the past 20 years, distributed brochures, and encouraged the division board members to help promote the Spencer Fellowships. These fellowships provide support for research for one-year fulltime or two years half time, and the postdoctoral fellows meet twice a year for training and meetings with the academy members. NAE makes up to 20 awards each year, and the competition is worldwide and includes all areas of education.

Minutes were approved for the previous two meetings.

Gale Sinatra distributed a written report on *Educational Psychologist*. Four special issues are in progress and the need for more unsolicited manuscripts continues.

Angela O'Donnell reported for the publications committee, which had met in the hour prior to the executive committee meeting. Both the APA office and executive committee members have reviewed the contract from Corwin Press for the revamped Psychology in the Schools series. This contract for a series of 20 volumes has been modified and will be signed soon. Barbara McCombs will continue as editor. The major change, in addition to the move from APA to Corwin, is that part of the royalties will be distributed to authors.

Lisa Bendixen reported on the division newsletter, continuing a discussion begun in the publications committee meeting. Although the newsletter has been published three times a year, as new editor she had not been given a set schedule for this; the publications committee thought it would be useful to have a schedule and to clarify the purpose of the newsletter. The group discussed the advantages of having the newsletter appear prior to both AERA and APA with the schedules for the conference. Because APA handles produc-

tion and mailing, O'Donnell noted that it was necessary to ensure that there was adequate time in their schedule after both these programs become available, so that members could expect to receive the newsletter before the two conferences, if it was decided this was an important feature of the newsletters. Ellen Mandinach, 2007 program chair, reported that she would be in a meeting the following day with other new divisional program chairs and would inquire about the timeline for next year; Bendixen could then request information about APA production and mailing timelines. The topic was referred to the publications committee for discussion. A second topic was whether the newsletter should continue to be both electronic and print, or only electronic. Although it had been assumed that this might be a considerable cost-saving measure, treasurer Jonna Kulikowich noted that the primary costs are production-related (layout and conversion to PDF, handled by APA and billed to the division), not postage, and that these expenses would be required anyway. The majority of the board thought that electronic form would be adequate, although there was concern that not all division members might agree. This topic was referred to the publications committee for further discussion.

O'Donnell reported that the publications committee will also be working to clarify procedures for the selection of new editors of *Educational Psychologist* and the division newsletter. In addition, the committee has been asked to begin thinking about future publication ideas, now that the *Handbook of Educational Psychology* is completed and the contract with Corwin for the Psychology in the Classroom Series will soon be accepted. Members with ideas for additional publications were asked to send them to incoming president Lyn Corno.

The executive committee acknowledged deep appreciation for the work of the treasurer, particularly given the growing amount of work involved. In addition, the program chair, Clark Chinn, and graduate seminar co-coordinator, Karen Murphy, also expressed appreciation for the support the treasurer had provided during the past year. Treasurer Kulikowich explained that the work of the treasurer has increased in part because of legal requirements, such as filing IRS forms for award winners and graduate seminar participants, as well as filing tax returns. O'Donnell suggested that the board discuss what technical aspects of the job might be conducted by a paid assistant or by the APA office, which will contract for specific services, particularly now that the job has grown.

The board unanimously agreed that out-of-pocket expenses (e.g., mailings) be compensated immediately, including all expenses incurred during the prior year, and approved a budget of \$500 for this. O'Donnell noted the need for a financial plan and suggested that the board make a decision about what funding needs to be committed on a regular basis. President's discretionary funds were used this year to pay for an assistant for the program chair and for the program chair's travel, for example, but this might be a regular budget item instead. She offered to work with Corno and Kulikowich to

MINUTES, *cont.*

develop a list of ongoing expenses, and they agreed to work together on this task.

Kulikowich noted that the annual treasurer's report was presented at the April meeting, and she also provided an update. The current balance is \$410, 813.20, with \$183, 466.32 in checking and the remainder in an investment account. She also reported that the bylaws require board approval of membership dues. She asked whether the board wished to continue with current dues of \$25 for faculty members and \$10 for students and the board unanimously agreed to continue the current dues structure.

Barbara Hofer suggested that there had been discussion among board members about the possibility of using some of these funds to build membership and strengthen the division. For example, funding might be available for small conferences or for junior faculty for small research grants. She proposed that the board consider a strategic planning retreat in which issues such as this and others could be discussed. The group discussed the importance of developing both a fiscal and a strategic plan and the board unanimously agreed to make funds available for a fall retreat. The retreat will be held in November at the home of Lyn Corno in Massachusetts.

Corno reported that the Applied Experimental Psychology Division would like to co-sponsor a conference and that APA is asking for interdivisional cooperation on projects such as this.

The next item of business was the discussion of the proposal tabled from the spring meeting to move to a two-year term for division president. O'Donnell described the length of time necessary to learn both APA and divisional organizational issues, particularly in the absence of clarity in divisional policies and procedures, which she has begun to address and offered to work on during the coming year. She suggested that more could be accomplished during a two-year term and that it would be easier to mentor the president elect. The next president elect, Eric Anderman, reported that two years would make it possible to develop initiatives and carry them out, especially important in a division that might consider addressing legislation such as NCLB, perhaps cooperating with Division 16. The motion to propose a 2-year presidency to the members as a by-law change was unanimously approved. It was agreed that the officers would investigate whether this practice existed in other APA divisions and if so, how it worked before drafting a bylaw revision.

O'Donnell asked that the board members review the proposal submitted by Chris Wolters regarding a survey of educational psychology graduate programs and respond to her by email about whether they support such a proposal.

O'Donnell suggested we decide whether the division will pay for representatives to various APA groups to attend those meetings. This was deferred to the retreat. She also reported

that the division is currently without a council representative. Frank Pajares was elected to a 3-year term and withdrew, and Gary Phye was appointed to replace him but also withdrew. Corno agreed to investigate whether it was necessary to hold an election or if another replacement appointment could be made

O'Donnell expressed appreciation to Clark Chinn as the current conference program chair, and to Jessica Summers and Heather Davis for their work on the Pintrich dissertation award, particularly in providing guidelines for evaluation of nominees. Michelle Gill will assume leadership of this committee. Rayne Sperling and Karen Murphy distributed a list of participants and the schedule for the current graduate student seminar and were commended for their work. There was discussion of whether the program could be one day instead of two, or scheduled in ways that conflicted less with the APA program. Murphy reported that this had been a particularly difficult year in scheduling, that the role was quite hard, and that two days were necessary. The board expressed continuing appreciation for their work on this important divisional activity.

Business Meeting

August 11, 2006, New Orleans

President Angela O'Donnell opened the meeting by thanking everyone for attending. She reported that the conference has been difficult because of circumstances in New Orleans and that attendance was down compared to other years. Both APA and the city of New Orleans are appreciative of those who made the effort to attend this year.

Conference program chair Clark Chinn stated that there had been some drop in submissions, about 15-20%, but he reported that poster sessions were full and that he had been able to accommodate more than in past years. He noted that the Snow award talk was not given this year, as the scheduling of awards and speeches has been synchronized. Mimi Bong, 2006 award winner, will present next year.

O'Donnell reported from the executive committee meeting held the previous evening. The board will be holding a retreat in the fall to develop a strategic plan for the division. The division has considerable funds but has been responding primarily on an ad hoc basis, and the division needs to decide what activities to commit to on an annual basis and what new initiatives to fund. She reported that the board also decided to revisit and update the division's Policies and Procedures Manual and that she hopes this will make the division's processes more transparent to the members. Reporting for the publications committee, she noted that they will be developing guidelines for selecting editors of the division's publications. An

(Continued on page 12)

MINUTES, *cont.*

(Continued from page 11)

additional publications issue is whether the newsletter should be electronic only or continue to be distributed in print form as well. The board wants to articulate a clear purpose for the divisional newsletter, which will help determine its schedule.

O'Donnell discussed the financial status of the division and praised the treasurer, Jonna Kulikowich for her work and for filling in when the previous treasurer withdrew. The job has grown in recent years, particularly because of increased government regulations that require more filing of tax forms. The division will be seeking a new person to begin this role next year and the board has agreed to assess what aspects of the current treasurer's functions might be aided by a paid assistant, with the treasurer's role primarily oversight.

Treasurer Kulikowich reported that the division currently has \$410,813.20, with \$183,466.32 in checking and the remainder in an investment account. Annual costs for running the division are about \$50,000, which includes publication of *Educational Psychologist*, conference expenses, president's discretionary funds, and the graduate mentoring program. The primary sources of income are primarily from publications, including about \$75,000 a year for *Educational Psychologist*, and additional funding from the *Handbook of Educational Psychology* and the *Psychology in the Classroom* series. Alan Wigfield asked whether this division is unique, and Kulikowich responded that although this was not known, the publication of the initial handbook seemed to be the financial turning point for the division. This was also the time when the board began moving the money into investment accounts, which also provided income.

O'Donnell reported on the revamping of the *Psychology in the Classroom* series, which will continue to be edited by Barbara McCombs, but will be moved to a new publisher (Corwin). Under APA's auspices, the series has not been reaching the intended audience so the executive committee voted to move the series to Corwin Press, which has a better track record with practitioners. We will be signing a contract for 20 volumes. The board has also approved that royalties for these books will be shared with authors. This reduces the percentage of royalties that will go to the division, but the overall return is expected to be substantial because sales are expected to be higher.

O'Donnell noted that the division is in a good position to plan what to do with division income. One current program that has been important is funding students to attend the graduate seminar, which introduces young scholars to the organization. She also noted that the division should be grateful to those who have devoted the royalties that have made such programs possible. Members were also invited to think about new ideas for publications and to send those ideas to Lyn Corno, incoming president, or to Gary Phye, chair of the publications committee. She stressed that it is important to the

vitality of the division that the members participate in this process of developing new initiatives.

Reporting further for the executive committee, O'Donnell stated that the board has decided to investigate moving to a two-year presidency. If the board determines this is preferable, the change will require a member vote, and a bylaw change. She explained the importance of a 2-year term in permitting the president to learn the role and accomplish something for the organization. Several members responded to this, with discussion of whether it will be more difficult to get people to serve, whether specific responsibilities should be listed for president elect and past president, the importance of institutional memory, and the amount of time necessary to learn the role. Corno responded that APA Central has suggested that the first year is always difficult and that a longer training period is helpful. She also noted that the division's Policies and Procedures Manual does list specific duties and a timeline for each of the presidential positions. The most difficult problem has been maintaining lists of committees and following rather vague procedures for replacements. As a first order of business, Corno will attend to committee updates, and try to bring all committees in line with the bylaws. She will make all appointments that are to be designated by the president, and make a master list of potential appointees who will require approval by the Exec Board. She will ask the Board to vote their approval of these nominations within the next month or so. Any members who are interested in being appointed to division committees should email Lyn Corno at lcorno@comcast.net.

In continued discussion of a two-year presidency, Pat Alexander suggested that it might be worth considering investing in an administrative assistant to provide organizational continuity, rather than moving to a two-year presidency, and this was referred to the executive committee for consideration at the retreat. Lyn Corno will contact the two other APA divisions that have a two-year presidency and see how that works for them.

O'Donnell presented plaques to those who had received awards this year and certificates to those who are exiting service roles in the division. Members expressed their appreciation for all those who have served the division. She then introduced the incoming president, Lyn Corno, and the new conference program chair, Ellen Mandinach.

In the final item of business, Clark Chinn praised all the members who reviewed for the current program and for their timely responses. The meeting adjourned and was followed by the president's address and the divisional social hour.



... and don't forget
Happy Halloween!

MINUTES, *fine*

Division 15 Fellows Committee Annual report

Two individuals expressed interest in becoming Division 15 fellows. Stephen Benton applied for fellow status in Division 15. That application was successful and he was named a fellow in 2006. The committee is now in the process of identifying potential candidates for fellow status in 2007. To date, three potential candidates have been mailed applications. A fourth candidate who is a member of another division will be apply for fellow status in Division 15.

Marty Carr (2004-2008) (Chair, Fellow)
Division 15 Fellows Committee
Department of Educational Psychology and Instructional Technology
University of Georgia
329B Aderhold Hall
Athens, GA 30602
E-mail: mmcarr@uga.edu

Committee Members

Theresa (Terri) Thorkildsen (2003-2007) (Fellow)
University of Illinois at Chicago
College of Education,
MC-1471040 West Harrison Chicago, IL 60607-7133
Phone: (312)996-813
E-mail: thork@uic.edu

Angela O'Donnell, (2005-2006) (Div-15 President)
Graduate School of Education
Rutgers, The State Univ. of New Jersey
10 Seminary Place
New Brunswick, NJ 08901
Phone: (732) 932.7436 X: 8317
E-mail: angelao@rci.rutgers.edu

Barbara K. Hofer, (2005-2008) (Div-15 Secretary, ex-officio)
Department of Psychology
McCardell Bicentennial Hall
Middlebury College
Middlebury, VT 05753
Phone: (802) 433-2534
E-mail: bhofer@middlebury.edu

Harry O'Neil (2006-2009) (Fellow)
Professor of Learning and Instruction
University of Southern California
15366 Longbow Drive
Sherman Oaks, CA 91403
Phone: (w) (213) 740-2366
E-mail: honeil@usc.edu

errata



Duggan, M.A., Hahn, D., & Husman, J. (2006). An interview with past president Merle C. Wittrock. *Newsletter for Educational Psychologists*, 29 (1), 1, 4-5.

I must extend my apologies to Dr. Wittrock for a significant error in the presentation of his interview, published in the previous Newsletter. Because of technical difficulties with recording the interview off of the phone we mistakenly used the phrase "psychology and education" rather than "psychology in education" throughout the interview. This difference is important because, as noted by Dr. Wittrock it "embodies my (Dr. Wittrock's) definition of educational psychology and that phrase is critical to the central meaning of my interview." I encourage readers to re-examine his interview, considering the implications of this small but important change both for the content of the interview and for the discipline of educational psychology (or psychology in education). - J.H.

* * *

Mayrath, M., & Robinson, D.H. (2006). Publishing, reviewing and editing articles in educational psychology journals: Comments from editors in 1996 and 2004. *Newsletter for Educational Psychologists*, 29 (1), 5-7, 9-10.

The Mayrath and Robinson (2006) article reported that Steve Benton thought the quality of manuscripts submitted to journals had decreased when questioned back in 1996. Upon reviewing the transcripts from the 1997 AERA symposium and other data compiled from the editors who participated in the study, it was determined that the statement came from another editor and was incorrectly attributed to Dr. Benton. The authors deeply regret the error.

Join the Division 15 Listserv!

Send a message to listserv@lists.apa.org. In the body of the note type the following: subscribe div15 firstname lastname substituting your own first and last names instead of those words. Do not include anything else in the note, and do not put anything in the subject line.

Alternatively, you can send a note to Keith Cooke at kcooke@apa.org asking to be added to the Division 15 listserv.Division of Member Services.

NEP/15 is the official newsletter of Division 15 - Educational Psychology - and has a Spring, Summer, and Fall/Winter 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 Lisa D. Bendixen, University of Nevada, Las Vegas, via email NEP15@unlv.edu.

NEP/15

NEWSLETTER FOR EDUCATIONAL PSYCHOLOGISTS
DIVISION 15 / AMERICAN PSYCHOLOGICAL ASSOCIATION
750 FIRST STREET N.E., WASHINGTON, D.C. 20002-4242

Application for 1-Year Membership in APA Division 15: Educational Psychology

Name: _____

Institution: _____

Mailing address: _____

E-mail address: _____

Phone number () _____

† APA Dues-Paid Member \$9.00
(APA ID# _____)

† Non-APA Member \$25.00
(affiliate of the Division only)

† Student Member \$10.00
(include proof of student status)

Send completed application and membership fee to
(Make checks payable to *DIVISION 15-APA*):

Mr. Keith Cooke
American Psychological Association
Division of Member Services
750 First Street, NE
Washington, DC 20002-4242

FIRST CLASS MAIL
US POSTAGE
PAID
WASHINGTON, DC
PERMIT #6348