

# American Psychological Association Division 15: Educational Psychology



**N**ewsletter for **E**ducational **P**sychologists **/15**

Spring 2007 - Volume 30 Number 1

I would like to thank the Division for the opportunity to serve as President this year.

I began the year enjoying the excellent program in New Orleans organized by Clark Chinn. Since then I have been making plans with Ellen Mandinach, this year's Program Chair, to host another series of informative sessions that we hope will appeal to all of our members. In keeping with

APA President Sharon Brehm's overall conference theme of "Building Bridges, Expanding Horizons: Interdisciplinary and International Perspectives," our divisional theme this year is "Reaching Educators with Educational Psychology." Ellen Mandinach has been busy filling our available slots with proposals you have submitted as well as a few sessions that we



have invited to correspond with our theme. We hope you will all come to San Francisco in August and have a renewing and rewarding time!

In addition to working on next year's program, I made several new appointments to the Division's committees, both to fill vacancies and to bring our committees into alignment with our Bylaws. The new roster of committee members can

be found using the link attached to the minutes of our Fall Executive Committee Retreat, which are included in this issue of the Newsletter (see <http://www.apa.org/divisions/div15/> for complete roster list). I would encourage all of you to use the link and review the committee roster so that you know the members currently providing leadership. I would be especially ea-

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

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**From the Editor**

One of the main highlights from this issue is the message from Lyn Corno, Division 15 President, to our membership. As she points out, there are several exciting changes and updates for the division, including the new dissertation research grants (see p. 4 for details). This issue also contains all Division C: Learning & Instruction sessions for the upcoming AERA conference April 9th – 13th in Chicago. Check the on-line program for locations, dates, and times of the sessions. For those of you who are attending, I hope you have an enjoyable and productive conference.

**Lisa**

**Join the New Division 15 Listserv!**

Send a message to [listserv@lists.apa.org](mailto: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](mailto:kcooke@apa.org) asking to be added to the Division 15 listserv.

Any questions can also be directed to Keith Cooke, (202) -216-7602 American Psychological Association  
Division of Member Services.

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ger to hear from any of you who are interested in working on behalf of the division in the future. As openings on our committees become available, it is critical for the President to know which members would like to serve.

Please send me your name, email address, affiliation, and membership status (Member or Fellow) at my email address listed on the front of this Newsletter, and let me know which committee(s) that might be of interest. Some committees are mandated by our Bylaws to include Fellows, and we can always use nominees who are Members. If you are interested in being nominated for an elected position in the Division, please send your information to the current Nominations Chair, Angela O'Donnell, at her email address on the front of this Newsletter

In tackling the task of filling committee vacancies, the Executive Committee discovered that there were some changes needed to a few of our Bylaws, which had become outdated and/or failed to reflect actions taken by the Executive Committee in recent years. Past President, Angela O'Donnell, has been working with the Executive Committee on language to capture the changes needed to our Bylaws. Please look for a request for your vote on these proposed changes in this year's election ballot. We have done our best to offer changes that are important to our future success as a division of APA.

Another development for the Division that I would like to highlight from our discussions at the Fall retreat is the new award we

initiated for dissertation research funding. Two grants, described on p. 4 of this Newsletter along with procedures for application, will be made for the first time this year at the 2007 Conference and annually thereafter. The grants of \$1,000 each will help support dissertation research for graduate students who are members of the division. The Executive Committee is very proud to be able to set aside funds from our Division for this important work. We see the engagement of new members of our educational psychology community as a central element to our future, and hope that all of you will encourage your best students to apply through the Dissertation Awards committee for these grants.

In what remains of my tenure as President, I will be working to implement aspects of our strategic planning discussed at the Fall retreat. Meanwhile, please refer all of your students and colleagues in education and psychology to our membership form on the APA website – they do not have to become members of APA to become members of Division 15, and can join us *and* receive the *Educational Psychologist* for a very modest fee of just \$25.00: <http://www.apa.org/about/division/memapp.html>

My best wishes to all of you for a productive year!

**Lyn Corno, President**



# Division 15 Announcements

## Division 15 Annual Graduate Student Doctoral Research Seminar

Division 15 announces its Tenth 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 (student affiliate) and Div. 15 membership for one year.

### Applications must include 4 hard copies 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 vita that includes the student's name, address, telephone, 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:

Michelle M. Buehl, mbuehl@gmu.edu  
George Mason University  
4400 University Drive  
MSN 4B3  
Fairfax, VA 22030

**DEADLINE: Must be received by March 19, 2007**

## Division 15 Graduate Student Dissertation Research Grants

Division 15 (Educational Psychology) of APA announces the creation of an annual dissertation research grant program for graduate students who are members of the division. The purpose of the award is to provide financial support for educational psychology doctoral students who are preparing to collect their dissertation data.

### Qualifications

Applicants must be a graduate student who has submitted or defended a dissertation proposal to his or her committee and who is also a member or student affiliate of Division 15. For graduate students who are not already a member or affiliate of the division, the website link to join Division 15: <http://www.apa.org/about/division/memapp.html>. [This website features a membership application to be mailed to APA, though membership in APA is not a qualification criterion. Cost of annual membership for a student affiliate is \$10, a fee that includes an annual subscription to the division-associated journal, *Educational Psychologist*.]

### Number of Grants

Two grants will be given each year. Announcement of the grant winners will be made at the annual APA convention in August 2007 during the business meeting of the division.

### Monetary Award

Each grant is associated with a \$1,000 monetary award.

### How and When to Apply

Electronically submit the following (via four separate e-mail attachments): (1) a brief summary of your dissertation work that includes a separate title page with full contact information and an Abstract; (2) 3 - 4 page summary that includes the title of your study, statement of the problem, research question, hypotheses, and proposed methodology (double-spaced, maximum 1000 words, prepared for blind review); (3) VITA; and (4) contact information of your dissertation chair to committee chair Michele Gill at [mgill@mail.ucf.edu](mailto:mgill@mail.ucf.edu).

### When to Apply

Submit summary by May 1, 2007.

### Criteria

We encourage applications from all institutions—large and small, and from all domains relevant to the empirical study of educational psychology. Submissions will be evaluated based on the importance of the research question, soundness of the hypotheses, and quality of the proposed methodology. You do not need to submit a proposed budget or letters of recommendation.

# Division 15 Announcements

## E.L. Thorndike Award Nominee Sought

The Thorndike award is given by Division 15 only to living recipients, for career achievements (not for one or a few excellent pieces of research), for research in educational psychology (rather than psychology in general or education in general), and for original, scientific, empirically based research (rather than for textbooks or reviews). The award should be for original, scientific, empirically based research that contributes significantly to knowledge, theory, or practice in educational psychology. Research consisting primarily of critiques of other researchers' works, reviews of research, and the preparation of textbooks would not qualify by these criteria. The scientific production and testing of theory, methods of teaching or learning, instructional products, tests, evaluation techniques, and the like would qualify by this criterion.

**Nomination procedures:** Any member of Division 15 in APA can nominate a scholar for the Thorndike Award by submitting the following:

- Name and e-mail address of submitter
- Name, address, phone number, e-mail address of nominee
- Article by nominee as an example of scholarship (or internet link)

Full Vita of the nominee (or internet link)

Nominations should be sent by **February 28**, electronically or by mail, to the committee chair: David C. Berliner, Regents' Professor, Arizona State University, Tempe, AZ 85287 (Berliner@asu.edu).

### Join the Division 15 Listserv!

Send a message to [listserv@lists.apa.org](mailto: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](mailto:kcooke@apa.org) asking to be added to the Division 15 listserv.Division of Member Services.

## Professor of Educational Psychology and Department Chair

**RESPONSIBILITIES:** Full time, 12-month, tenure-track position available Fall, 2007. Lead a vibrant department ranked 19<sup>th</sup> among departments of Educational Psychology in the 2006 US News and World Report rankings poised to move to the next level of research prominence. Promote excellence in masters and doctoral programs in educational psychology, school psychology, and learning and technology as well as doctoral program in counselor education. Provide leadership necessary to support the granting success of department faculty and advance the department's trajectory in national recognition. Represent the Department in advancing the College of Education's and UNLV's mission and goals.

**QUALIFICATIONS:** Required: Ph.D. in Educational Psychology or related area. Qualifications commensurate with rank of Full Professor. National prominence in research and a proven record of acquiring extramural funding. Established record of administrative success. Ability to work collaboratively with college, university, and community leaders to advance department mission and goals.

**SALARY RANGE:** Salary is commensurate with qualification and experience. Position is contingent upon funding. The university has an excellent fringe benefits package.

**SETTING:** UNLV is a doctoral-degree-granting institution with more than 24,000 students and more than 700 faculty members. More than 180 undergraduate, master's, and doctoral degrees are offered. Founded in 1957, UNLV is located on 337 acres in dynamic Southern Nevada. The university is ranked in the category of Doctoral/Research Universities-High by the Carnegie Foundation for the Advancement of Teaching. For more information, see the UNLV World Wide Web site at: <http://www.unlv.edu/>

**APPLICATION DETAILS:** Submit a letter of interest indicating the POSITION TITLE, a detailed resume listing qualifications and experience, and the names, addresses, and telephone numbers of at least three professional references who may be contacted. Applicants should fully describe their qualifications and experience, with specific reference to each of the minimum and preferred qualifications because this is the information on which the initial review of materials will be based. The review of materials will begin January 15, 2007, and will continue until the position is filled. Documentation may be mailed to:

UNLV Educational Psychology Chair Search Committee  
Attn: Peggy Perkins, Search Co-Chair  
4505 S Maryland Pkwy, Box 453003  
Las Vegas, NV 89154-3003

Specific questions may be addressed to Peggy Perkins at [peggy.perkins@unlv.edu](mailto:peggy.perkins@unlv.edu) or call (702) 895-1386.

# AERA 2007, Div C Program

Check On-line Program for Locations, Dates, and Times of Sessions

## Highlighted Sessions

Selected by Division C Vice President  
and Program Chair

### Vice Presidential Sessions

1. **Division C Policy Committee Invited Panel - "From Research to Policy to Practice: Forming Partnerships, a Significant Way to Improve Current Educational Policy"**
2. **APA Task Force Invited Panel – "Evidence Based Teaching Strategies: Translating Science to Classroom Practice"**
3. **Division C International Research and Scholarship Committee Panel – "Enhancing American Educational Research through International Collaboration"**
4. **VP Invited Address – "What is our Global Research Agenda?"**

### Other Highlighted Sessions

1. **Epistemological Beliefs and Their Relationship to Motivation and Study Strategies Between and Within Cultures** Section 6
2. **Collaboration at the Boundaries: Brokering Learning and Assessment Improves the Quality of Education** Section 3
3. **Educating for and through Appreciation: Constructing Contemporary Worlds of and for Educational Quality** Section 5
4. **Alignment between Science Curriculum and Assessment: A Comparison between US and Select Asian Countries** Section 4
5. **Examining as Part of Children's Reading Literacy** Section 1
6. **Educating for and Through Appreciation: Constructing Contemporary Worlds of and for Educational Quality** Section 2

7. **New Learning Technologies: Affordances for Authoring, Assessment, and Research** Section 7
8. **Debate: Constructivism, Discovery, Problem-Based, Experiential, and Inquiry-Based Teaching - Success or Failure?** Division C
9. **Beyond Measuring Up: Using TIMSS to Examine Why the United States is being Left Behind in Mathematics**
10. **Learning to be wise through social and cultural interactions: Legacies from Dr. Giyoo Hatano**

### All Other Presentation Titles

- "Beyond Point and Click": Opportunities and Challenges in Broadening Participation in Computer Science
- A Developmental Perspective on Literacy Skill
- A Symposium on Taking Science to School: Learning and Teaching Science in Grades K-8
- Adaptive Expertise: Its Development and the Role of Transfer
- Affordances for Learning in Multimedia Learning Environments
- After-School: A Context for Investigating the Language and Cultural Resources of Latinos/as in Mathematics
- An In-Depth Analysis of Achievement Goals and Emotions: Implications for Theory and Practice
- An Intercultural Perspective on Mathematics Learning
- Animations of Classroom Interaction: Imagining Potential Uses
- Argumentation and Collaboration in Discussion Groups
- Assessing Understanding Through the Use of Learning Progressions
- Balancing the Tension between Science and Design in Design-Based Science Curricula

# Presentation Titles - Chicago

Check On-line Program for Locations, Dates, and Times of Sessions

- Beliefs and Emotions about Becoming and Being a Teacher
- Bilingual Students' Literacy Skills Development
- Child, Classroom, and Cultural Influences on Early Learning and Behavioral Self-Regulation
- Children's Engagement in Free-Flowing Discussions
- Classroom Goal Structures: Evaluating What They Are and How They Matter
- Classroom Influences on Motivation Over Time: Linking Teacher, Instruction, and Student Motivation
- Cognition in the Science Classroom
- Cognitive and Conceptual Assessment Frameworks for Simulating Teaching and Learning
- Cognitive, Social, and Motivational Processes: Paper Discussion (Session 1-5)
- Cognitive, Social, and Motivational Processes: Poster Session 1 and 2
- Computer Games and Adult Learning
- Cross-Cultural Studies on Motivation and Self-Efficacy
- Designing Dynamic Visualizations for Learning: Empirical and Methodological Perspectives
- Different Perspectives on Problem-Solving and Learning
- Discourse, Interaction, and Equity in Mathematics Classrooms
- Ecology of Young Children's Technology Experience
- Educating for Innovation
- Effects of Constructivist Learning Environments
- Epistemological Beliefs and Motivation in Learning
- Examining the Promises and Complexities of Teaching Mathematics for Social Justice in Latino/a Contexts
- Expertise Development
- Factors Attributed to Success in the Science Classroom
- Fostering Complex Scientific Reasoning
- Fragile Understanding: When Good Ideas Go Bad
- Gender Issues for Learning In and Out of School
- Goals and Interest
- Goals, Methods, and Research in Teacher Education
- Help-Seeking Beliefs and Behaviors in the School Setting: New Insights Regarding Who, When, and Why
- How Children Learn Science: Uncovering Relationships Between Facility with Text and the Development of Content Knowledge
- How We Teach and How Our Students Learn In and Out of School Learning Environments for ELLs and Students with Disabilities
- In Vivo Experimentation for Understanding Robust Learning: Pros and Cons
- Individual Prerequisites for Reading and Language Literacy: An In-Depth Look at Recent Research Findings
- Innovations in Technology Research: From Embedded Phenomena to Embedded Sensing
- Inquiry in the Science Classroom
- Instruction and Assessment Practices in Reading Instructional Design, Cognitive Load, Motivation, and Emotion
- International Studies in Mathematics Education
- Investigating the Relationship between Student Background and Literacy Learning
- Investigations in Reading Processes, Performance, and Comprehension
- Investigations of Instructional, Assessment, and Professional Practices in Literacy
- Investigations of Language Learning and Literacy Development of Diverse Students
- Investigations of Literacy Development of Secondary and College Students
- Investigations of Technology Use in and Models for Literacy Instruction
- K-3 Literacy Program Models and Practices
- Knowledge Building in Individual and Collaborative Learning Environments

*(Continued on page 8)*

# AERA 2007 - Div C Program

Check On-line Program for Locations, Dates, and Times of Sessions

*(Continued from page 7)*

Large-Scale Early Reading Intervention: A Multi-Lens Look at One State's Efforts

Latina/os in Mathematics: Exploring Students' Educational Experiences in and Across Borderlands

Learner-Support and Design Issues in Online and Case-Based Learning

Learning Anytime--Anywhere--and Advanced Distributed Learning: Implications for Education

Learning Environments for Different Domains and Learners: Instruction and Assessment in Science, Music, and History

Learning Environments for ELLs, LD, and Study Habits In and Out of School

Learning From Digital Text in Inquiry-Based Science Classes: Lessons Learned in One Program

Learning in Museums and Out of School

Literacy and Language Arts - New Member Poster Session

Literacy Development and Instruction in Secondary Schools

Literacy Development and Professional Development

Literacy Development of Young, At-Risk Students and Potential Predictors of Subsequent Literacy Achievement

Literacy Initiatives for Urban Middle Schools

Mathematics Cognition, Design, and Learning

Mathematics Learning and Embodied Cognition

Memory and Literacy Acquisition

Missing Links in the Implementation of Mathematics Education Reforms: "Attention Focusing" and "Noticing"

Motivation, Morality, and Student Dishonesty: Influences on Cheating Attitudes and Behaviors

Multiple Perspectives on Two Art-Based Literacy Models That Improve Literacy-Learning of At-Risk Students: Longitudinal Data

National and International Approaches to Learning in the Humanities, Social Sciences, and Arts

New Approaches to Vocabulary Instruction for English Language Learners

New Frontiers: Multiple Perspectives on Learning and Instruction in Social

Novel Interfaces for Education: Dynamic and Virtual Reality Modalities

Online and Offline Investigations of Student Interactions in Learning

Outside the Classroom Walls: Informing Technology Practices Inside the Classroom Through Research and Practices Occurring in External Contexts

Peer Mediation of Scientific Argumentation and Conceptual Learning in Classroom Investigations With Visual Data

Perspectives on Digital Literacies

Process and Ecological Views of Productive Classroom Dispositions

Raising Critical Language Awareness in Higher Education Settings

Research in Early Childhood Mathematics Education

Research in Physical Science Education

Role of Feedback on Students' Performance: Implications for the Classroom

Scaffolding to Facilitate Higher-Order Skills

Science Education General Poster Session

Self-Regulation, Autonomy, and Expertise Development in Problem-Based or Design-Based Learning Environments

Simulation-Based Science Assessments: A New Generation

Sociocultural Perspectives in Literacy Development and Instructional Practice

Studies in Mathematics Teaching and Learning

Studies of Instructional Practices in Mathematics Education

Studies of Mathematical Learning, Cognition, and Motivation

Supporting Inquiry Learning: A Comparative Look at What Matters

Teacher's Personal Epistemology and Its Impact on Teaching and Learning

# Presentation Titles - Chicago

Check On-line Program for Locations, Dates, and Times of Sessions

- Technobiographies: Researching Life Stories with Technology
- Technology Research: A Survey of the Research of the Use of Games in Education
- Technology Research: Collaborative and Community Experiences With Online Communication Tools
- Technology Research: Evaluating the Impact of Technology on School Outcomes
- Technology Research: Initial Findings of Impact of One-to-One Computing Initiatives
- Technology Research: Instructional Design Issues to Promote Learning, Problem Solving, and Positive Attitudes
- Technology Research: Issues in Cognitive and Non-cognitive Outcomes With Computer-Based Learning
- Technology Research: Issues in Distance Education
- Technology Research: Issues in Promoting Collaboration With Online Technology
- Technology Research: Issues in Teacher Practices and Professional Development With Technology
- Technology Research: New Directions, Innovations, and Applications
- Technology Research: Paper Discussion Session 1 and 2
- Technology Research: Poster Session
- Technology Research: Research on Multimedia Learning. A Session in Honor of William Winn
- Technology Research: Research on Web-Based Learning
- Technology Research: Using Technology to Promote Learning, Engagement, and Interaction in Higher Education Contexts
- Technology Research: Using Technology to Support Reading Instruction and Assessment
- Text Comprehension, Argumentation Skill, and Self-Regulation
- The Influence of Teacher Behavior on Student Practices
- The NICHD-OVAE-IES Adolescent Literacy Research Network: Research on Instructional Effectiveness
- The Refutation Text Effect: Towards Developing Process Explanations
- The Roles of Perception, Cognition, Emotion, and Social Factors in Academic Development
- The Travel of Ideas: New Perspectives on Analyzing Mathematics in Discussion-Rich Classrooms
- Thinking Through Representations: A Knowledge-in-Pieces Epistemological Perspective
- Transcending Space and Time: International Perspectives on the Use of Technology in Education
- Understanding Student Mathematical Learning: Relationships Among Mathematical Tasks, Teacher Practice, Student Participation, and Student Achievement
- Using Technology-Mediated Visualizations to Support Chemistry Learning
- Vocabulary Learning and Instruction
- What Conditions Support Transfer of Knowledge? New Research in Mathematics and Science Education
- Where in the World is Science in Whyville? Informal Science in a Multi-User Virtual Community
- Wherever You Go, There You Are: Place-Based Augmented Reality Games for Learning

## Submissions to *Educational Psychologist*

Gale M. Sinatra, Professor of Educational Psychology at the University of Nevada, Las Vegas is the editor of *Educational Psychologist (EP)* and invites members of Division 15 to submit manuscripts to EP for blind, peer review. EP is currently the highest ranked journal in educational psychology according to the Web of Science Impact Index figures. EP publishes scholarly essays, reviews, critiques, and theoretical and conceptual articles, but does not publish results of empirical studies. Please submit manuscripts through following webpage:

[www.editorialmanager.com/ep](http://www.editorialmanager.com/ep)

# MINUTES

## **Division 15 Board Retreat, November 10-11, 2006, Sherborn, Mass.**

Executive Committee members present: Lyn Corno (president), Angela O'Donnell (past president), Eric Anderman (president elect), Jonna Kulikowich (treasurer), Barbara Hofer (secretary), Johnmarshall Reeve (member at large), Jenefer Husman (member at large), Gale Sinatra (editor, *Educational Psychologist*)

Members of the Executive Committee convened at the home of Lyn Corno for a retreat focused primarily on organizational issues and strategic planning.

The first items of business were organizational issues that were either held over from the August meeting or that had arisen since that time. President Corno reported on many new appointments that bring the division officers and committees into alignment with the bylaws (see <http://www.apa.org/divisions/div15/> for complete roster list ). Corno noted that APA has solicited proposals for inter-divisional activities. And that she submitted a proposal for funds to upgrade the division website in conjunction with two other divisions, Div. 21 (Applied Experimental/Engineering) and Division 3 (Experimental). The group then discussed the proposal for a 2-year presidency, and agreed to add this proposal to the spring ballot. Discussion of the increasing burden of work for the treasurer followed, and the group agreed to seek paid support, and Corno offered to contact APA about services available through the central office. We also agreed that there should be a permanent budget line for the treasurer. Anderman agreed to draft a statement about the standing committees that have been given authorization for submitting annual budgets, in order to regularize the budgeting process. In order to bring bylaws and practices into con-

gruence, we decided to incorporate more recently designated roles such as historian and graduate student chair into the bylaws and the budget.

Kulikowich provided the treasurer's report, noting the board's ongoing concern about the large amount of money held in a checking account and the absence of a policy to guide the treasurer about allocation of funds between accounts. The group approved a motion to instruct the treasurer to keep a specified balance in checking for operational expenses and to keep the remainder in the Vanguard account. Corno will contact APA about whether investment advice is available from APA.

The next topic of business was a discussion of who receives financial assistance to attend the annual APA meeting. Currently only the president is funded to attend. The group agreed that the conference program chair should also receive funding during the year s/he serves as program chair. The other substantial role at the conference is that of the chair of the Graduate Affairs Committee, who is responsible for planning and running the graduate mentor program at the conference. The group agreed that an annual budget should be submitted for this work (which might include conference expenses for the chair). Eric Anderman will add a template for budget planning to the policies and procedures committee tasks. No other roles were approved for funding for conference attendance. The group discussed whether the EP editor should receive some compensation and how other journals handle this. Sinatra agreed to survey other journals and report back at the AERA meeting, and then the group will revisit the issue. A final budgetary matter was the proposal received by Chris Wolters to gather data on educational psychology graduate programs, which was approved at the August meeting. The group agreed that this was a

# MINUTES, *cont.*

one-time allocation of funds for this particular project and that a letter of understanding would be drafted by Corno and sent to Chris Wolters.

The group concluded this portion of the meeting with a discussion of the role of division Historian, affirming the need for this role and its importance. O'Donnell will see that this is also added to the bylaws so that the position is formally recognized. Rayne Sperling has agreed to take on the role of Historian for a three-year term, and Corno will ask her to draw up a budget request for review at the next board meeting at AERA.

## STRATEGIC PLANNING

One of the central items of business was addressing declining membership. The group agreed to propose a bylaw change to remove the membership role from the fellows committee and create two separate committees. We also decided to alert more potential members to the opportunity to join division 15 for \$25, without joining APA, as well as the discounted cost of APA membership for those who also belong to AERA and other such organizations. The group discussed other strategies for membership promotion, as well as how to increase attendance at APA conferences, perhaps by varying formats, holding a pre-conference, investing in big speakers, and providing enrichment and professional development for faculty. Other ideas included making the division more responsive to members through giving small grants to fund research or funding small conferences with appeal to membership, such as the 1996 conference on the Teaching of Educational Psychology.

The group agreed to focus first on funding dissertation research, awarding two grants per year of \$1000 each. Corno will ask the dissertation awards committee to assume responsibility for this competition. We also agreed to develop a half-day pre-

conference workshop for 2008, to be coordinated by Kulikowich. 2007, potentially focusing on methodology, a divisional strength. In terms of proposals for small conferences, the group decided to initiate this with the "teaching of educational psychology" conference as the first topic. Anderman agreed to consider planning this, with June 2009 as a target date. We agreed to further discuss junior faculty research grants at the next meeting.

Corno provided a report from Gary Phye, chair of the publications committee and the group discussed responses to several of his questions, along with other related issues.

The final topic of discussion was in regard to the bylaws, archiving of materials, and the division web site. O'Donnell reported that she would take responsibility as past president for forwarding suggested bylaw changes to the board members in advance of the spring balloting.

The board members expressed their gratitude to President Lyn Corno for her generous hospitality in hosting the meeting.

Respectfully submitted,

**Barbara Hofer**

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](mailto: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