

APA



NEP 15

NEWSLETTER FOR EDUCATIONAL PSYCHOLOGISTS

October 2007 :: Volume 30 :: Number 3

Message from Dr. Eric Anderman, President



I want to thank the members of Division 15 for the opportunity to serve as President this year. I want to focus in particular on bringing the important work that we do as educational psychologists more into the public spotlight. I truly believe that educational psychology has the potential to influence public policy,

and I hope to work with members to develop some initiatives this year to better inform policy-makers about our research.

The Division has some exciting plans for this year. I want to encourage you to submit proposals for the APA conference to be held in Boston next summer. Tamera Murdock is serving as program chair, and she is already making plans to make the conference as useful and interesting as possible for our members. In addition, we are planning to start some pre-conference workshops that will be designed to meet the specific needs of educational psychologists.

I will continue to make new appointments to committees this year. If you are interested in serving on a committee for the Division, please send me a note at (eanderman@ehe.osu.edu). In addition, if you have

ideas about how the division can better serve you, please do let me know.

Finally, we are working to increase our membership. Please refer your colleagues and students to our membership form on the APA website (<http://www.apa.org/about/division/memapp.html>). Individuals do not have to join APA to become members of Division 15.

I wish you a productive and successful year!

- Eric

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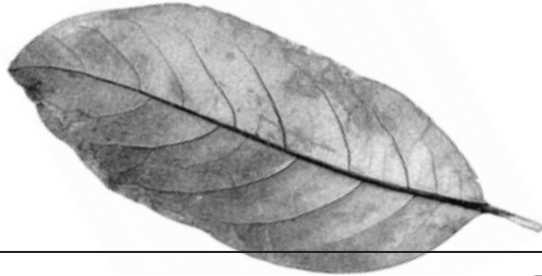
Note from the Editor

One of the highlights of the current issue is the message from our *Division 15* president Eric Anderman. Welcome and thank you Eric for all of your current and future efforts! In addition, the *APA 2007 Division 15 Graduate Student Seminar* that took place at the recent convention in San Francisco was a great success. Special thanks go to our article authors, Alice Ho and Yvonne De La Pena, who gave us wonderful insight into the seminar experience and to Helenrose Fives and Michelle Buehl for their tireless efforts in putting the seminar together and supporting the lifeblood of our division – our graduate students!

- Lisa

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.



Call for Division 15 Fellow Applications

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

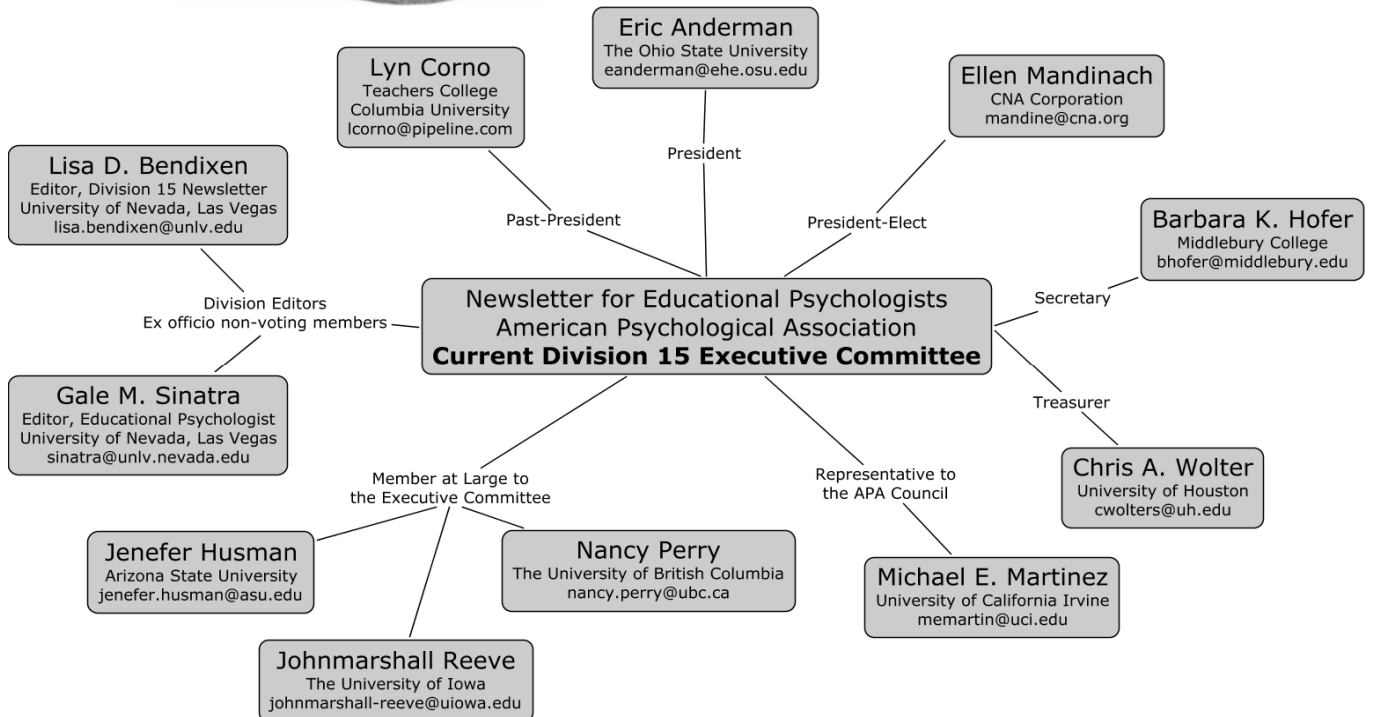
Eligibility:

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: Martha Carr, Educational Psychology and Instructional Technology, 329 B Aderhold Hall University of Georgia, Athens, GA 30605, or mmcarr@uga.edu



2007 APA Division 15 Graduate Student Seminar: A Decade of Mentorship San Francisco, CA August 16-19, 2007

The 10th Annual APA Division 15 Graduate Student Seminar kicked off with a family-style, Italian dinner. And as in years past, the spirit of mentoring was palpable from the beginning. Over a variety of salads, pasta dishes, and rich desserts we had the opportunity to meet past seminar participants (Dionne Cross, Tierra Freeman, and Martin Jones) and organizers and learn how to get the most out of the weekend. We also had the opportunity to meet each other and learn about each other's research. After a few hours of fun and laughter, we rested up for what was to come.

Over the next three days, we attended multiple sessions on career development. We learned how to build our professional identities, find a job, negotiate salary, and move up the ranks of 'professorhood.' Christian Mueller and Trent Haines, recent graduates and past seminar attendees, were gracious to return to share their job search experiences with us. Ralph Reynolds provided insight as a former Department Chair on the negotiations process. Gale Sinatra, Barbara Hofer, and Bob Hoffman gave us a glimpse of life at each stage of the professorhood and furthered our knowledge about what it takes to be successful in the field. We also met with past presidents of Division 15, Angela O'Donnell, Phil Winne, and Anita Woolfolk-Hoy who shared their perspectives on the field of educational psychology and experiences as leaders in the division. In addition, we learned how to publish our dissertations and everything else.

As graduate students in Educational Psychology, we are constantly reminded of the need to "publish, publish, publish." It was not different at this year's seminar. However, at the seminar we were also given the opportunity to listen to the advice of experts on the matter such as Patricia Alexander and Eric Anderman. Over the course of several talks, we acquired valuable information that will potentially save us some pain and suffering when our time to "publish, publish, publish" comes around. As an added bonus, we also had the opportunity to attend Mimi Bong's Snow Award presentation. It is one thing to understand the publication proc-

ess; it is another to hear about the disappointments and stumbles suffered on the way to success from this year's recipient of the Richard E. Snow Award for Early Contributions to Educational Psychology.

A main goal of the seminar was to provide students with the opportunity to talk with mentors about their dissertations. We were all fortunate to have this opportunity to gain an outside expert's perspective on our work. This year's mentors included: Jonna Kulikowich, Mary McCaslin, Angela O'Donnell, Paul Schutz, Rayne Sperling, Tim Urdan, and Phil Winne. Small group conversations with our mentors allowed us to discuss our conceptual and methodological issues and gain helpful feedback from established scholars in the field. Many of the mentors went well above and beyond providing dissertation advice during the time allotted. They shared their academic paths, dos and don'ts, and extended invitations to continue the relationships established that day.

Another highlight of the seminar was Jere Brophy. Not only were we given the opportunity to learn more about his work at the Thorndike address, but we were also able to interact with him on a more personal level over breakfast the next morning. We got to ask him questions, in a more intimate setting, that we might have been too shy to ask after his address. This was a one-of-a-kind experience. How often does the opportunity to have breakfast and talk about our work with the winner of the E. L. Thorndike Award for Career Achievement in Educational Psychology come around?

Of course, none of this would have been possible without the organizers, the dynamic duo, Michelle Buehl from George Mason University and ...

(continued on next page)



Authors of the grad seminar article: Alice Ho and Yvonne De La Pena

... Helenrose Fives from Montclair State University. No two others could have been a better pair for the job; and it was no easy task to plan and execute over three full days of rigorous mentoring for fourteen young scholars. Michelle and Helenrose were open, welcoming, and more than willing to share their own experiences and perspectives with the group, which made us all more comfortable throughout the seminar.

If not for anything else, attending the seminar was a wonderful experience for two reasons. First, over the course of the seminar we were able to put faces to all the names that we are constantly mentioning in our citations, and realize that successful, accomplished, professors are humans too. We were provided with numerous opportunities at breakfasts, receptions, and socials to network with our 'academic idols.' All of whom were actually down to earth and more than willing to talk with students. Through these interactions we learned the importance of our lineages and how to come into our own, as academics. While there were high expectations placed upon each and every one of us to carry on the torch as the next generation of scholars, we felt supported in that all of our mentors truly believed that we could and would be successful.

Second, meeting other graduate students from a variety of universities and working on a variety of research topics gave us the opportunity to realize that we are all in the same boat. As graduate students, our jobs include more or less the same duties, among others, lamenting how few publications we have, obsessing over how much more we need to learn, struggling with methodology and data analysis, feeling anxious about starting the job search, pondering the decision between applying for a post doc and applying for a position at a university. We might all engage in them at different frequencies but we all engage in them, and, somehow, that is comforting to know.

Yet, if that is still not enough, what about coming back with twenty pounds of knowledge, and for free? For this, we would like to give a big thanks to Anita Woolfolk-Hoy and the book publishers, Houghton Mifflin, John Wiley & Sons, Prentice-Hall, McGraw-Hill, Jossey-Bass, Allyn & Bacon/Longman, for their generosity. Every time we look at our bookshelves we will be reminded of the great time we had at the 2007 APA Division 15 Graduate Student Seminar.

Alice Ho and Yvonne De La Pena
University of California, Los Angeles



Mentor and Mentee: Mary McCaslin & Maura Mulloy

Interdisciplinary Program in Educational Psychology

Peabody College of Vanderbilt University

Peabody College of Vanderbilt University announces a new interdisciplinary program in educational psychology. During the fall of 2007, the first cohort in Peabody College's new Interdisciplinary Program in Educational Psychology (IPEP) began taking classes. As one of the nation's leading graduate schools of education, Peabody College has many talented faculty and graduate students, in five departments, who share an interest in measuring and understanding learning across the developmental spectrum. The IPEP offers doctoral students a unique opportunity to enhance knowledge and skills through an integrated examination of theories of learning and cognition, along with training in measurement and assessment methodologies.

The IPEP emphasizes the integration of learning research and measurement methods to enable the development of better assessments, which in turn can unlock new insights into what and how people learn. Students gain understanding of diverse perspectives on learning, as well as methods of assessing it. Students also have opportunities to propose and conduct research of their own that focuses on learning and development, or use of assessments that accurately characterize learning.

The IPEP is an interdepartmental community of scholars, rather than a free-standing degree program. Students participating in the program must be admitted to an existing Peabody department (Community Research and Action; Leadership and Policy Studies; Teaching and Learning; Psychological Sciences; or Special Education), which will serve as their home department. Departments may conceptualize the IPEP as a minor, a specialization or core component of a major program of study, or the coursework part of electives used to individualize each student's program of study.

Students in the IPEP:

Complete a four-year sequence of coursework and seminars totaling 16 credit hours.

Participate in colloquia featuring experts on learning, measurement, or assessment.

Present a proposed or completed research project during Year Four of the program.

Doctoral students admitted to Peabody College may apply to the IPEP prior to starting doctoral study, or at the end of the first year. As part of the Dunn Family Scholars Program, IPEP has obtained funding for three students per year to receive full tuition remission, a very competitive stipend, and an annual research account. Contact the program coordinator for specific admission deadlines and funding details. Acceptance into the IPEP will be based on (1) meeting the admission standards to Peabody College, (2) writing a statement of research interest (s) compatible with the program's goals, and (3) obtaining a letter of support from the student's department advisor or an IPEP faculty affiliate. A cross-departmental admissions committee chaired by the program director makes admissions and funding decisions.

To apply to the IPEP or learn more about it, contact

Stephen N. Elliott, Dunn Family Professor of Educational and Psychological Assessment,
Vanderbilt University,
Peabody College, Peabody #59,
230 Appleton Place,
Nashville, Tennessee 37203-5721,
Office Phone: 615-322-2538,
Email: steve.elliott@vanderbillt.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

MINUTES

APA Division 15 Business Meeting

August 19, 2007

San Francisco

President Lyn Corno opened the meeting by welcoming everyone and thanking them for attending. Ellen Mandinach, 2007 program chair, then gave an overview of the division program, involving 14 hours of programming this year. She urged everyone to submit next year and stated that it was important to find ways to make the conference more affordable in order to increase attendance.

Corno provided an overview of the work of the Executive Committee during the past year. The board is scheduled to meet twice a year, and this past year also held a fall retreat. Some of the retreat initiatives included providing better support for the treasurer's office, creating two \$1,000 dissertation research awards, and starting the strategic planning process. This year the committee also decided to create budget lines to support the historian, the Graduate Student Affairs co-chairs, and the program chair.

At that point, Corno introduced treasurer Jonna Kulikowich to provide the treasurer's report. Kulikowich reported that the division has a very healthy financial account, particularly as a result of strong scholarship on the part of division members, which has provided handsome assets from *Educational Psychologist*, the *Handbook of Educational Psychology*, and the *Psychology in the Classroom* series. Currently *Educational Psychologist* brings in about \$75,000 per year. The division has nearly \$500,000 between investment and checking accounts, with a projected income of \$100,000 for the year. The board agreed at the retreat to keep twice the

annual budget, or a total of around \$125,000, in a checking account and the remainder in an investment account. Kulikowich also reported that incoming treasurer Chris Wolters will meet with her to transfer files and transition to the new role.

Corno continued the president's report by noting that she has created a membership committee, with Karen Murphy as chair, and discussed the importance of building membership in the years ahead. Another important step this year was the creation of a membership brochure, which is available at the division services table at the conference.

One of the major activities of the publications committee and executive board this year has been revisiting the *Educational Psychologist* contract. Following Larry Erlbaum's retirement, Erlbaum contracts were taken over by Taylor and Francis, and this represented a good time to consider new contracts. A request for proposals elicited five, all with good terms, and the publications committee, under the leadership of Gary Phye, has worked hard on this, and has recommended two publishers for further consideration. President-elect Eric Anderman will be working on this issue with the incoming chair of the publications committee, Patrick Kyllonen, with support from APA legal counsel, and they will return to the executive committee to recommend a final choice, which must be made before the current contract expires in December.

Another set of tasks this year has been working on language changes in the bylaws that are necessary to reflect how the division actually operates. A more significant bylaw change that is being proposed is the move to a two-year presidency, which was discussed at the business meeting last year. Corno reported that it has been difficult for the president to do all that is needed in one year, with too much time spent making appointments, running meetings, and getting up to speed. A longer time frame will permit the president more potential for leading the division in more programmatic ways. These bylaw changes will be in the apportionment ballot members receive in the fall. If passed, the next election, conducted in the spring, will be for a two-year president. Pat Alexander suggested that the board consider the cycle of president relative to the cycle of other officers, given that the treasurer and secretary both serve three years, so that the terms aren't ending at the same time but are staggered. Gale Sinatra reported that this was done in AERA Division C. Corno and Anderman agreed that they would work on this timeline issue.

[continued on next page]

Future APA Convention Sites

2008

Boston, Massachusetts
August 14–17 (Thursday - Sunday)

2009

Toronto, Ontario, Canada
August 6–9 (Thursday - Sunday)

Five individuals were awarded APA Fellow status this year: Eric Anderman, Karen Harris, Mary McCaslin, Karen Murphy, and Gale Sinatra. There was a question from a member who is a fellow of two other divisions who said he had been discouraged from applying for Division 15 fellow status a few years ago; Corno encouraged him to apply again, and Alexander noted that there are different procedures for those who are already fellows and want to become a fellow of another division.

Corno reported that another task this year was the coordination of awards within the division, which will now be synchronized. They will all be announced in the spring and then individuals will give their talks the following year.

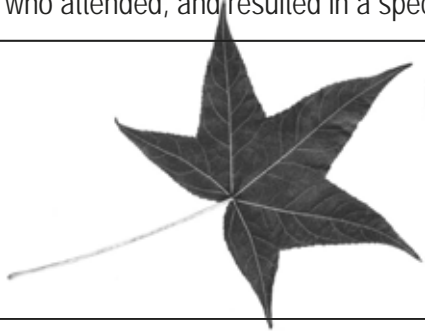
Corno introduced president-elect Eric Anderman, who reported that the board is also planning a conference on the teaching of educational psychology. This was last done in 1996 in Scottsdale, was highly rewarding for those who attended, and resulted in a special issue of

Educational Psychologist. The board decided at the retreat that the division would hold a similar conference, probably in June 2008 in Columbus, Ohio. Anderman noted that the conference will address issues of teaching both introductory and advanced educational psychology.

The meeting was opened for other business. Hagop Pambookian inquired about divisional representation to International Affairs and whether he was still the representative. Corno reported that she had recently appointed Judith Torney-Purta for this role. Corno asked to get further information from Pambookian in writing and the matter will be referred to the new president.

The final act of business was to present plaques and certificates to outgoing officers and committee members, who were thanked for their years of service to the division.

Respectfully submitted,
Barbara Hofer, Secretary



Richard E. Snow Award for Early Contributions

Division 15 (Educational Psychology) of the American Psychological Association seeks nominations for the 2008 Richard E. Snow Award for Early Contributions. This award is given to someone who has completed their doctoral work within the past ten years, has made significant research contributions to the field of educational psychology, and is a member of APA Division 15 at the time of consideration. Nominations are due by 18 January 2008.

If you wish to make a nomination for this award, email electronic copies of a nomination letter describing the contributions of the nominee to the field of educational psychology, the individual's vitae, and a representative reprint of the individual's research to: Paul Schutz at paul.schutz@utsa.edu

American Psychological Association :: Division 15 :: Educational Psychology

APA NEP 15

NEWSLETTER FOR EDUCATIONAL PSYCHOLOGISTS

Lisa D. Bendixen, **NEP 15 Editor**, and Florian C. Haerle, Assistant to Editor, University of Nevada, Las Vegas.

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, via email Lisa.Bendixen@unlv.edu.

NEEP 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
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Washington, DC 20002-4242

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