

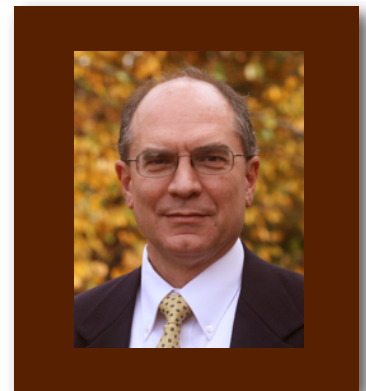
Newsletter for
Educational
Psychologists

David Bergin
President



D i v i s i o n 1 5 N e w s

Notes from the President



Welcome to Division 15. I would like to point out the crucial volunteer work that goes in to keeping Division 15 functioning. If you view the website, you will see that there are many committees. The committees do such tasks as selecting new Fellows, setting up the convention program, suggesting new initiatives, choosing award winners, and mentoring students and early career faculty. Committee members work behind the scenes to make sure the work gets done. It would be nice to thank the members of these committees for their excellent work. One committee – the Executive Committee – has oversight of the division.

The Executive Committee votes on budgets, policy changes, and so forth. It includes 10 people: the President, President Elect, Past President, secretary, treasurer, three Members at Large, and two Council Representatives (who attend APA Council meetings to monitor and report on events). Members of this committee are elected by you, the members of Division 15; members of most other committees are appointed by the President. Note that you can read the minutes of the Executive Council meetings in the newsletter.

I would also like to remind readers that Division 15 publishes the *Educational Psychologist*, which ranks number 2 in Educational Psychology in terms of 5 year impact factor. *Educational Psychologist* is an excellent outlet for your reviews of research and articles of a theoretical or conceptual nature. Note that the call for proposals for APA 2011 has come out. Program Co-Chairs Michele Gill and Bob Hoffman of the University of Central Florida are working to put together a stimulating convention program. Thanks to the many volunteers who helped review submissions. The 2011 convention will be held in Washington D.C. August 4-7, Thursday through Sunday. I hope to see you there.

Neil H. Schwartz
Editor

Maryam Fallahi
Assistant Editor



Division 15 Autumn Meeting

November 13-14, 2009

San Antonio, TX

Executive committee members present: Paul Schutz (president), David Bergin (president-elect, program chair), Ellen Mandinach (past president), Chris Wolters (treasurer), Heather Davis (secretary), Jacque Eccles (member-at-large), Nancy Perry (member-at-large), Helen Patrick (member-at-large), Michael Martinez (APA Council representative)

President Paul Schutz opened the meeting by thanking past president Ellen Mandinach for all of her work on some tough issues last year. The first item on the agenda was a discussion of the policies related to how the Executive Committee takes, records, and publicizes electronic votes taken via e-mail in between formal Executive Committee meetings. President Schutz led the Executive Committee in a discussion of who would be responsible for keeping track of electronic votes, how electronic votes would be reported and recorded, and what constitutes a quorum. It was established that the President and Secretary would be responsible for keeping track of formal votes, that at the next formal meeting of the Executive Committee there would be a section of the agenda allotted to the Secretary to report formal electronic votes, and the Secretary would be responsible for publishing these votes in the minutes for the membership.

President Schutz raised the issue of the criteria that should be used to judge the necessity of completing a formal vote electronically. The Executive Committee was in agreement that this decision would fall on the President to indicate at the time that a given issue is time-sensitive and requires a formal vote. During the meeting, specific wording for these new policies and procedures were crafted, approved and have been updated in the current version of the Policies and Procedures manual.

The next item on the agenda was a discussion of the policies and procedures for publishing information to the Division 15 list-serve. This autumn several issues arose regarding the announcement of conferences (both Division 15 sponsored and non-Division 15), job postings, and publications. President Schutz led the Executive Committee in a discussion of what should be the criteria be for Presidents to use to post announcements. The Executive Committee agreed the ultimate decision lies at the discretion of the president. However, the Executive Committee was also in agreement that the list-serve should not be use for the marketing of products or courses for profit. That appropriate uses include announcement of events and opportunities of interest to members (e.g. conference, job adds, Division activities [awards nominations], and activities of related Divisions]. Finally, in order to help the membership make informed decisions regarding the sponsorship of events and activities, 1) any event/activity published on the list-serve needs to include full contact information for a point of contact and 2) events that are not sponsored by Division 15 will be noted with the accompanying statement: *"This is not an APA or Div 15 Sponsored Event but may be of interest to our membership."* During the meeting, specific wording for these new policies and procedures were crafted, approved and have been updated in the current version of the Policies and Procedures manual.





The third item on the agenda was a discussion of the current status of the Division 15 Treasurer position. President Schutz noted the Treasurer position has evolved over the last ten years to include additional responsibilities such as: oversight of the Graduate Student Affairs budget, oversight of the Dissertation and Early Career research awards, administration of the three honorary awards and the awardee travel expenses, reimbursement of the Executive Committee. Several concerns have been raised that given the amount of money we have, as a Division, and the amount of money we move, in a given year, that the Treasurer position can become consuming to a single faculty member. The Executive Committee began with a review of the existing policies and procedures with the goals of 1) attempting to clarify the scope of the Treasurer position and 2) identifying ways to provide some support for the Treasurer. Several issues were discussed including: the extent to which access to a bookkeeper / accountant might ease the load of the Treasurer; the extent to which some procedural tasks (i.e. reimbursements) could be handled by hiring administrative or graduate student support at the Treasurer's home institution; the extent to which some procedural tasks could be offloaded to administrative support at APA on an hourly basis; the value of having co-treasurers; the value of having a finance committee; and/or the value of staggering the Treasurer term (i.e. having a Treasurer elect).

Past President Mandinach noted there are two issues underlying the increasing complexities of the Treasurer's responsibilities. The first has to do with the additional time involved for whoever is elected to the Treasurer position as well as making sure that reimbursements / payments move in a timely manner. The more "work" there is to be funneled through one person, the longer it can take to complete transactions. The Executive Committee agreed that more information was needed before a formal recommendation / vote could be made. The issue was tabled until the April meeting. However some short-term recommendations were made:

1. Treasurer Chris Wolters will review the current policies and procedures manual and update the manual with regard to his current responsibilities, procedures, and timelines for completing tasks. This was

completed December 2009 and Secretary Heather Davis reconciled the policies and procedures manual (Jan. 2010) to reflect Treasurer Wolters current responsibilities.

2. Treasurer Chris Wolters will evaluate his reconciled list and begin to categorize the tasks that could be outsourced to support staff (April 2010).
3. Member of the EC would attempt to contact members of Division 9 (SPSSI) and Division 7 that have dealt with some of these issues. Member at Large, Jacque Eccles noted that Division 9 has their own staff, their own office, and their own congressional fellow who are separate from APA. Sometimes their conferences are done in conjunction with APA and sometimes they are done separately.
4. When the call for the 2010 early Career Research Grants goes out, the call will include a statement that applicants should contact their grants officers at their institution about applying for the award *prior* to submitting an application. Treasurer Wolters believes this small change will help streamline the awarding process the following autumn.

The next item on the agenda was the discussion of the Division 15 website and webmaster position. Past President Mandinach noted that almost as soon as the website was released it was outdated. Information changes quickly in the Division, and without someone assuming responsibility for keeping the site updated, it quickly becomes old and not useful. In addition, there were several pages that were created and posted with limited information (i.e. concerning award winners and past presidents).

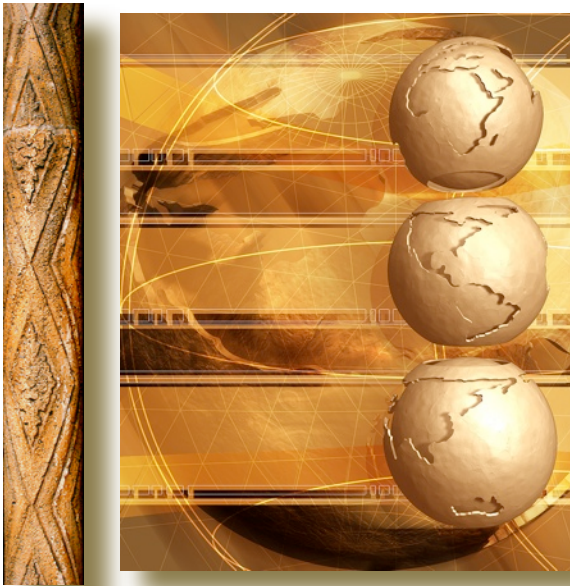
There were several different perspectives offered regarding the webmaster position. Member at Large, Nancy Perry noted that if we really wanted to consistency we shouldn't have a person that is linked to a rotating term. Several members of the EC agreed that the webmaster position may not be appropriate for a member of the EC committee to hold. Nancy argued that while members of the EC or appointed positions could have permission to access portions of the site, we still need someone to administer and update the site as a whole. She also noted that she was disappointed that inclusion of Web2.0 was voted down last spring. Council Representative Martinez noted there are short-term and long-term needs. In the short term, the Division needs to find a webmaster that can correct errors and update information. However, long-term needs might include having a director of communications who can work with the website and publications to increase the profile and impact of the Division and to build community. President Schutz noted that if the EC were to appoint someone internally (i.e. from the membership) to assume the role of webmaster, the job is likely to become more of a maintenance role. If, however, the EC is looking to do something more visionary with the website we might need to hire an expert.

Treasurer Wolters noted that we have *Educational Psychologist* because it is a way to advance the goals of the division, and we developed the website for the same reason. Goals include recruitment, communication among members etc.. He suggested that the EC might devise a three-year plan for further development of the website (i.e. reevaluate the Web 2.0 capabilities). This plan would include recommendations for 1) how to manage the existing website for the next three years and, and 2) assess the extent to which the website is furthering and can further the goals of the divisions. Perhaps one way to generate funds to hire outside support would be to ask Ed Psych departments / programs to pay to have links that go to their department. President Schutz summarized the discussion with a list of short-term (maintenance this year) vs. long-term (visionary approach) recommendations:

Short term:

- 1) Continue to work with Webbing Experts(our web developer) on an hourly fee basis to maintain the site.
- 2) The Secretary will be responsible for forwarding information from listserv to Webbing Express to ensure the "latest news" posts or updated. The Secretary will also carefully monitor the committees list to ensure that as committee appointments change, the contact information for members changes.
- 3) The Historian will work with Webbing Express to update and archive information concerning past award winners. She will begin with the Thorndike award winners, attempting to link their names with their *Educational Psychologist* articles.





Long term:

1. In April the EC will revisit the issue of the webmaster. Including which member(s) of the Division should serve as the internal contact for someone outside of the Division? Would this individual be an appointed position, a member of the EC, a member of the publications committee, director of communications?
2. In April, the EC will come up with a job description of what the task of the webmaster / director of communications etc. will involve.
3. In April the EC will begin to sketch out some long-term goals for the website.



The next item on the agenda was the discussion of the Division 15 Historian position. It was noted that now that Division 15 has a website and is electronically archiving information, the role of the historian has changed. Council Rep. Martinez noted that the way the position was described at the August meeting made it sound like a more clerical/archivist task. Instead, he argued, he thought the historian position would involve helping to document the rich dynamic history of our field. President Schutz noted that we need to have a clear role for the historian; that the current policies and procedures manual does not specifically outline the responsibilities and tasks of the position and, therefore, interpretation is often left up to the individual appointed to the position.

President Elect Bergin inquired about the extent to which hard copies of materials need to be archived and, if so, where do we archive them? The EC agreed that now that we have a working website, we don't really need the historian to act as an archivist (i.e. keeper of the files) per se. We can archive most materials on the website (currently the exception to this are internal files like contracts etc. that the secretary keeps). Moreover, the EC agreed that the duties would change over time depending on the needs of the Division. With that said, the EC identified three tasks that we believe constitute the ongoing tasks of the historian:

1. Compiling information for luminaries receiving the Memorial Award (as needed). This summer we will give three memorial awards to Merlin C. Wittrock, Nathaniel Lees Gage, and Jere Brophy for their significant contributions to the field. The historian would be responsible for crafting a short paragraph for each of these luminaries (and perhaps 2-3 links to seminal papers) that we could post on the website and use when presenting the award at the APA conference. In the future, the Historian will serve as an ex-facto member on this new committee.

2. Work with web-administrator to ensure there is accurate information concerning award winners (i.e. Thorndike Award, Snow Award, and Dissertation Award). For example, as part of the Thorndike award, winners receive space in *Educational Psychologist* to write up their work. In addition to listing the winner's full name, the historian would be responsible for identifying a link to a publication exemplifying the award. We see this as a really critical task for the Division - to document the leaders in the field and the contributions they have made and to make it easier to access their work.

3. Back Up Files of Electronic files. We see a critical role of this historian is to keep an external back up of all files on the website. To do this the Division will purchase an external drive that the historian keeps and periodically (2x a year) backs up all materials on the website. Again, this is a critical role. Right now the website is not accessible to you - but we are working to move it to a yahoo-business site. My goal is by AERA to be able to show you how to do this back up. This back up will also be where the secretaries, at the end of their term back up their internal files / contracts etc.



In December 2009, President Schutz crafted specific wording for these new policies and procedures were crafted, they were approved electronically, and have been updated in the current version of the Policies and Procedures manual. Several items were tabled for the April Meeting including: to what extent should the historian document the history of internal discussions/decisions (as it relates to publications conferences etc.). Or can this be done on the website by archiving the Newsletters which contain the minutes?

The next item of business was to review the Early Career Lunch Report (August 2009). Secretary Heather Davis walked the EC through the major findings from the lunch-time focus groups. Several members of the EC

inquired about the value of having an Ad Hoc Early Career committee. President Schutz noted that the current ad hoc consists of all EC members who have for the past two years looked at the need of EC members. In addition to the lunch, the ad hoc committee moved to initiate an Early Career Grant. However a consistent theme in the report is the extent to which the Division is supporting the professional development of Early Career members. Specifically, the Division might play an invaluable role for members who may not be in an educational psychology department, or may not have an ed psych department in their college, etc.... Treasurer Wolters also questioned the extent to which our current efforts have been geared at trying to groom Early Career members to eventually take leadership roles in Division 15. If we want them to take leadership roles then we might need to develop more formal supports than we offer. Several action items were generated from this discussion:

1. The EC decided to appoint an Ad hoc Committee for Early Career Psychologists, composed of Early Career Psychologists currently active in the division. This committee would be charged with looking over the Early Career Lunch Report and generating recommendations for the upcoming conference [i.e. develop a mentoring program; host a formal sessions on the program for early career psychologists; host a social session (lunch) for early career folks and mentors, talk with each other (theme lunch); host gathering at another conference; maintain a Wiki space for early career psychologists; offer a hospitality suite at the APA conference].

2. By the April 2010 AERA meeting, the EC will generate a list of "highlights" on the upcoming APA conference program (i.e. invited speakers, award winners, social opportunities) that will be disseminated widely to publicize the conference.

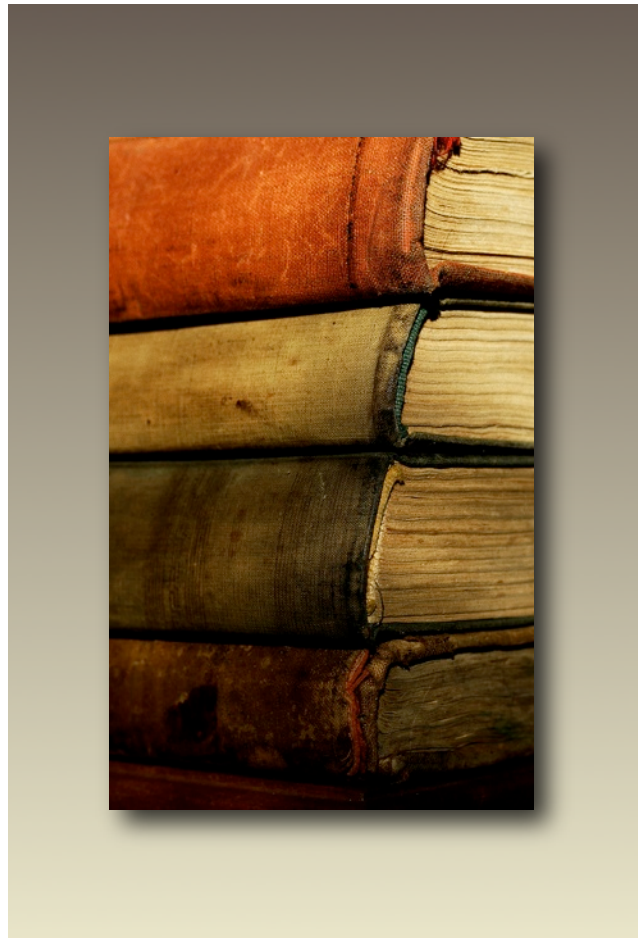
3. The Division is interested in identifying a hotel for the upcoming conference that would serve as the 'unofficial' Division 15 hotel. Ideally this hotel would offer a free breakfast (and/or happy hour) that would allow for members of the Division to informally sit with each other and build community.

Council Rep. Michael noted that Early Career Psychologists are not the only population that the Division is struggling to keep involved. He introduced the image of a corral in which the Division is investing a large amount of time and effort to welcome new people into the fold while not acknowledging that we have an equally large exit door. How do we keep members involved / invested? Several members of the EC argued that we also need a way to bring back the "All-Stars"; to give them a voice and reiterate that they are still valued members of the Division.

Several obstacles with the current program were observed. There are notable differences between the Division 15 and Division 7 schedule that may make it hard to involve both Early Career Members and prominent members. For Division 7, APA is not the venue for presenting but it is the venue to network with people in the field. There is a need to balance poster presentations with major speakers. President Schutz noted that, in most cases attendance at APA is treated like a 'second' conference. Member at Large, Jacque Eccles also noted there is a movement to attending conferences *without* support, as departmental budgets shrink, or not attending at all. Perhaps the Division really needs to offer something different - something exciting. She noted conferences like SPSSI charge their own dues (and they can charge less for registration). One short-term strategy suggested by Council Representative Michael Martinez might be to host a dinner for Early Career members with several invited prominent members. Similar to the Early Career Lunch, prominent members could be seated at different tables and there could be topical discussion such as "If only I'd known then, what I know now..." The item was tabled for the April meeting while he drafts a proposal that will address the logistic of the dinner and people to speak on the topic.

The final agenda item concerned new publication opportunities presented to the Division. Specifically, near the end of her presidential term, Past President Mandinach met with Sage concerning two new journals for the division: one related to the study of diverse populations and the other related to outreach in policy and practice. Sage submitted a proposal for the new product launches. Sage argued a journal publishing research on diverse populations would reach parts of our membership that are not being served and that may, in turn, increase our membership. However, there were concerns expressed that there might already be saturation in field for diversity journals.

A question was raised about how a policy journal might be different from existing publications like *Theory into Practice*, *Phi Delta Kappan* and other relevant journals? It was noted that while *TIP* is a peer-reviewed journal, it currently only solicits special issues and is full until 2012. Sage noted some hesitancy about an applied journal because it may be undervalued in the tenure process; however some members of the EC noted that some applied journals have high impact factors. Finally it was argued that if we were to move forward with policy and practice journal, it should speak to the issues of professional identity that we've been discussing in the EC for the last couple of years. Member at large Jacque Eccles noted the impact of the SRCD policy statements which come out four times a year and are distributed widely. Several members of the EC liked the idea of translational articles. Past President Mandinach agreed to craft and e-mail and forward the prospectus to the publications committee that the EC is interested in moving forward with the policy and practice journal.





Other business:

*T*reasurer Chris Wolters reported on the status of the Division. Several items are of note to the Division. First, regarding pre-paid credit cards, APA will not allow the use of pre-paid credit cards for members of the Division. This is because APA has to process the original receipts for what has been spent.

*R*egarding committee appointments, the EC agreed there needs to be an additional Division 15 representative to APA's Coalition on the Psychology in the Schools (COPS). The EC voted to approve funding for another representative to COPS for two meetings a year in Washington, DC. In December, President Schutz appointed Ron Marx as an additional representative.

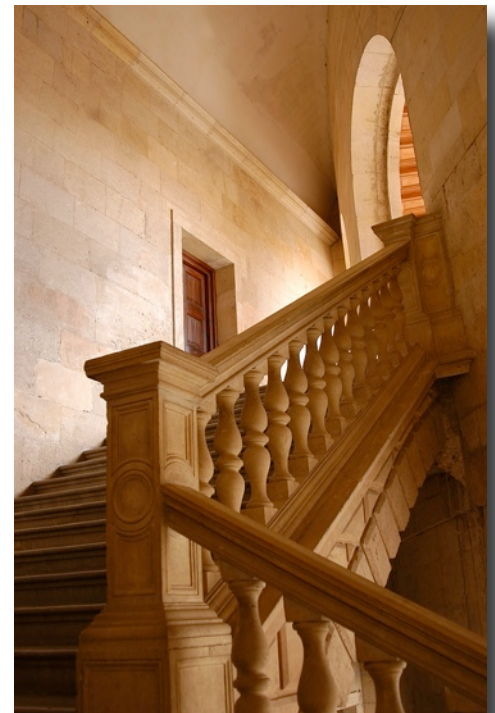
*S*imilarly, Past President Mandinach was also contacted by Springer about a book series sponsored by the Division on topics of interest. They noted these could be single or multiple author books on empirical research and/or books that drive theory. The EC voiced some concerns about the expense of Springer volumes. Moreover, the issue was raised as to why the Division might need another book series.

*A*n issue arose with the nominations committee. Specifically, several people self-nominated for leadership positions who do not have a history of either affiliation or service to Division 15. In some cases we were not able to confirm they are members of Division 15 and/or held fellow status (i.e. for President Elect position). In these cases, it was agreed they would be contacted about sending them forward for Fellow status and involving them in leadership positions on current committees. It was noted that at times the Division has been insular and overrepresented by motivation researchers. So the EC was pleased to see interest generated.



*T*he EC reviewed the wording of the bylaw changes voted during the August 2009 meeting.

*T*he Executive Committee agreed that more information was needed before a formal recommendation / vote could be made regarding the Small Conference Grants proposal initiated by former Member at Large, Jenefer Husman. Current Member at Large, Nancy Perry agreed to review the status of that proposal and report back to the EC at the April Meeting.



Division 15 Executive Committee

Meeting Notes April 30, 2010

Open Session (7-8pm):

In Attendance: Paul Schutz, Ellen Mandinach, David Bergin, Chris Wolters, Heather Davis, Nancy Perry, Helen Patrick, Pat Kyllonen, Clark Chinn, Lynley Anderman, Debra Meyer, Ji Hong, Dionne Cross, Ellen Usber, Stephen Tonks, Mei-Lin Chong, Bob Hoffman, Barbara McCombs, Gloria Miller, Revathy Kumar

President Paul Schutz opened the meeting by providing his report. President Schutz noted the Executive Committee has been involved in two primary areas of focus:

1. Examining issues faced by Early Career Educational Psychologists (years 1-7, promotion to associate). These issues include reaching out to build membership and retaining participation throughout the early career period. The Executive Committee began attempting to address the needs of early career psychologists by implementing the Early Career Research Awards. We are now in our third year of running that awards program, using an ad hoc committee to handle the awards. As President, Paul also created an ad hoc committee for Early Career Educational Psychologists, chaired by Dr. Jessica Summers, based on a report generated at a focus-group lunch held in August 2009. The committee was charged to deal with the issues generated by that discussion and documented in the report. In response, they created a session at upcoming APA 2010 Conference titled: "*If only I knew then what I know now...*"
2. The Executive Committee has been examining issues of diversity in the membership. President Schutz noted that reports compiled by the membership committee under the direction of Karen Murphy noted the Division currently has an aging white male population. The Executive Committee set a goal of diversifying the division by involving more members of the Division from underrepresented groups to serve on and lead committees. President Schutz was able to appoint 14 committee members from scholars of color into the Snow and Early Career committees and the Program Co-Chair positions. Moreover the program committee developed a session for the upcoming APA 2010 conference on diversity issues.

President Schutz noted this has been a busy year for the Executive Committee. He highlighted the tremendous amount of time and work on the Memorial Award that Past Presidents Ellen Mandinach and Lyn Corno completed. This is a new award that will be conferred in honor of a recently deceased luminary. He noted that it was a challenging and contentious process to get the Memorial Award to the point that it made sense in terms of how to appropriately select and recognize luminaries. He also noted that the upcoming challenge is to appropriately communicate to the families the nature of the award, provide recognition, and present a plaque.

President Schutz noted new publication opportunities including the approval to move forward with a new journal, tentatively titled *Journal of Educational Psychology Policy and Practice*. He also noted that work towards identifying editors for the third edition of the *Handbook of Educational Psychology* is under way. President Schutz noted that the Executive Committee has extended its outreach by co-sponsoring social hours with other divisions (2009 at AERA) and a social hour at the 2009 SCPIE conference. An upcoming initiative of the Executive Committee is to work on developing a small conference grant program.

Next, Treasurer Chris Wolters gave his report on the status of the Division. Treasurer Wolters noted the Division in good financial shape, with a very steady and large income based on *Educational Psychologist*. Additionally there is a smaller but consistent income from dues and other publications. Treasurer Wolters presented three tables for review: the first table uses the categories that APA accountants use to balance costs in the division (assets, income, and expenses). The second table provides a historical look for income and expenditures over the last few years; and the third table is one that the Executive Committee uses to evaluate expenditures based on how we actually spend money (e.g. conferences, Division Meetings, travel, awards). Treasurer Wolters anticipated similar expenses for the upcoming year compared to the previous year.

At this point, President Schutz opened the floor for questions regarding the budget. He noted that the areas where we are spending money include increased funding of awards (honorary awards as well as Dissertation Research and Early Career). Moreover, as these awards are coming on-line it has affected the scope of the Treasurer position. For example, over the last couple of years honorary awards (i.e. Thorndike, Snow, and Pintrich) not only come with a financial award but also reimbursement for travel to the conference when winners present.

This involves not only requesting the monetary award but also, after honorees have submitted receipts, requesting reimbursement from APA. President Schutz noted that the Executive Committee would be considering the equity and manageability of the position in the upcoming months.

Program Co-Chairs Ji Hong and Dionne Cross reviewed highlights from the upcoming 2010 program. They noted that it was an interesting year because although the Division had fewer submissions, the Division was awarded more slots. For the 2009 program there were 180 paper and poster and 6 symposia submissions. For the 2010 program, there were 128 paper and poster and 2 symposia submissions. With that said, they believe 2010 has a really strong program, in part, because of opportunity to create more invited sessions.

Secretary Heather Davis provided a report on the electronic voting of the Executive Committee December 2009 through April 2010. At the autumn meeting of the Executive Committee, it was noted that an increasing amount of business was occurring electronically and that the Division needs a mechanism to report important votes to the membership. It was agreed that the Secretary would compile electronic voting information and report these votes to the membership. Over the past five months, the Division 15 Executive Council voted to:

- 1) Unanimously approve the creation of a new sponsored journal tentatively titled *Journal of Educational Psychology Policy and Practices*.
- 2) Unanimously approve the Graduate Student Affairs Budget.
- 3) Approve to set aside funds for Treasurer Elect training. (The vote was 8 in favor, one abstain)
- 4) Unanimously approve the Memorial Award Honorees.
- 5) Unanimously confirm the selection of award winners.

Finally, Secretary Davis made the following announcements:

1) that Jacque Eccles has agreed to represent Division 15 at the 2010 Science Leadership Conference.

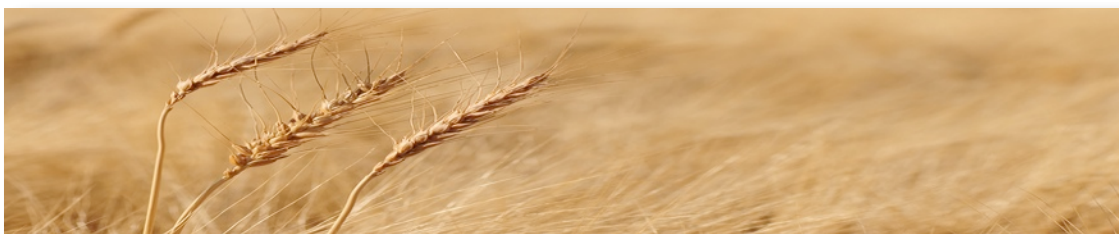
2) Over the last six months, we have made significant updates to Division 15 Website (<http://webbingexpress.net/apa/index.php>). We are actively posting announcements to the "Latest News" column on the homepages along with 'Spotlight on Achievement / Spotlight Article' and we are archiving the Newsletter. An upcoming goal will be to move the website to a new host. The new link will be announced on the list-serve.

3) All members should have been contacted by Taylor and Frances about creating an account for online access to *Educational Psychologist*. This is a benefit of Division 15 membership. Please contact Taylor and Frances if you have not been able to set up an account.

During the open discussion of reports, Ellen Usher, Chair of the Pintrich Dissertation Awards Committee, brought to the Executive Committee's attention problems with the deadline for the Dissertation Research Awards. She noted submissions were down from last year and the previous year. Ellen observed that we might be putting applicants in a squeeze with the criteria for eligibility. As currently stated, the criteria call for applicants to have proposed their dissertation project but not yet collected data. She recommended that we consider broadening the criteria for eligibility to include having passed the proposal stage. Several members noted data collection can be time consuming, as can analysis and writing. A motion was made to change the criteria so that eligible applicants will have successfully defended their dissertation proposal. (Note: no requirement to have not yet collected data). This motion was unanimously approved. Finally, Ellen also noted her committee is working to come up with better criteria for selecting winners for both the Pintrich and Dissertation Research Awards.

President Schutz closed the meeting with a motion to approve the committee chair reports. Reports were unanimously approved.

Closed Session: 8-9pm



Closed Session (8-9 pm):

In Attendance: Paul Schutz, Ellen Mandinach, David Bergin, Chris Wolters, Heather Davis, Nancy Perry, Helen Patrick

The Executive Committee began by addressing old business with regard to changes made to the Policies and Procedures Manual. Over the last five months, the Executive Committee has been working to document accurately the procedures associated with the Treasurer, Secretary, and Historian responsibilities. As noted in the President's report, the Treasurer's position has been gradually expanding in scope over the last five years. Prior to considering changes to this position, the Executive Committee felt it was important to document the multitude of responsibilities the Treasurer faces accurately. Additionally, as the Division moves towards electronically archiving information on its website, the responsibilities and procedures for the Secretary and Historian positions have been affected.

Treasurer Wolters noted the proposed revisions to the Policies and Procedures (P&P) manual represent the scope of the Treasurer's position. He noted it was good to have captured the multitude of tasks, but as he ends his term, he encouraged the Executive Committee to quickly move into how to reduce the job responsibilities.

Council Representative, Michael Martinez clarified that even if the Executive Committee voted to approve changes to the P&P manual (to reflect accuracy) the ultimate goal of the Executive Committee is to modify the position in the next 3-6 months. President Schutz confirmed this goal. Representative Martinez requested that Treasurer Wolters come with specific suggestions for how to modify the Treasurer Position and, in turn, the P&P manual for the incoming Treasurer. He noted this would be a tremendous contribution to the Division.

Lastly, in addition to changes to the procedures for the Treasurer, Secretary and Historian, it was noted that the Historian position currently does not have a term-limit. A motion was made and unanimously approved to limit the term of the historian position to 3 years.

A motion was made, and unanimously approved to accept the changes to the P&P Manual to reflect the current scope of responsibilities of the Treasurer, Secretary, and Historian positions.



The Executive Committee then moved to a more in-depth discussion of the Treasurer position. Treasurer responsibilities have blossomed to include the following:

- 1) clerical work such as acquiring receipts, reviewing for errors, sending to APA etc. Wolters noted that a good staff person at the Treasurer's institution or the APA office would be able to handle these tasks. This would cut down on the scope/ magnitude of the responsibilities.
- 2) The Early Career Research Awards and the letters of understanding with the presidents/editors are examples of situations in which the Division provides money and the Treasurer is supposed to monitor the use of the funds. Treasurer Wolters noted that the ECR Awards have become a chore in terms of monitoring whether the awardees to do what they said they would do, on the timeline they proposed. Just like the Dissertation Research Award, plans change as the awardees attempt to enact the project; awardees experience challenges with start-end date etc. The current wording of the Letter of Understanding is:

- I. Funds must be used for expenses clearly related and necessary to conducting the project as described in the original proposal. Any changes in the project design must be approved in advance by the APA Division 15 (Educational Psychology).

- II. The APA Division 15 (Educational Psychology) will disburse the funds in a single payment to either the *Recipient*, who accepts responsibility for reporting implications to the IRS or the *Recipient's* institution, which accepts responsibility for accounting for all funds to the IRS. It is the *Recipient's* responsibility to negotiate administration of the funds with her or his institution.
- III. The entire grant or award must be provided to the individual for the stated purpose. The grant may not be used to pay institutional indirect costs or overhead. If funds will be administered by the *Recipient's* institution, the institution must affirm in writing that it will waive all administrative fees and charges for indirect costs. This assurance may be provided through the signature of a responsible official on this agreement. This assurance must be received before the funds can be released.
- IV. Within 30 days of the end of the period of support, the *Recipient* must submit a final report to the APA Division 15 (Educational Psychology). This report must include information in the following areas:
- V. The Recipient must report any change in institutional affiliation or student status that might affect the administration of the grant or award.
- VI. Failure to adhere to these conditions will result in the Recipient or the Recipient's institution being required to return all granted funds to the APA Division 15 (Educational Psychology).

A question was raised as to whether these tasks should go to the ad hoc ECR Award Committee? Would it help if we clarified what it means for awardees to make 'substantial changes' in their projects? And what changes to the Letter of Understanding would provide more freedom to the awardees? Treasurer Wolters noted that APA will do administrative services for us (e.g., process new member applications) and other small issues and that they can send

a report of these services to the treasurer. They are, however, currently working on their processes and costs and said that the Division would have to wait until they have solidified their services/ expenses.

Treasurer Wolters also noted that we could look at the model for Division 9 (which has a financial officer who oversees office staff at APA) for our growth model. Can we find another Division(s) to share staff? Wolters noted this becomes more complicated, but the increased responsibilities may be a way to provide a rationale for hiring a financial officer.

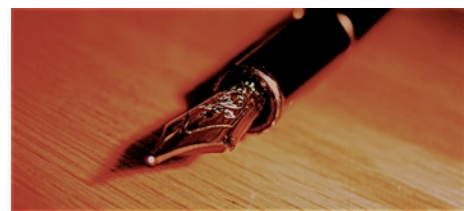
President Schutz inquired as to whether off-loading the receipt for travel and the receipt monitoring roles would be enough? Treasurer Wolters said that he thought that would be a healthy start and would significantly reduce the roles. He sees the Treasurer as a member of the Division who monitors and works with committee chairs to create budgets etc, advocating for new ways to spend money etc. But dealing with hands on processing of paperwork and monitoring spending does not seem reasonable.

Treasurer Wolters agreed to put together list of short-term modifications for the August meeting. Long-term issues would be tabled for the autumn meeting.

Prior to adjourning the meeting the Executive committee unanimously voted for a new line-item expense related to the Division Website. The motion was to approve spending up to \$250 a year to host the Divisions website and domain name. Secretary Davis agreed to work with WebbingExpress to identify a host (with the first priority to be that the website be hosted by APA and, if not possible, that the host site not have any advertising).

The Executive Committee also affirmed that that title of the Newsletter needs to have the accurate name, volume number, and issue number listed.

The meeting was adjourned.



Report on the Div. 15 Focus Group with Early Career Members

Submitted by Heather Davis
November 13th, 2009

President Paul Schutz, Secretary Heather Davis, Member at Large Helen Patrick and Membership Chair Meg Hennessey led small group discussions with 15 early career members of Division 15. The committee had pre-planned five discussion questions: What do you perceive as the benefits to membership in Division 15? What do you perceive are the obstacles to participating in Division 15? What could Division 15 do to help in your professional development? What is our professional identity? What should we be doing as a Division?

What do you perceive as the benefits to membership in Division 15?

1. Participants reported they like the intimate feel of the conference. They felt that senior scholars were much more accessible at APA compared to AERA where



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Psychologists are all spread out across many different divisions. They also felt like they were having 'deeper conversations'. They would like a social event at APA so they can meet with 'older' members.

2. Many focus group participants had also previously been participants in the graduate student seminar, which they perceived as a benefit of membership. They recognized members of their cohort and they perceived the graduate student seminar to be one of the benefits of membership. Others became involved in the Division because they were asked to present in a symposium.
3. Participants perceived the ECPSY research awards as a benefit of membership. There was some discussion about whether it would be better to give smaller

awards to more early career members as compared to a larger amount to a few. Others commented that the funds were not enough of an incentive for them to apply.

4. Participants really liked the idea of the lunch we sponsored and thought it would be a perceived benefit if an opportunity to meet was offered regularly at the conference. They clarified that they did not want something as big as the graduate student seminar. All said that networking is currently more important to them than attending program sessions. That is, they would come to APA for the networking and mentoring opportunities, regardless of the quality of the conference program. The tables were not consistent what might want. At two tables, beyond hosting a lunch they also felt it might be useful to be matched up with a midcareer mentor (e.g., someone who has just moved to associate professor). Two of the tables suggested a more interactive seminar that might include topics:

- What is a third year review about?
- What do I need to know now about getting ready for tenure?
- What do I need to know about collaborating with others?
- How can I best advise graduate students?
- How do I best use graduate students to support my own research?
- How much and what kinds of service should I be doing and not doing?
- Advice on grant writing.
- Advice on Prioritizing time.
- Advice on Reviewing manuscripts.
- Opportunities to talk about teaching courses, and sharing syllabi and activities. [See point 5.]

5. Many of the participants who attended had also attended the pre-conference on the Teaching of Educational Psychology. They perceived the TEP conference to be a benefit of the division, appreciated the meeting, and wondered about developing a "knowledge base" that could be placed on the Division 15 web site.

6. Several participants felt that Division 15 is and has been on the cutting edge of the motivation literature. They largely perceive the program to be among one of the benefits. One of the challenges of the structure of presentation is that, in general, many of the participants felt like the most interesting work being presented was either *at* their session or at the same time. "The content of the conference is the most important factor to attract people to attend. I felt APA could offer more sessions that are relevant to EDPSY. I found that the relevant posters that I wanted to see were presented at the same time that I presented mine!"

What do you perceive are the obstacles to participating in Division 15?

1. The cost of membership and conference registration is perceived as excessive, especially for early career members who are attempting to launch research lines (with minimal funding) and establish themselves at new institutions. Some had funds to support their travel (university start-up) but most did not. Most felt that attending AERA was necessary and that attendance at APA would be in addition to AERA. At AERA they felt there were more sessions available that were directly related to their research; though not as much cross-fertilization.
2. They perceive the Division 15 website to be inadequate for informing them of Division activities.
3. They perceive the largely clinical focus of APA, and the fact that Division 15 is not involved many aspects of the organization – like ECP or APAGS - to be an obstacle to getting involved. In general they reported feeling marginalized by APA (this also speaks to the identity issue below) They were concerned about the lack of people at the poster sessions – I think part of this was they were in a very big room with a lot of space between rows – but there did not seem to be a lot of people at the sessions that I went to.



What is our professional identity?

1. The participants noted that often scholars teach EdPsy, but claim their identity as something else: math educator, science educator, teacher educator. "I am an educator who uses psychological constructs vs. I am a psychologist who does applied work in education."
2. One group described how they tend to align their professional identity with AERA instead of APA. Most felt a sense of belonging to the Motivation SIG. "I didn't think APA was a place for me." "AERA is my home, APA is a place for me to expand."



3. At one table they described their initial perceptions of APA: narrow scope, clinical, big names, not intimate, worried they would not have a place at the table, worried there would be not scientific foundation to the research presented.
4. They perceived their identities developing in graduate school. Some noted that their graduate advisor emphasized being a member of APA and becoming involved as a graduate student.
5. They appreciated the opportunity to view Eric Anderman's Seminar in Ed Psych syllabus. They felt they needed to hear thought process of people who have done this.
6. Participants perceived they needed to learn how to build bridges with other disciplines.
7. Some of the participants thought it might be good to create a blog about the experiences of early career folks.

What should we be doing as a Division?

1. They like to see Division 15 more represented on APA matters. Participants felt that we need to market ourselves better to APA and elsewhere. Many of them are interested in using their knowledge of the field to effect policy.
2. Participants weren't sure about which audiences Division 15 (should) serves.



Editor's Note

I would like to begin by thanking my graduate student, Maryam Fallahi, for the countless hours she spent helping me to put this newsletter together. It is an immense job, with an incredible number of details that are invisible once the document is complete. Secondly, I want to thank all the officers for getting their contributions in on time. I also want to thank the talented photographers at Bigstockphoto.com.



An interview with

Bill Asher

November 2, 2006

Past President's Interview Series

When Jenefer Husman was Historian of Division 15, she organized interviews of several past presidents of Division 15. The first of those presented here is an interview of Dr. J. William Asher by Mary Anne Duggan. Dr. Asher was president of Division 15 from 1988 to 1989. And, so begins a series of informative and thought provoking interviews...

MD: Discuss how you came to be the President of Division 15. Why did you agree? What other issues did you have to consider before agreeing to be President?

BA: There were a lot of issues, but when they asked me, I said, "yes, because it is a major honor." When I ran the first time, I did not win, which is fairly typical. But, they were encouraging, and I think they waited a year or so and they asked me again. I said, "yes," again, and I won.

I really think that, unlike some of our Division 15 Presidents who are just outstanding, brilliant scholars, and highly productive, I probably won because about five years before that they had a person who chaired the Fellows Committee who got no Fellows at all. So, the President asked me if I would chair the Fellows Committee, and I said, "yes." We got a large number of nominees. I did that for the three years I was chair, and so we must have gotten about 25 or 30 Fellows over those years. When

you have that many people becoming Fellows and that many people who are nominating them and making recommendations for them, you get to be known fairly widely.

MD: From your perspective, what was the state of Division 15 before and during your presidency?

BA: Well, Division 15 always had gotten along on a pretty minimal budget. As I recall it was \$1,300 or \$1,400 dollars per year, and the Executive Committee allocated it as best they could. So nobody had a lot. Everybody tried to do things cheaply. About the time I became President-elect was the time that the *Handbook of Educational Psychology* was proposed. One of the first things I did was go to the two men who would be the co-editors and say, "I am going to give you every possible support I can during the three years that I am President-elect, President, and Past-president." One of the things the co-editors did about the second year was say, "You know we may make some money on this thing. You had better start figuring out how you are going to spend it." It was totally unheard of and a relatively huge amount of money compared to what we had. So I think the *Handbook of Educational Psychology* was the big thing that, although I really did not have much to do with starting it, I certainly was there to help support it. We started to think about where we might start to use some of the money, and that resulted in other publications.nicely.

So what really has made the Division prominent in the last 20 years is all the books, pamphlets, and writings that have come out as a result. We finally had enough resources to take some chances and they have worked

MD: Based on your experience as a researcher and President, what were the salient issues in Educational Psychology around that time?

BA: As a research methodologist, the thing I noticed then and later as much as anything else, was meta-analysis. The physical and biological sciences have always been able to relate their results across studies and build more inclusive theories. The behavioral and social sciences were never really able to do this in any good way. Gene Glass, who is a Division 15 Member and Fellow, really developed the meta-analysis of experiments. (Industrial Psychologists developed the meta-analysis of correlational data.) It was Glass who developed meta-analysis in Education and Educational Psychology, and it was Larry Hedges, who was a Professor of Education at the University of Chicago, who put the very solid statistical foundations under it and has continued to help develop it. It was education faculty and educational psychologists who developed meta-analysis. I am proud of that. Meta-analysis as an underpinning development of theory throughout the behavior sciences and education was developed by people in educational psychology as their contribution to the research methodology in

general in the behavioral and social sciences and also in medicine.

MD: What has been the relationship of the discipline of Educational Psychology to APA, and how has APA shaped Educational Psychology as a discipline?

BA: Well, I think APA has not looked to Division 15 as much as they could have by APA and their Education Directorate. I am sure it is more than that, but over the last 25 to 30 years APA has gone from primarily researchers and professors to a majority of clinicians of some kind. On most of the state licensing tests when they think about research they think statistics. Statistics is important but there is also measurement and research design. Whether APA knows it or not, as a major basis of making decisions meta-analysis is important. We suddenly have realized that statistical testing really is not a very good system for making decisions in psychology and has actually, to an extent, diminished the development of the science of psychology. There are too many Type II errors because the effect sizes and samples are too small and the measurement systems are not that precise. So you have a large number of Type II errors except when you have very large samples, and then most everything is statistically significant. Meta-analysis has helped overcome these problems. We now use effect sizes much more in reporting research results. I admire Glass enormously.

MD: Division 15 has been the historical home of Educational Psychology, but APA is becoming more and more clinically focused. What do members of the Division and the Division as a whole get from their relationship with APA?

BA: As I said, not a whole lot. Division Five keeps getting squeezed as well. Division Five people can go to the Psychometric Society and if they really want to, AERA. We keep getting smaller, and we have less convention time. Although one of the things we did to try to alleviate this was, in addition to having Fellows and Members, is to have Associates. I think that is one of the things we were getting started when I was still on the Executive Committee. Those Associates have become an important part of Division 15.

If you are pressed for income, you can become an Associate of Division 15. You can do everything as an associate except become President, Vice-president, Treasurer, and Secretary. You can be everything else. Also, I would suspect sooner or later the Association for Psychological Sciences will accept Educational Psychology more.

Further, as a Past-president after my protest, I was asked to be on the committee to select the new editor of the *Journal of Educational Psychology*. When we got the list of people to be considered they mostly were Developmental Psychologists and Experimental Psychologists and no Educational Psychologists as such. I objected to that. I think that is kind of the way things have been in APA for quite a while.

MD: What do you recommend for people going into the field now?

BA: Well obviously Cognitive Psychology is now very important and Social Psychology constructs are now used much more. The field of Educational Psychology has expanded. The social psychology of education with the emotional and social aspects are far more considered now than they used to be. Also take as much as measurement as you can. Item response theory is important in educational testing and the No Child Left Behind law, with its emphasis on testing in education, has created many opportunities in educational measurement.

MD: Is there a question I have not asked you that you think is important? I really appreciate your thoughtful answers. You've given me some directions to go with as far as following my own interests. You have piqued my interest in some things, so I really do appreciate the time that you spent. You have also given me a good bit of history, and I do appreciate that.

BA: Well, that is one of the things that I can do. I have been in Division 15 since 1954, which is now 51 years, so I can give you a lot of the history of the Division.

