



Message from the President



Division 15 Members and Friends,

Even in this highly digital era with multiple routes for improving communication, educational psychologists engage in challenging disputes about how to move the field forward. Without careful attention, substantive debates can quickly disintegrate into mudslinging. In my relatively short history in the field, scholars have thrived by talking out their differences well enough to (at the very least) understand the perspectives of those with whom they disagree. In fact, much of the work we use today emerged from strong debates about which topics to include and exclude from our discourse. This year, Division 15 will host an *Advances in Educational Psychology Conference* to directly facilitate conversations about common controversies and new topics in our field.

Using the small-group model that we have been working with all year, conferees will come together to engage in direct dialogue about some of the central concerns that both bind and divide us. Although a few poster sessions are available for those who need such opportunities, it is our hope that participants will come ready to discuss and debate important concepts, procedures, and theoretical tensions. Session facilitators are charged with hosting small group conversations with the goal of improving synergy among scholars who may not otherwise have an opportunity to directly interact. When strong synergies are already grounded in evidence, it will be possible to strengthen the messages in our journals, newsletters, and social media sites. New directions are also likely to emerge at this event – directions that will require scholars to form new design teams, seek funding, and conduct new research.

When I joined the field in the early 1980s, scholars advocated a unity thesis when describing what it means to be an educational psychologist. All educational psychologists, in this model, were familiar with the basic principles of learning, motivation, assessment, and classroom management. Within those categories, scholars identified common definitions of key concepts and agreed upon theories and methods for conducting research. Grounded in the idea that forward motion is only possible if we all collaborate in a single, shared mission, educational psychologists successfully generated strong insights about teaching and learning, many of which still guide teacher education programs across the country.

Despite its success, the unity model that has driven the field is now under siege as we become aware of the harm caused by any decisions to act. Scholars are now aware that for every action there are equal (and sometimes unfortunate) reactions. It is incumbent upon us to listen hard and think deeply about how our actions have included some and excluded others. We could not have foreseen the potential for harm in our work without having generated a strong social position for our field. Many agree that it is time to consider new possibilities.

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"Our goals as educational psychologists involve a quest for languages that allow us to share ideas well enough to better understand one another."

Message from the president, cont'd.

New forms of generating (and ultimately sharing) ideas are essential if we are to fully embrace the diversity that is required of educational research—a diversity that acknowledges many routes to learning, multiple definitions of success, complex motivational systems, and more interdisciplinary notions of how to build educational systems. Scholars have already begun to enact an oppositional diversity thesis. Using zero-sum notions of winning and losing, ideas are situated in competition with one another so that contradictory perspectives may be compared until a defensible position emerges. Such work is easy to generate when individuals share a common language, but is inherently exclusionary for those who are unfamiliar with such language.

A third set of scholars, a group in which I situate myself, embraces a complementary diversity thesis. Discourse in this sense allows for pluralism across research traditions, but also seeks clarity by comparing and contrasting the different questions that are central to life in educational settings. Complementary diversity acknowledges the existence of multiple truths, realities, and possibilities that can be understood and used to achieve practical goals. Theories, according to this model, must be internally consistent, grounded in discernible evidence, and connected to useful societal problems. Our goals as educational psychologists involve a quest for languages that allow us to share ideas well enough to better understand one another. Like others who embrace cultural theories, we look for commonalities between individuals, local communities, and global societies. And, rather than build a competition between ideas, we look carefully at how useful particular ideas can be for advancing particular educational goals. Ideas with little or no utility are discarded whereas ideas that are useful are retained until they no longer serve our collective goals.

In writing this, my last missive as President of Division 15, I would like to challenge you to ask, which thesis drives your research? How do you identify and justify the research problems that guide your efforts? Are the topics identified by the *Advances in Educational Psychology Conference Committee* and the membership of Division 15, topics that you find meaningful? Are you ready to propose an alternative topic for this year's event or future events? We look forward to hearing your answers to these questions either at AEPC itself or as you share your work in the future.

Terri Thorkildsen

APA Division 15 President, 2013-2014

Concerned about where you belong in the field of Educational Psychology? Ready to find new directions for your research? Interested in meeting new collaborators?

If so, please join us at the *Advances In Educational Psychology Conference*, October 25-26, 2014

We anticipate debating questions about:

- How does our work include all populations?
- How is conceptual change different for those who study learning and development?
- In what ways are new technologies informing our work?
- How are schools adapting to broad societal changes and what roles are Educational Psychologists playing in these changes?
- What questions should Educational Psychologists address that are currently being overlooked?

Join us for intense deliberations about these and other essential questions that are currently driving our field. Find more information (and register today) by visiting www.AEPC2014.com

Division 15 EXECUTIVE COMMITTEE MEETING HIGHLIGHTS

Philadelphia, PA
Marriott 4th Level Franklin 7
April 3, 2014, 2:30-4:00

- The Executive Committee is looking for ways to assess the effectiveness of the Graduate Student Seminar so that support can be adjusted according to its needs.
- There is a need for better understanding of the types of APA membership and the rights and roles afforded these different types. Wade George, Communications Director, will provide members with this information and calls will now include it.
- Registration for the Advances in Educational Psychology Conference was pushed until after AERA.
- The new editor of *Educational Psychologist* is Kathryn Wentzel from The University of Maryland.
- The next *Handbook of Educational Psychology* will be released in 2016
- In light of the new contract with Taylor & Francis for *Educational Psychologist*, the budget has been adjusted.

The full minutes can be found beginning on page 8.

Many thanks to the 2014 AERA Cross-Committee Collaboration Hospitality Team!
*These individuals put on an extremely productive and eventful meeting,
& we couldn't be happier with the results!*



GETTING TO KNOW OUR INCOMING PRESIDENT

Dr. Karen R. Harris



Bio:

Dr. Karen R. Harris is the Mary Emily Warner Professor of Education at Fulton Teachers College, Arizona State University. Previously, she has been a faculty member at Vanderbilt University, University of Maryland, and Purdue University. A Fellow of both APA and AERA, she has served on Division 15 committees and as the former Editor of the *Journal of Educational Psychology*. The theme for her Presidential term is “Impacting Education Pre-K to Gray.”

She notes:

While the history of Educational Psychology goes back to the 1890s (with influences back to the time of Plato, Aristotle, and others), I became an Educational Psychologist when I entered the masters program in Educational Psychology at the University of Nebraska, which I completed in 1978. Since my first course in foundations of learning, I have been a “theory junkie” – I cannot stop studying theories and have never found a theory from which I cannot learn or that does not potentially impact our field in important ways. I have followed the field of Educational Psychology for over 3 decades, and I am proud of what we have achieved. Like many in our field, today I feel a sense of urgency as I consider the complex challenges faced by communities, families, schools, teachers, and students.

I am also concerned about the challenges that face our field. No longer the only theory and research arm in education, we must take care to remain central to the field of education. In doing so, we must maintain and enrich the ways in which Educational Psychology enhances and impacts education from pre-K to gray. In the late 1960s, movement toward increased ideological and technological integration was evident across a number of fields, including ours. By 1989, however, Gage wrote his seminal piece on the paradigm wars and their effect on the study of learning. We have made much progress since that time, but much remains to be accomplished. Continuing to understand and integrate what we know across theories, methods, and paradigms will allow us to advance the field by assisting policymakers and practitioners to define, acquire, interpret, and ultimately use research. Relationships, built on trust and respect, are essential to our future and the future of our field. We must set aside paradigm biases and reject false dichotomies as we review research for publication or funding, develop the next generation of researchers, support early career researchers, and work with each other and the larger field.

All of our major theories today embrace meaningful learning in communities that are educationally purposeful, open, just, disciplined, caring, and celebrative. In fact, despite characterizations of some theories that have become common, virtually all theories have embraced these principles for decades. During my term, I will continue to emphasize what so many of you have advocated: when we treat competing viewpoints with thoughtfulness and respect, a powerful repertoire for teaching and learning across the life span can be developed. As Dubin argued in his book *Theory Building* in 1978, contiguous problem solving – where interdisciplinary efforts based on disciplinary research add up in a manner not otherwise likely – requires our attention, even as we continue focused research emanating from differing theories and paradigms. Together, unlike the blind men, we can make sense of the elephant.

Karen R. Harris,
APA Division 15 President 2014-2015

2014 APA Program Highlights

Thursday, August 7th

Invited Session: Bernard Weiner

Little-Known Truths, Quirky Anecdotes, Seething Scandals, and Even Some Science in the History of (Primarily Achievement) Motivation

12:00 PM - 1:50 PM, Convention Center - 209A

Division 15 Executive Committee Meeting and Publications Meeting

(To include the Cross-Committee Collaboration Meeting from 5:00 PM - 6:30 PM)

3:00 PM - 6:30 PM, Marriott Marquis Washington DC Hotel - LeDriot Park Room

Friday, August 8th

Paul R. Pintrich Outstanding Dissertation Award – Kate Niehaus

Toward a Holistic Understanding of ELL Children and Their Well-Being

9:00 AM - 9:50 AM, Convention Center - Room 204C

Richard E. Snow Award for Early Contributions – Kou Murayama

Critical Roles of Motivation and Study Strategies in Learning: A Multimethod Approach

10:00 AM - 10:50 AM, Convention Center - Room 204A

E.L. Thorndike Career Achievement Award in Educational Psychology – Sandra Graham

Race, Motivation, and Social Adjustment in School: An Educational Psychologist's Perspective on How (not if) School Diversity Matters

11:00 AM - 11:50 AM, Convention Center - Room 209A

Early Career Event: How to Publish in Educational Psychology

*Submit RSVP by July 25 to Gita Taasoobshirazi at gtaasoob@kennesaw.edu

12:00 PM - 2:00 PM, Cullen Room at Bus Boys and Poets, 1025 5th Street NW, Washington, DC 20001

Saturday, August 9th

Graduate Student Breakfast with Division 15 Past Presidents

8:00 AM - 8:50 AM, Marriott Marquis Washington DC Hotel - Mint Room

Presidential Address – Judith Meece

Twenty Years Later: Addressing Gender Inequalities in Educational Achievement and Attainment

5:00 PM- 5:50 PM, Marriott Marquis Washington DC Hotel - Monument Room

Social Hour

6:00 PM- 6:50 PM, Marriott Marquis Washington DC Hotel - Monument Room

Division 15's full program and complete authors for the 2014 APA Convention list may be found [here](#).

INTERVIEWS WITH PAST PRESIDENTS

Dr. Howard T. Everson

APA Division 15 President, 1998-99

Interview by Dr. Mary Anne Duggan



MD: How did you come to be the President of Division 15? Why did you agree?

HE: Over the years I had participated in many of the Division's activities. At one point, I was the program chair for Div. 15, and then went on to participate in a few of the Division's committees. I also was the Editor of the Division's newsletter for a number of years. As the Editor of the newsletter you can't help but become more involved with the workings of the Division. In that role, I had attended a number of divisional business meetings, program meetings, and other planning meetings. One thing led to another, and I was nominated by a few members of the Executive Committee to serve as President. I was elected to serve the 1999-2000 term – the year after Claire Weinstein

served as the Division President.

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

HE: Well, I think it was healthy. The membership was fairly stable; I want to say we had somewhere around 1,700 or 1,800 members. At the time, we needed a bit more organizational and administrative help from APA to get a better understanding of the balance between active and inactive members we had on our rolls. One of the tasks I set out for myself was to try to increase the visibility of the Division to its members by opening lines of communications and broadening access to the activities of the Division and its members, and with the larger APA community. That is why promoting and developing the newsletter and other forms of communication and publications the members receive was important in my view.

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

HE: I think one of them has always been the relevance of educational psychology to schools, school reform, issues of teaching and learning, and also issues of assessment – the methods of assessing student learning, and the emerging test-based accountability environment we have been in for the past number of years. There has been a lot of concern about how the research products of our field can be of greater value to those who are trying to improve what is happening in our schools. That was a big issue then – and remains an issue today – though I do think we are more relevant than ever, actually. But, I do think there was much concern, back then, about the health of the field in terms of its relevance for promoting change and improvement in schools.

MD: From a person who has held the highest office in Division 15; what is Division 15? What is Educational Psychology?

HE: For me, Educational Psychology is really the discipline, the place, where we can think broadly about the issues of teaching and learning. We can also drill down in many of our research designs to ask, for example, how the knowledge we are developing in the field of educational psychology can be applied to the promotion and development of human learning, institutionally as well as individually, both in and out of school, for the benefit of the society. We have made very good progress in the past

10-12 years with publications such as *The Learner Centered Principles* published by the American Psychological Association, and some of the collaborative publications that have come out of the National Research Council on how students learn and how people learn. So, I think we can be proud of the influence we have had in the recent past on the practices of teaching and learning and what we know about student learning. I think we are clearly part of an increasingly larger group of interdisciplinary researchers who organize themselves around the learning sciences. I think we stand squarely in that group and are contributing dramatically to the work and progress in the learning sciences. I would say now we need to begin to think much more broadly and much more from an interdisciplinary perspective, because in my view this is where we can do much to inform the work of others in the learning sciences. We clearly can learn, as well, from the work going on in the neurosciences and in developmental biology. And in the future there is little doubt we will see a lot more of this cross-disciplinary work. How, in the long run, we fit inside the American Psychological Association, I have a little bit of a different perspective on that. We have been part of the APA for a long time now, and if you look back at the list of folks who have served as the Presidents of the Division, many of them have made a tremendous impact and influence on American psychology. So we are a formidable group.

To read the complete interview, click [here](#).

Division 15 needs you!

The success of Division 15 rests on its membership, its elected officers, and the efforts of 15 Standing Committees and 5 Ad Hoc Committees. Without the volunteer efforts of our members, Division 15 cannot operate effectively and make a difference in our field.

Beginning August, 2014, openings exist on the following committees:

- Nominations for Elections
- Snow Award for Early Contributions
- Early Career Research Grants
- Dissertation Awards
- Membership
- Graduate Student Affairs
- Development of Early Career Psychologists
- Monitor to APA Board of Educational Affairs
- Advances in Educational Psychology Conference
- Editor, Division 15 Newsletter
- Ad Hoc *Psychology Today*

Several of these committees have multiple openings. Some of these committees need members who are APA/Division 15 Fellows (as well as other members), and several committees need student members. Length of term varies by committee, but is typically 2-3 years. For further description of each committee's charge, please see the [Division 15 Bylaws](#).

If you're interested in volunteering, you may indicate specific committees you would prefer to serve on, or simply that you're interested across all openings. Please email Karen Harris (karen.r.harris@asu.edu), Division 15 President-Elect, regarding your interests; please also include a current vita.

All openings will be filled as soon as qualified members are identified, with new members taking their place on committees after the 2014 APA Convention.

MINUTES

APA Division 15: Educational Psychology Executive Committee Meeting

Marriott 4th Level Franklin 7

April 3, 2014, 2:30-4:00

Minutes

Approved June 23-2014

by online vote of the EC (7 yes, 2 abstain)

Meeting called to order at 2:41 pm

Members present: Terri Thorkildsen (President), Tim Curby (Member-at-large), Dionne Cross (Member-at-large), Karen Harris (President-Elect), Michele Gregoire Gill (Treasurer), Helenrose Fives (Secretary), Anastasia Kitsantas (Member-at-large) and Sandra Graham (ex-officio, non-voting member, Chair of Publications Committee)

The **Secretary's Report** was given by **H. Fives**. Notes from 3 Executive Committee Google Hangout meetings were read into the minutes.

- **Google Meeting February 24, 2014.** *Members present:* Michele Gregoire Gill, Terri Thorkildsen, Karen Harris, Helenrose Fives Tim Curby, Heather Davis, Anastasia Kitsantas, Ex-officio: Wade George.
Summary of Meeting: The Executive Committee received updates on ongoing Division activities from representatives and committees. These updates came from Tim Curby, the Division 15 Representative to APA Council, the Early Career Educational Psychologist Committee, Early Career Research Grants Committee, Graduate Student Affairs Committee, Membership Committee, and the Advances in Educational Psychology Conference Committee. The EC discussed the schedule for AERA activities. In addition Thorkildsen shared the thoughts of the Division Past Presidents whom she had asked for input on the Division's investment planning activities. The next meeting was scheduled for May 12, 2014 at 11:30 Eastern Standard Time.
- **Google Meeting January 29, 2014.** *Members present:* Terri Thorkildsen, Helenrose Fives, Michele Gill, Judith Meece (phone), Tim Curby, Anastasia Kitsantas, Michele Gill, Ex-officio: Wade George.
Summary of Meeting: The Executive Committee discussed and voted to approve the Minutes from the EC Fall Meeting. T. Curby, moved to approve the Minutes; M. Gill seconded; D. Cross, M. Gill, T. Curby, T. Thorkildsen & H. Fives Approved; J. Meece; abstained; the motion passed. The EC also discussed whether the minutes in their entirety should be published in the newsletter. T. Curby moved to post the minutes in the D15 newsletter as approved with contract information redacted; M. Gill seconded; all voting members present voted to approve.
- **Google Meeting December 12, 2013.** *Members present:* Terri Thorkildsen, Judith Meece, Anastasia Kitsantas, Tim Curby, Michele Gill, Helenrose Fives; Harris, Davis (joined the meeting at 1 pm); Meece (left the meeting at 1:15); Curby (left at 1:17); Kitsantas (left at 1:29); Ex-officio: Wade George.
Summary of Meeting: M. Gill moved to approve the 2014 Budget submitted for this meeting. K. Harris seconded the motion; 7 voted to approve and 1 abstained (Meece). M. Gill moved to fund Treasurer and Secretary for \$2,500 each for line item operating budgets for 2014 to be followed by an evaluation of this proposed funding and planning for the next year. H. Davis seconded. All in favor.

T. Curby moved to include the Google Hangout notes from the Secretary's Report into the minutes for this (April 3, 2014) meeting, A. Kitsantas seconded; all present voted in favor.



M. Gill presented the Treasurer's Report. Gill noted that our dues income has dropped while our expenses have greatly increased. It was projected at the last AERA that we might lose money. We are currently spending what we make, as planned. M. Gill reported that she has used \$400 of her funding at this time. In preparing the report, M. Gill identified several items for discussion with respect to the budget approved in the December 12, 2013 hangout and listed these in her report. These items included: (1) The EC approved \$8000 to cover travel expenses for the Program Chairs to APA and AERA, but given that this is supposed to include the current year's Chairs as well as the incoming chairs, this amount should be doubled to \$16,000. (2) The EC at the fall retreat only approved travel for the Grad Seminar co-chairs to APA for \$2000. Terri has asked us to consider making it optional for them to spend some of these funds on AERA if they wish. (3) We initially reduced funding for the APA Graduate Student Seminar at the fall retreat, due to uncertainty about our publishing contract for *Educational Psychologist*. Given that the contract for EP has been signed, the Treasurer recommended that the EC reconsider the amount of funding for the Graduate Student Seminar as we had only allotted a total of \$2,500 for meals, room reservations, etc. for 15 students, not including the Chairs and presenters. (We maintained the \$500 stipend for 15 students however.) (4) Members-at-large and the APA Council representative currently receive \$1000

funding for APA. Some have suggested that these funds ought to be able to be applied to AERA.

The EC discussed item 3 from the Treasurer's report. H. Fives clarified that Program Chairs and Graduate Student Seminar Chairs have full travel costs paid at APA the year of their leadership. This decision was made at APA in 2007 – San Francisco. At that time, the EC decided to fund the full costs of travel because both the Program Chair(s) and Graduate Student Seminar Chairs are required to attend ALL of APA and are really not free to do anything but Division Activities given the time commitment of these roles. The discussion then moved to the nature of the Graduate Student Seminar, given the cost of this program to the Division. S. Graham raised the issue that we should do some research to see what the impact of the program is before we make major decisions. A. Kitsantas agreed that we need to know if the program is making a difference. K. Harris raised the issue that there are no indicators of objective movement for the program. D. Cross offered some of the indicators that she felt would be important included: did the experience lead to improved commitment to the Division. Harris suggested a look at whether the mentoring framed participants' research in anyway. D. Cross, a former participant, clarified that the Seminar was more than just mentoring which was one aspect of the seminar that included a range of activities, talks, and opportunities to network. *T. Curby moved to ask the Graduate Student Affairs Committee to submit a budget commensurate with past seminar budgets for the August seminar by May 1.* This request will be communicated to the Chairs by D. Cross with president and president elect copied. In addition D. Cross will communicate to the chairs that the EC is also requesting that they look for the most cost-effective and high yield practices for the seminar. **M. Gill, seconded; all in favor.**

The discussion then turned to the first item from the Treasurer's list. **K. Harris moved** the following to support Division Program Chairs: *In the first year as incoming program chair or co-chairs, the*

Division will provide \$1,000 for the year to support travel to AERA and/or APA. In the year of the Program Chair's (or co-chairs) term, the Division will provide \$500 for AERA (for each co-chair), and (as currently approved) full allowable travel costs to APA. A. Kitsantas seconded; all in favor. M. Gill then moved to adjust the budget line to meet these requirements; T. Curby seconded; all in favor.

The EC then moved on to issues raised in the committee reports. From the **Nominations Committee**, Chaired by **J. Meece** (Past President), a concern was raised that we need a stronger membership campaign to help people understand the nature of different membership roles. To serve on the EC or to be a Fellow, they must be members of Division 15 AND members of APA. The EC suggested that we ask Wade George (Communications Director) to send targeted emails to help educate the membership about the different types of membership and the privileges afforded to each. In addition, it was recommended that the Division include a line in every call (for offices, awards, and committee membership) regarding the status and levels of membership that pertain to such calls.

The **Snow Committee** raised a concern in their report about the limited number of nominations received for this award. *Harris moved to ask the awards committees to consider ways of increasing nominations for their awards, including word of mouth campaigns, use of the newsletter, and any other options and that the EC members agree to help solicit nominations for all awards (with special thanks to the Snow Committee for raising this concern). A. Kitsantas seconded, all approved.*

The **Graduate Student Affairs Committee** raised a concern about the cut to their budget voted on at the November EC meeting. This concern was addressed in the discussion of the Treasurer's report.

Minutes respectfully submitted by Helenrose Fives, Division Secretary.

Summary reports from Division 15 Committee Chairs are appended here.

The **Advances in Educational Psychology Conference** update included the decision to push the conference registration until after AERA.

S. Graham, Chair of the **Publications Committee**, reported that the newest edition of the *Handbook of Educational Psychology* is on schedule for 2016. Graham also raised a concern about the lack of book proposals for the *Classroom Insights* series; they may not have any publications for 2016. Currently, two books are in progress. The EC discussed the relevance of a practice-oriented series such as this for our Division and whether we should continue. Harris suggested that the Division might refocus our practice efforts such that we solicit and publish in a reasonable way alerts regarding practices deemed to be evidence-based and practices with insufficient evidence of impact. Such reports could help practitioners to understand whether or not something is research-based or not. *Harris (moved that) Graham ask the Classroom Insights Editors to evaluate the success and challenges of the series and present recommendations to the EC whether the series should continue or how the series should change, submitting the report after the AEP conference. The EC understands that there may not be manuscripts for 2016. Gill Seconded. All in favor*

Per the negotiated new contract with Taylor & Francis for *Educational Psychologist*, changes in the operating budget [of \$50,000] including a [\$15,000] stipend to the Editor have occurred. In addition, three new awards will be offered at \$1000 each, funded by Taylor and Francis. *Curby moved to correct the budget to match the approved Taylor & Francis contract, Harris Seconded. All in favor.*

Graham announced that the new editor of *Educational Psychologist* is Kathryn Wentzel, from The University of Maryland.

The meeting adjourned.

APA Division 15

April 2014 Report Summaries

Report	Summary	Offered by:
Treasurer	Division 15 remains in good financial health. Our net income continues to be purposively low (as it was in 2012) due to Division goals to spend income to support research, awards, conferences, travel, and division expenses. As of January 1, 2014, we had \$396,152.09 in our checking account and \$456,108 in our Vanguard investment account. Publication of the <i>Educational Psychologist</i> continues to provide the majority of our income. Income from dues and royalties decreased slightly in 2013.	Michele Gill
Membership	Division 15's membership continues to grow; as of March 18, 2014, our total membership is 1,662 members! As a point of contrast, if we compare December 2013 to December 2012, our total membership has grown by 42%. This large increase is likely due, in part, to our 2012-2013 outreach campaign which brought in many new members. The challenge going forward will be to retain those members over the long-term. We believe the division's greatly improved communications strategy, spearheaded by Wade George, will go a long way toward retaining both new and returning members.	Anthony R. Artino
Graduate Student Affairs	The Graduate Affairs Committee is busy preparing for the Division 15 Doctoral Student Seminar to be held in conjunction with the APA annual meeting in Washington, DC. A call for seminar applications was sent out in February and is available on the Division web site. Applications are due April 6. The committee is working to implement recommendations made by graduate students in a 2013 survey to (a) improve its outreach to ethnic minority students and students from smaller degree programs, (b) increase awareness of educational psychology programs/careers, and (c) to provide online resources for graduate students.	Mike Yough & Ellen Usher
Snow	The selection committee for the Richard E. Snow Award for Early Career Contributions to Educational Psychology selected its recommended recipient for the 2015 award: Dr. Krista Muis of McGill University. The 2014 recipient of the Snow Award, Dr. Kou Murayama, will give an address and will receive the award at the upcoming APA convention in Washington, DC.	Andrew Elliot
Committee on the Status of Educational Psychologists in Non-Academic Settings	In September 2013, Division 15 President Terri Thorkildsen asked Steve Benton and Denis Jarvinen to co-chair an ad hoc committee tentatively named "Committee on the Status of Educational Psychologists in Non-Academic Settings." Steve and Denis brainstormed ideas during a phone call held on October 9. This was followed by a conference call with Terri held in mid-October. The decision was made to hold a reception at the APA annual meeting and/or the October conference. The purpose would be to identify opportunities, help manage expectations about life outside academe, and create a network of employers and workers outside of academe.	Steve Benton and Denis Jarvinen
<i>Handbook of Educational Psychology 3rd Edition</i>	The third edition of the <i>Handbook of Educational Psychology</i> , co-edited by Lyn Corno and Eric Anderman, will be completed later this year. The book will have 31 chapters, and will be published by Routledge. To date, feedback on first drafts has been provided to 23 of the authors, and we expect feedback to be provided to the remaining authors by April 2014. Book production is on schedule, and no delays are expected.	Eric Anderman & Lyn Corno