



Message from the President



Division 15 Members and Friends,

Traditionally, educational psychologists sustain themselves through dynamic eras by using concrete imagery and guiding principles that allow members of our community to visualize a direction for our field. A 3-legged stool metaphor seems apropos for today's emergent trends in human development, learning sciences, and educational policy. As I see it, our field is sustaining a strong balance largely because we are able to support research on three fronts. One leg supports those of us who focus on people in our research and study how students, educators, parents, and families develop in educational settings. A second leg supports members of our community who start with curricular materials, educational resources, and technology to study how places and things can be used to foster learning. A third leg supports educational psychologists who study the ways in which institutions and institutional policies foster or undermine the quest for new knowledge as we translate our theories into practice. Some of us restrict our research to one of these legs, while others prefer to stand on top of the stool. Nevertheless, on this comfortable foundation, we are able to better understand the complexities of inquiry, motivation, social contexts, and assessment as each affects lifelong learning.

Imagining this stool has been helpful as we have worked through various negotiations in the latter part of 2013 and early 2014—negotiations that are nearing conclusion as I write this missive. We are building a strong financial foundation, choosing new editors and editorial boards, and designing our inaugural Advances in Educational Psychology Conference. It is my hope that these group efforts will add a degree of stability to our Division, which in turn will allow us the freedom to creatively invent new knowledge and build stronger educational opportunities for ourselves and those we serve.

You will see that Division 15 has much in store for us as we use this foundation to generate innovative research and influence the lives of a myriad of learners in 2014. As we collaborate with one another in the co-construction of knowledge, we will work in schools, at conferences, and across countries to strengthen communities and broaden participation in those vocations that require constant renewal. Our foundation is strengthened by remembering our ethical responsibilities and regularly examining the content of our character. Yet, breaking even one of our foundational legs will tip the stool so that our research loses its social value. I continue to be thrilled by the fabulous energy emanating from our membership and will continue to support opportunities for further collaboration. Have you set your resolutions for the year, yet?

Terri Thorkildsen

APA Division 15 President, 2013-2014

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"Our foundation is strengthened by remembering our ethical responsibilities and regularly examining the content of our character."

Division 15 EXECUTIVE COMMITTEE MEETING HIGHLIGHTS

Fairfax, VA
November 9-10, 2013

Full minutes may be found at the close of the newsletter.

- The Advances in Educational Psychology Conference (AEPC) will be October 24-25, 2014, Marriott Fairfax at Fair Oaks, Fairfax, VA. Please see page 6 for announcement.
- The Division is considering options for maximizing the revenue stream from our publications and positioning itself for future shifts in the publications landscape.
- The Publications Committee chair will be invited to Executive Committee meetings to better align knowledge of our income with expenditures. We continue our search for a new editorial team for *Educational Psychologist*.
- A new 7-year contract with Taylor & Francis was endorsed and submitted to the legal team in APA's Central Office for review. (A revised version has been signed since this meeting and is enacted.)
- The Executive Committee discussed and approved a spending policy for the Division. The full spending policy can be found on page 14, and will be posted on the new Division 15 Website.
- A new budget was developed, but approval was tabled pending approval of the Taylor and Francis contract. (A 2014 Budget was approved and is enacted.)

Division 15 COMMITTEE MEMBERS

You are cordially invited to the APA Division 15 *Committee Reports and Continuity Planning Meeting*, held in conjunction with AERA's annual convention.

When: April 3, 2014 from 5:00-7:00 p.m.

Where: Philadelphia Marriott Downtown Hotel, Franklin 1 (Fourth Level)

This fast-paced, working meeting involves structured group activities that will be organized using the following schedule:

5:00 - 5:15 - Welcome
5:15 - 6:00 - Interactive Committee Reports
6:00 - 6:30 - Share Continuity Plans
6:30 - 7:00 - Wrap-up

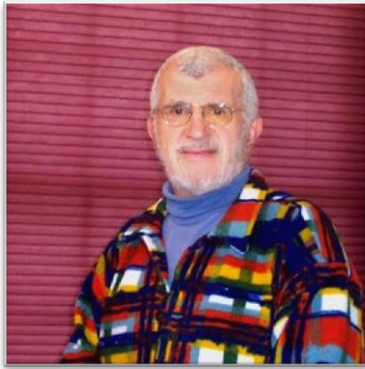
At the event, you will have a chance to meet other Division 15 volunteers. In addition, please feel free to bring anyone you know who would like to join the Division 15 governance

INTERVIEW WITH PAST PRESIDENTS

Dr. Sigmund Tobias

APA Division 15 President, 1987-88

Interview by Deirdre Hahn



DH: How did you first get connected with Division 15?

I was trained as a clinical psychologist, and early in my training I listened to a talk that said even if we quadrupled training

in our profession we would have no impact on the mental health of the population because people are becoming disturbed 400% faster than training can be supplied. I thought that meant none of the work I do could have any relevance, and that bothered me a lot.

I was fortunate in that my first job was as a Clinical Child Psychologist in a clinic housed in a Department of Education. I worked there 30 hours a week and taught one course. The course was teacher training. I suddenly recognized one way of having an impact was to work with the school system because everybody goes to school. Students may not go to the same school, but everybody goes to school.

After about four years I got more interested in teaching than I did in clinical work. Eventually I phased out of clinical work entirely. I moved to another institution, and my appointment was larger. It was all Educational Psychology, with no clinical part, and I did a little private clinical work.

In 1968, I spent a year at the University of Pittsburgh with Bob Glaser, and since then I have not done a lick of clinical work. As a matter of fact, I never joined APA in clinical. I do not know how long ago I joined Division 15, but I began to affiliate with it because I figured that was really where all my work was. Then I was elected Member-at-Large, served on the Nominations Committee, and did a bunch of other things. And, you know how that works, I ended up President of the Division.

DH: What was the Division like when you were President?

The Division was in terrible shape when I took over. In the previous administration, we had reached the lowest membership in the history of Division 15. At one time we were the third strongest Division in APA. Then two things happened. APA became clinically dominated, and the rest of us started going to AERA rather than APA. This became a serious problem, and I said, "Gee, I do not like the idea of taking over a losing enterprise entirely."

I thought very seriously about it, and I decided the function of a professional association is twofold. One function is to stimulate an interchange of ideas. It was clear to me that such meetings were disappearing as a major emphasis for Division 15 because fewer people were coming to the conference. So, I said we clearly were not fulfilling that front. A professional association's second function is to stimulate publication so we can disseminate our ideas and have dialogue over publications. We put together a committee to examine the future, and we came up with the notion that we have to develop a publications program. Otherwise, we would have no revenue whatsoever.

Barbara McCombs was on the planning committee, and I think Bill Asher was too. We were sitting around a bunch of us -- David Berliner, Nate Gage, and others. We had a session with a few past-presidents, and we developed a notion that sort of came out of the meeting that it would be nice to have a Handbook of Educational Psychology.

I immediately took to that notion and decided the handbook was one of the things I wanted to sponsor. We developed an advisory committee on which I served. As a matter of fact, the first outline the committee sent us was not an outline we cared for terribly, and we put some resources to bear to have an advisory group meeting to develop a better

outline. It seemed clear that a handbook could have a major impact on the field and might also generate income.

The planning committee also recommended the development of a series of booklets in which the Educational Psychology knowledge base could provide a better understanding of different practical school problems. I am glad to report that these initiatives helped the membership of Division 15 increase and generated a nice income for us. Our financial situation is infinitely better now than ever before because both the handbook and the series were very successful. We are not as strong as we used to be, we are certainly not the third largest division, but we are a lot stronger now than we were before these initiatives were undertaken.

I was confronted with a funny situation because as a scientific discipline we were doing better than ever before. There was the cognitive revolution, and there was so much going on with important advances, and yet professionally we were dying.

Even though I value my identity as an educational researcher, I value my identity as an educational psychologist just as much, and I did not want that to disappear. I did not want to be a psychologist without having an APA Division with which I could identify. So I take a lot of satisfaction in the fact that I helped turn Division 15 around. Seeing the publication goals achieved was really important in the life of the Division. I would strongly suspect if we had not made the decision to push the publication program, the Division certainly would not be as viable and productive as it is now.

DH: Are there any specific political events, historical events, or other societal changes that have impacted Division 15?

You know I think the Great Society, the Johnson administration probably did have an effect. Funds became available to do research dealing with learning in the schools. So I think the availability of funding to study school-related learning and school-related problems were obviously very influential. The policies made it possible for Educational Psychologists to get grants, to employ graduate students, and to do significant work.

I think the federal restriction of funds under the administrations over the last 20 years or so has had a similar negative effect. For example, I am very unhappy right now with the *Institute of Educational Sciences* which is what used to be called the *Office of Education*. They essentially have said the only kind of studies they want to fund are studies which can immediately improve school learning each year. That is a very, very narrow-minded and destructive focus, because school improvement takes years!

I think for researchers such as myself and many others who work halfway between the laboratory and the classroom, our findings are not going to impact education until 15 or 20 years later. But if you do not fund such projects now, you have nothing to implement 20 years from now. A simple, narrow-minded focus is going to be very destructive to developing knowledge. The other thing that has been very destructive is the extreme conservatism dealing with education of the three R's. The criticism of education as having failed has been very negative.

As David Berliner has pointed out beautifully in his book with Bruce Biddle, the fact of the matter is that education has succeeded. Yes, we have found problems with some portion of the population, and sadly enough it is the portion of the population that needs school improvement the most because the problems are very profound. There is no easy fix, but it is wrong to say that schooling has not succeeded.

The politics have been very disruptive to Educational Psychology. What these conservative folks try to say is, "I do not know why you cannot study the effectiveness of education. It is very simple -- just give a test." That plays to the simple-minded conception of what happens in the schools, and it plays to folks who like simple answers to complicated problems. You give them simple answers, and they say, "Thank God!" Then, "Educators do not know what they are doing! Let's give schooling to other people!" I think that has been extremely negative. Secretaries of Education under conservative administrations have been very destructive to education and of course to Educational Psychology because they have tried to present very complicated problems as being capable of being

solved very easily. We know that is not the case. Since that is not the case, it is easy to say, "Hey look at these guys. They failed because they are stupid. Get rid of them." That has, in turn, been influential in reducing the number of educational credits and Educational Psychology credits that future teachers are allowed to take.

It used to be that some of the research in Educational Psychology really dealt with irrelevant issues. My favorite example is "how the strength of someone's handshake grip is related to something or other." You can have these horrible studies in Educational Psychology journals. But that has not been true over the last 30 years. I think much of what you see in Educational Psychology is very relevant to the classroom. It may not be relevant tomorrow morning, but very relevant to study in-depth problems which have important implications.

We are living in a society that will invest in all kinds of resources except the most important ones, which are the human resources. Whenever you have administrations who value defense and other sorts of things above and beyond the value of investing in our young people and our future, that is going to be bad for the country and certainly bad for Educational Psychology. But I think even more, it is bad for humanity. Political events clearly infringe on Educational Psychology, and we have done better with administrations that have valued and invested in human potential.

DH: As a result of being the President of Division 15, how have your interactions with your colleagues, peers, and graduate students changed, or have they?

I tried to get graduate students more involved. As a matter of fact, I remember when I was very active in the Division, and I also was at the same time Chair of Division C of AERA. One of the sessions I remember was with a group of graduate students who were all Educational Psychology students. Mike Pressley was one of the students at the time. This is really amazing.

Some 20 years later when Mike was a very well known Educational Psychologist and educational researcher, he did me the honor and the compliment of having a similar session, of which I was the discussant rather than the organizer. I was seen as one of the gray beards of the field. And one of my students, Howard Everson, became President of the Division. I try to get my students involved in the Division to the max of what is humanly possible and to present in the Division at related events.

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

In my mind, it is the most exciting discipline there is because we are the only discipline that studies systematically the transmission of values from generation to generation throughout school. Whatever is in our future will be to a large degree mediated by what happens in the schools. There are only two places where students learn very much, and that is at home and in school. So we are a major influence on one of those and a considerable influence on the other.

Thank you Dr. Tobias for all the hard work you did on our behalf!

CALL FOR APPLICATIONS

Graduate Student Research Seminar

Division 15 is currently accepting applications for its Graduate Student Research Seminar, to be held in conjunction with the 2014 APA Convention in Washington, D.C. The seminar will provide mentorship and professional development opportunities for advanced doctoral students in educational psychology. More information (and application instructions) may be found here: <http://edpsych.us/1dVggGV>

Submissions are due by April 6, 2014.



Advances in Educational Psychology Conference

When: October 24-25th, 2014

Where: Fairfax, Virginia (Marriott Fairfax at Fair Oaks)

Division 15 (Educational) of the American Psychological Association invites you to participate in the 2014 Advances in Educational Psychology Conference. This two-day event will highlight a working group format, but will also include plenary, poster, and roundtable sessions.

Each day, all participants will actively participate in two working group sessions on one of the four strands (schedule attached):

1. **Research Into Practice** - Moderated by Carol McDonald Connor (Arizona State University), Jeanne Ormrod (University of Northern Colorado), and Anita Woolfolk Hoy (Ohio State University)
2. **Technology in the Classroom** - Moderated by Jason Chen (William and Mary) and Aman Yadav (Purdue)
3. **Principles and Mechanisms of Change** - Moderated by Patricia Alexander (University of Maryland) and Terri Thorkildsen (University of Illinois at Chicago)
4. **Culture and Social Influences in the Classroom** - Moderated by Sandra Graham (UCLA) and Judith Meece (UNC-Chapel Hill)

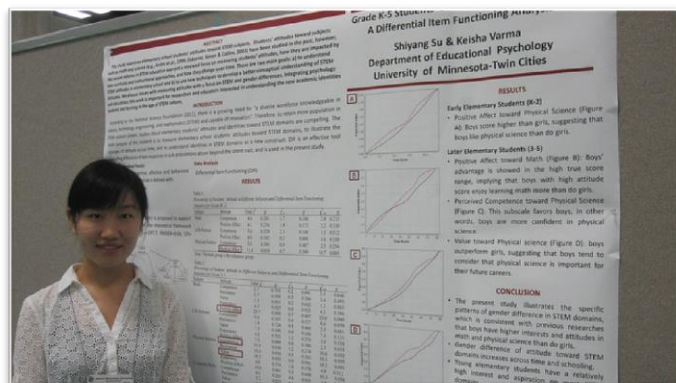
Further description of each strand will be provided in forthcoming conference application materials. For the poster/roundtable sessions, the first 80 strong applications will be accepted. We have limited space, and preferences for a roundtable or poster session will be assigned on a first-come, first-serve basis.

Division 15 will provide additional information on submitting applications and registering in the weeks ahead.

Please contact Michael Middleton with any questions (Michael.Middleton@unh.edu).

CALL FOR APPLICATIONS

Graduate Student Dissertation Research Awards – APA Div 15



Division 15 (Educational Psychology) of APA invites graduate students who are members or affiliates of the Division to apply for a dissertation research award. This award will provide financial support for educational psychology doctoral students preparing to collect their dissertation data.

Eligibility. Applicants must be current graduate students who are members or student affiliates of Division 15. Students from institutions large and small and from all domains relevant to the empirical study of educational psychology are encouraged to apply.

Applicants must have submitted their dissertation proposal and received their committee's approval to conduct their dissertation work.

Award Description and Timeline. Grants will be awarded each year. Each grant includes a \$1,000 stipend to be applied toward the student's dissertation research. Announcement of the grant recipients will be made at the APA national convention during the Division 15 business meeting.

How Do I Apply? A completed application should contain the following components, each in a separate file, along with an email correspondence from the chair of your dissertation committee. Students do not need to submit a proposed budget or letters of recommendation

1. A **title page** with your full contact information, an **abstract** of the proposed study, and **contact information for your dissertation chair**. Please name this file according to the following convention: **lastname_contact**.
2. A **3-4 page summary** (1,000-word maximum) that includes the title of your study, statement of the problem, research question, hypotheses, and proposed methodology (double-spaced, 12-point, Times New Roman font). Please use *Microsoft Word format only* and name this file according to the following convention: **lastname_summary.doc (or .docx)**.
3. **Your vita**. Please name this file according to the following convention: **lastname_vita**.
4. **Proof of current member or affiliate status in Division 15**. Please name this file according to the following convention: **lastname_membership**.
5. **Email verification of your current program status from your dissertation chair**. Your dissertation chair should submit verification of your program status, especially that you have received approval to conduct your proposal (dissertation research). An email message is acceptable.

Where and When Do I Apply? As you apply, you will want to use the following guidelines.

- Electronically submit applications using the APA Div.15 Website: www.apadiv15.org
- Applicants should ask their dissertation chair to submit verification of their status separately to April Taylor, PhD (ataylor@csun.edu).
- Submissions must be received no later than midnight PST on **May 1**. Incomplete applications will not be considered.

What are the Evaluation Criteria?

- ✓ **Significance of the Research Question(s).** The theoretical and practical significance of the research question and its match with Division 15 goals.
- ✓ **Quality of the Proposed Methodology.** Adequacy of the conceptual framework, design, and overall research plan.

CALL FOR APPLICATIONS

Early Career Educational Psychology Research Awards

Division 15 (Educational Psychology) of APA announces the call for the Division's research award program for early career professionals or researchers who are working in the area of educational psychology (and who are members of the Division). The purpose of the award is to provide financial support for educational psychologists who are in the early phase of their careers to support research activities that might not be readily sponsored by their institutions or organizations.

Qualifications: Applicants must be researchers in the area of educational psychology and must be members of Division 15 of APA. The individual can be up to five years beyond the conferral of the doctoral degree (degree must have been awarded August 2009 or later). Individuals who have received this award in the past are not eligible. Applications will be considered from individuals who work in academic institutions, research and development organizations, or other research venues. For those individuals who are not currently APA or Division 15 members, they should consult the Division website on how to become a member at <http://apadiv15.org/join>

Monetary Award: The award will be up to \$7,500. Funds must be spent and accounted for within two years, or returned to the Division. Funds are awarded in one lump sum, to the recipient's institution. Home institutions of awardees are responsible for administering the funds.

What to Submit:

- A page with contact information: address, institution, phone, email, and title of the research.
- A statement of not more than four pages that describes the proposed research and the proposed use of the monies. This document should include a statement of the problem, research questions, and research methods.
- A budget outlining how the monies will be expended. Projects must have specific start and end dates.
- A current vita, including date of conferral of doctoral degree.
- A letter of support from your institution is required, indicating that they understand that if awarded, the grant will not pay any indirect costs.

Send the application electronically in one PDF file to Aman Yadav at Purdue University (yadav0@purdue.edu).

When to Apply: Completed applications should be submitted by June 1, 2014.

Criteria and Obligations: Applications will be evaluated based on the scientific merits of the proposed work – the theoretical grounding of the work, the importance of the research question, the soundness of the methods, and the implications of the potential findings for practice in the area of educational psychology. Funds are provided as a lump sum to the institution or organization; your institution must agree to be responsible for administering the funds and accounting to the IRS. These funds cannot be used to pay indirect costs; funds are only provided for direct costs associated with conducting the research. *Funds may be used to pay for research assistant time, but not for salary or stipends for the applicant.* The Division must be acknowledged in any presentations or publications that result from this funding. Awardees will submit a final report at the conclusion of their project.

If you have questions, please email Aman Yadav (yadav0@purdue.edu).

MINUTES

APA Division 15: Educational Psychology
Executive Committee Fall Retreat
George Mason Inn, Fairfax, VA
November 9-10, 2013

Attending:

Executive Committee

Terri Thorkildsen, President (Aug 2013 – Aug 2014)
Karen Harris, President Elect (Aug 2013 – Aug 2014)
Judith Meece, Past President (Aug 2013 – Aug 2014)
Michele Gregoire Gill, Treasurer (Aug 2013 – Aug 2016)
Helenrose Fives, Secretary (Aug 2011 – Aug 2014)
Dionne Cross, Member-at-Large (Aug 2012 – Aug 2014)
Anastasia Kitsantas, Member-at-Large (Aug 2011 – Aug 2014)
Heather Davis, Member-at-large (Aug 2013 – Aug 2016)
Tim Curby, Division 15 Representative to APA Council (Aug 2013-Aug 2016)

Other Attendees

Sandra Graham, Publications Chair
Marty Carr, Chair of the AEPC (Advances in Educational Psychology Conference) via Skype

Introductions

Attendees described their current projects and interests.

Advances in Educational Psychology Conference

(AEPC) Scheduled for 2014 – M. Carr (Skype). M. Carr called in to discuss the Advanced in Educational Psychology Conference, which was scheduled to be held in the Mason Inn Conference Center & Hotel on October 24-25, 2014. *(Note that the venue has since changed to the Marriott Fairfax at Fair Oaks (Fairfax, Virginia).*

Dates remain the same.) The goal is for at least 80 people to attend. Membership voted on the viability of 4 topic strands: Cognition and Motivation, Influence of Technology on Cognition and Motivation, Research and Practice, and Methods for Investigating Learning and Motivation in Classrooms. The “Research into Practice” strand garnered the greatest interest from members in our polls. EC offered advice on how to gain greater clarity in the names of these strands.

The conference will include a few plenary sessions and then working groups in the morning and afternoon. Working groups will focus on each of the 4 selected strands. Each working group will have a leader/moderator and will discuss research of interest

within their topic. The planning committee will pick panelists and oversee the structure of their working groups’ presentations. The section organizers will meet after receiving attendees’ information to decide how to divide the interests of the attendees. Faculty attendees will summarize their research interests and indicate their willingness to be on a panel. Carr indicated that we have limited space, so we have to balance the number of topics with the number of people interested in each topic. There will be a plenary session to begin the conference and at least two more during the conference. There will be roundtable and poster sessions on both days. All attendees will have an opportunity to present, but may not receive their preferred presentation format. However, presenting will allow people to receive funding for their attendance. Conference attendees can choose to submit for presentation or just attend the conference. All attendees will be encouraged to submit their research interests so that the AEPC committee can connect the conference topics to the attendees’ research interests.

The conference is intended to be self-supporting, but the Division will take the risks associated should attendance not reach the minimum arranged with the site. *(In light*

of the change in venue since the retreat, the cost quotes reported here are estimates based on initial negotiations with the original location; the AEPC committee will

attempt to stay within these parameters.) As a small conference, the registration, hotel accommodations, and meals will be “bundled” together – such that breakfast, lunch, snacks, and lodging will be included in the registration fee. Attendees who just want to stay for the day will have to pay the day fee, not just the registration fee, so they can eat the provided food. However, The AEPC committee will look into creating a ‘visitor rate’ for people who do not want to eat with everyone. EC members discussed options for increasing attendance and providing discounts for graduate students who would like to attend the conference. A fair portion of this conference is the social interaction and community building; thus, having everyone participate in all aspects of the meeting is ideal.

At the close of the discussion, the goals were to try to have the session organizers confirmed by January and open up the registration as soon as possible thereafter. Ideally, the deadline for registrations would be in June and final summaries would be submitted by mid-September. ***Note that the change in venue may lead to an adjustment of some of these times.*** Carr exited meeting.

Nominations for Future Officers – J. Meece, Past President and Chair of the Nominations Committee asked the EC to consider nominations for outgoing EC roles (i.e., a secretary, member-at-large, and president-elect). The EC was reminded that nominees must be APA members, not just Division members, to both serve on the Division 15 Executive Committee and to vote in the EC elections. Names of the nominees must be submitted to APA in February.

Introduction to Policies and Procedures Revisions – J. Meece, Past President reported that the Policies and Procedure Manual needs a thorough revision (again) to best reflect and direct the working of the EC. Each past president looks at what changes need to be made. Meece indicated that she had made some slight edits, but more detailed information about the president’s funds (namely what they are to be spend on) needs to be included. Further, the last treasurer, Sharon Nichols, made large revisions to the Treasury section. These



revisions need to be reviewed with the new treasurer, voted on, and added to the manual.

One of the more controversial changes that warranted discussion is a proposed change in the wording about the ad hoc committees. The following wording

was suggested: “subsequent presidents have the right to dissolve or suspend any ad hoc committee upon consultation with the Executive Committee.”

The EC discussed the best approach for revising the Policies and Procedures Manual. The EC decided to discuss the larger and possibly controversial changes, review the smaller changes on their own, and vote online or at the AERA 2014 meeting regarding a more polished draft of the document. EC members offered suggestions about the best way to do an online vote with no formal resolution, but a plan was made to hold Google Hangouts as needed.

Overview of Various Budget Contracts and Spending/Investment Policy Issues – T. Thorkildsen, President clarified the nature of Division 15’s financial situation for members of the EC. Thorkildsen clarified that Division 15 is like an independent not-for-profit organization because we must generate our own revenue and have no ‘parent-funding stream.’ Dues are all we receive as part of APA itself. Most of our revenue comes from our publisher contracts; specifically, the Taylor and Francis Contract for *Educational Psychologist* (which is up for renewal) is our major income and will be a seven-year commitment, so we need to think about where we see ourselves in seven years.

Given the importance of publication endeavors for our budget, some context was provided about these publications and the nature of the Publications Committee. First, the bylaws section of the Publications Committee seems to be primarily centered on conflict of

interest concerns. The people running the publications committee are not making decisions about who is

accepted or rejected into particular manuscripts. While this is seen as a valid concern, there should also be some discussion between the Publications Committee that is charged with making decisions about the publications and the editors who are actually facilitating these publications.

Thorkildsen reported that she is trying to increase communication between the publications committee and the people who are working on our publications. Towards this end Sandra Graham, Publications Chair, was asked to attend the current meeting.

Thorkildsen also reported that two of the five new committees are related to publications. One of these is for the *Psychology Today* blog and the other is a Media Editorial Board. The idea is to get people sharing the content of our journals so our blog writers and Wade George will know what content to emphasize. Neither of these committees is costing us money. Thorkildsen also reported that there are a few publishers who would like to partner with us, such as Wiley and Springer. This raised the question “How do we save and protect our current work while still finding other ways to bring in revenue?”

Concerns were raised about the nature of our funding streams as the nature of the publication industry in general changes. Harris shared on the advent of “mega-journals” – online, open-access, open-data journals. Organizations are positioning themselves to have mega-journals because paper journals and independent journals may disappear. In addition, there is a new trend for publishing to be open-access.

Given these changes in the industry, the EC was advised that the Division cannot be sure that everything we do will continue to be funded by our publications. Thus, the question of investing the Division’s existing money so that we can build wealth and live off of our interest was broached. Treasurer Gill reminded us that we have approximately 450K in a certificate of deposit and another 450K in the Division’s checking account.

Former Past President Marty Carr, then President-Elect Thorkildsen, and former Treasurer Nichols met with representatives from TIAA-CREF to discuss the possible

investment of our capital last year. This led to the initiation of a Division Spending Policy that will be discussed.

Thorkildsen also reported that the EC needs to think about the Division’s new contracts. There are a few contract decisions we need to make by the end of this retreat. The first of these is with Taylor and Francis. S. Graham and T. Thorkildsen met with the person from Taylor and Francis who would be responsible for our contract. They are proposing a new contract that would give us a pay raise in January. Also, we need to submit the Division Services contract to APA by the middle of next week. Wade George sent us a report on his work and we need to decide if we should give him a bonus. Last year, we increased his pay from \$30,000 to \$35,000 and gave him a \$3,000 bonus. He also receives a 3% annual pay increase. We can make this decision at tomorrow’s meeting. **Meece exited the meeting at 3:00.**

The EC discussed the nature of the relationship between the EC and the Publications Committee. One possible recommendation was to add the Publications Committee Chair to the EC. The discussion then moved to whether this role would be a voting member of the EC or an ex-officio member. Discussion of this focused on the nature of the EC as an elected body and the Publications Chair as an appointed role. **Curby moved that the Publications Committee Chair be invited to attend the EC meetings as ex-officio (with funding equal to an EC member) for the next year. Davis seconded.** Discussion included the clarification that this will cost the Division \$2,000. Davis reminded the committee that this vote carries for just one year; after this time the EC will review the decision and determine if it should be continued. Harris drew the EC’s attention to page 3 of the Division Bylaws, which indicates that the Division Editors are included as ex-officio members of the EC. Harris suggested that –if the Publications Chair is attending – perhaps the Bylaws should be changed to remove the editors as ex-officio members of the EC. The committee discussed the nature of the EC and the possible reasons for the inclusion of the editors on the EC. Cross requested that the EC do some investigation as to why the editors were included on the EC in the first place. **Thorkildsen called the question, on Curby’s motion. All EC members present approved.**

3:45 Break – 3:52 meeting resumed.

Group Discussion of Documents and Line-Items for the Budget

Contract with Taylor and Francis. The APA lawyers will review the contract and will confirm that the Division continues to own the content of our published material. Our current contract has an option to renew for two more years, but the new contract seems better because it provides us with more money and will be implemented a year earlier, in January 2014. Approving the new contract will help in our search for a journal editor because we will be able to tell potential editors that we have a contract for the duration of their term.

Gill moved to approve the Taylor and Francis Contract for Educational Psychologist; Davis seconded.

Discussion: EC members wanted to clarify that the contract would allow for the outgoing and incoming editors to meet during their transitions. Graham reported that she is investigating if the percentage of royalties offered is similar to others in the field. Harris clarified the timeline for approving the contract, and Thorkildsen reported that Taylor and Francis would like to start the new contract by January 1, 2014. **Thorkildsen called the vote – all voting members present approved. The contract will be forwarded to APA for review.**

Spending Policy*. Thorkildsen introduced a draft Spending Policy for the Division. The purpose of this policy (as noted in the document) is to:

...establish spending policies, strategies, and guidelines for use in managing short- and long-term spending. The document provides a framework for determining how to make spending decisions to ensure equity across various **Division 15** constituencies and to simultaneously remain fiscally secure over the life of this organization. The **Division 15 Executive Committee** is expected to use these guidelines when making decisions about how to allocate resources and whether to support particular initiatives.

A version of the policy was shared with EC members before the meeting. **Davis moved to adopt the spending policy as written; Kitsantas seconded.** The EC moved into a discussion of the specifics of the proposed policy. Key issues under discussion included: (a) the nature of

the amount of funds that need to be held in reserve by the Division according to the Division Bylaws and APA guidelines; (b) the nature of possible endowment goals and an investment fund; (c) clarification of the names and nature of the Division accounts/funds; (d) concerns about FDIC given the size of needed reserve funds; (e) concerns about how to get needed information from APA, who holds the Division funds in an APA account; and (f) where the spending policy should be housed – in the Division Bylaws or Policies and Procedures Manual.

This discussion led to the identification of a problem with the Policies and Procedural Manual regarding the language of the Division's financial resources, that needed to be addressed before action on the Spending Policy could move forward. **Davis withdrew her motion.**

Harris moved to make the following change to page 13 of the Policies and Procedures Manual:

In August 2000, the Executive Committee recommended that all Division assets stay with APA to alleviate record keeping difficulties. ~~An operating~~ **A reserve fund equal to at least two years' operating expenses should be maintained as a deposit in the Division checking accounts through APA.** The remaining income should be deposited into a savings or investment account.

Davis seconded. All voting members present approved.

The EC then returned to the discussion and editing of the Spending Policy and clarified concerns identified above. With respect to how funds are managed by APA, T. Thorkildsen and M. Gill will talk with individuals at APA Central about the ways in which our funds are managed and how to set policies for the future. **The EC decided to continue the discussion of the Spending Policy the next day.**

Cross moved to adjourn the meeting for the day; Davis seconded. All voting members present approved and meeting ended at 6:02 pm.

Meeting Resumed – 9:06 am Sunday Nov 10, 2013

Improving Communication between Meetings.

Thorkildsen asked the EC “What is the best way for us to communicate between meetings?” EC members discussed scheduling conference calls, how to best take minutes on these calls, and when is best to schedule the calls. The EC decided to have a conference call from Noon-1:00 p.m. Eastern Time on Thursday, December 12.

Executive Committee Workload. Davis raised a concern as a returning EC member that there seems to be an inequitable distribution of work across the EC. She asked for clarification regarding her role as a Member-at-Large. Following a discussion of the needs of the EC, Members-at-Large volunteered to divide up the committees that do not have ex-officio EC members and look for ways to support their efforts and ensure that the Executive Committee receives information as needed from each committee. Davis also recommended extending support to the Treasurer and Secretary such as line items for a bookkeeper and graduate assistant.

W. George Bonus. Attendees discussed W. George’s bonus. Please remember that W. George’s bonus is not listed in the budget for 2014. Presidents will remain the individuals who monitor Wade’s work. **Harris moved to give W. George a \$3,000 bonus this year; Gill Seconded.** Davis has volunteered to serve as the liaison to the Communications Director. **All voting members present approved.**

Division Services Contract. Division services charges us a basic membership package for services. To be affiliated with APA, this is the least we need to have in a contract. **Harris moved to approve the statement of work schedule services for APA Division Services; Curby seconded. All voting member present approved.**

Immediate Spending Issues.

Operating Budget for Communications Director. W. George is asking for his initiatives to be strengthened. One of these initiatives is to develop a new website. He currently has a \$1,000 operating budget and is requesting an additional \$1,000 to increase advertising. **Request was discussed and approved.**

Graduate Student Affairs Committee. The EC discussed the goals and costs associated with this committee and the implementation of the annual seminar at APA. This is one of the Division’s largest expenses and reaches approximately 15 doctoral students a year. **Davis moved to reduce the budget allotment for the APA graduate student seminar to \$10,000, exclusive of the co-chairs travel and make a recommendation to the graduate affairs committee that they consider a new format for the seminar that emphasizes broad participation; Gill, seconded. All voting members present approved.**

Final Editing the Spending Policy. EC members discussed details of the proposed spending policy, editing it on Google Docs. Decisions regarding which expenditures to make for the year will be based on projected income of the Division. A final revision of the Spending Policy was reviewed in Google Docs (attached at the end of these minutes). **Davis moved to approve the spending policy; Gill seconded, all voting members present approved.**

Advice for the Publications Committee Regarding the Search for a New Editor of *Educational Psychologist*. The contract (approved previously by the EC) includes an operating fund which can be used as the Division sees fit. Graham, Publications Chair, asked what the stipend is for the editor or editors. The EC proposed that the new editor(s) be offered an honorarium at \$15,000, an operating budget of \$10,000, and travel costs of \$2,000 to attend meetings. If we have two editors, the honorarium will be split between the editors. The Division should also use funds from this to support the Communications Director role because part of that job is to help disseminate important ideas coming from our publications.

EC members were asked to send suggestions on budget items and liaison preferences to T. Thorkildsen in the next week.

Meeting adjourned at 12:05.

Minutes respectfully submitted by Helenrose Fives, Division 15 Secretary.

Spending Policy Statement and Guidelines for the Educational Psychology Division (Division 15) of the American Psychological Association

Adopted: November 10, 2013

Last Modified: November 10, 2013

I. Overview

This document has been created by the **Executive Committee of the American Psychological Association's Division 15** to establish spending policies, strategies, and guidelines for use in managing short- and long-term spending. The document provides a framework for determining how to make spending decisions to ensure equity across various **Division 15** constituencies and to simultaneously remain fiscally secure over the life of this organization. The **Division 15 Executive Committee** is expected to use these guidelines when making decisions about how to allocate resources and whether to support particular initiatives.

II. Fiduciary Standards

The **Executive Committee of Division 15** recognizes their fiduciary responsibilities with respect to the **American Psychological Association's Division 15 Portfolio (Division 15 Portfolio)**. These duties can be summarized according to the guidelines of the American Psychological Association.

- Designated funds contributed to the **Division 15 Portfolio** must be utilized as intended with unspent funds returned to the general fund.
- The **Executive Committee of Division 15** must comply with the duty of loyalty to the goals of **Division 15**. Funds must be managed and invested in good faith with the care an ordinarily prudent person;
- The **Executive Committee of Division 15** should only incur costs that are appropriate and reasonable in relation to the assets, purposes of Division 15 within the American Psychological Association, and the needs of the Division 15 membership.
- The **Executive Committee of Division 15** should only incur costs that are accounted for in the budget except with the approval of the executive committee.

III. Delegation of Authority

In accordance with the by-laws of Division 15, the elected Treasurer works in collaboration with the elected President and elected members of the Executive Committee to make all financial decisions. The President and Treasurer ensure that fiscal records, taxes, annual budgets are maintained. The treasurer also handles funds for day to day operations, disperses award funds, and otherwise ensures that money is spent in accordance with the **Division 15 By-Laws**, the **Policy and Procedures Manual**, and the guidelines provided by the American Psychological Association. The President ensures that the work of the Treasurer is supported when setting the schedules for various Executive Committee meetings and organizes ad-hoc committees as needed to ensure the Division upholds its fiduciary standards.

IV. Budgetary Classifications

The **Division 15 Portfolio** includes monies that include a reserve fund equal to operating expenses for at least two years.

Reserve requirements. In accordance with the by-laws, policies, and procedures of the division, operating expenses for two years must be readily available in a reserve fund. These funds can be placed in an interest-bearing account, but must be readily available for use in an emergency. Each interest-bearing account shall be limited to the cap for insured funds.

Operating fund. Division 15 officers and members of the Executive Committee will make annual decisions on which expenditures to make for the year, January-December, based on projected income, in an Executive Committee meeting preceding the onset of the budget year.

V. Conflicts of Interest

This spending policy must conform to the federal rules required of nonprofit organizations with 501c(3) status. Any individuals or organizations that support Division 15 must also adhere to those rules. This will directly affect how monies are allocated and where they are deposited once spending decisions are made. To ensure that any plans conform to these rules, the President, Treasurer, and recipient of any funds will work with members of the central office of the American Psychological Association to ensure that there are no conflicts of interest in the resulting plans before they are enacted. See appendix for full conflict of interest statement.

VI. Policy Modification and Exceptions

Any changes to this Spending Policy Statement deemed necessary by the **Executive Committee of Division 15** will be fully discussed and agreed upon by the President, Treasurer, full Executive Committee. Requests for changes may be initiated by members outside this group, but must receive the full certification of all parties to be instantiated. All changes will be incorporated in writing into the guidelines as they are made, and this document will be reviewed annually as part of the annual budget certification process. The **Executive Committee of Division 15** may, from time to time, recommend written exceptions to this policy. Written notice of a policy exception should contain the date the exception is effective, the specific exception to be allowed and the date the exception's effectiveness will terminate. Any changes we deem necessary will be incorporated in writing into the guidelines.

