



Division

From the President David Bergin

Greetings from Division 15. In the fall newsletter, I pointed out the considerable volunteer work that goes into running Division 15. I hope that you have thanked members of the various committees for their excellent work. The committees and their members are listed on the website.

The Division has outgrown the ability of purely volunteer work to advance the work of the Division. Therefore, for the first time the division seeks to hire a management person; we have begun a search for the Division 15 Communications Director. Duties include designing communication strategies that promote the Division's activities and managing all social media content, including the website. A job announcement is posted on the division's website and appears in this newsletter. If you are interested or know of someone who might be interested, take a look at the announcement.

Program Co-Chairs Michele Gill and Bob Hoffman of the University of Central Florida have put together a very nice program for the APA conference in Washington D.C.

(August 4-7). Richard Shavelson will give the E. L. Thorndike address A Quest to Measure Performance and Infer Cognition and Affect. The E. L. Thorndike Career Achievement Award is the most prestigious award conferred by Division 15. He will also meet with graduate students at a breakfast. Robert Pianta will speak on Using Standardized Observation of Teacher-Student Interactions to Leverage Change in Teacher Performance and Student Outcomes. As you may know, there is increasing interest in using observations, sometimes through video recordings, of teaching to aid teachers in improving their practice. Another highlight will be a session titled Use and Misuse of Incentives in School Settings.



Participants will be Daniel Pink, best-selling author of *Drive: The Surprising Truth About What Motivates Us*, Robert Slavin, author of a recent review paper on classroom incentives and director of the Center for Research and Reform in Education at Johns Hopkins University, and Matthew Springer, director of the National Center on Performance Incentives at Vanderbilt University. The Division 15 program also includes symposia, paper sessions, poster sessions, and a session targeted for early career educational psychologists. We look forward to seeing you in Washington D.C.

Division 15 is beginning a competition for small conference grants of up to \$5000. Up to three will

be funded per year. These grants will provide support for small groups of Division 15 members to come together and discuss fledgling projects relevant to the mission of the Division. The focus of a proposed conference should be specific to a set of problems, issues, or projects that fit within the domain of Educational Psychology and are consistent with the goals and purposes of Division 15. The deadline for the first set of applications will be around September 1, 2011. Jenefer Husman is the chair of the committee that will review applications. Further details will soon be posted on the division website.

I look forward to seeing many of you in Washington, D.C.

Division 15 Executive Committee Meeting Notes: August 13, 2010

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Open Session (7-8pm)

In attendance: Paul Schutz, Chris Wolters, Tim Urdan, Dave Bergin, Helen Patrick, Dionne Cross, Ji Hong, Michele Gill, Marty Carr, Ellen Usher, Mei-Lin Chang, Stephen Tonks, Ellen Mandinach, Sharon Nicholls, Patrick Kyllonen, Eric Anderman, Nancy Perry, Michael Martinez, and Jessica Summers.

President Paul Schutz opened the meeting by providing his report. President Schutz noted that the Executive Committee has had a busy year – in which a greater portion of the work is being completed and archived electronically. President Schutz thanked the program co-chairs for their hard work. He noted that the sessions have been very well attended. President Schutz also thanked Chris Wolters for his service as treasurer noting that the treasurer's job has grown exponentially during his tenure and that he has handled it very well.

Next, Treasurer Chris Wolters gave his report on the status of the Division. He noted the Division is in excellent financial shape and currently has about \$427,000 in its savings account and about the same in its checking account. Treasurer Wolters announced the new treasurer is Sharon Nichols. Sharon will visit Wolters at the University of Houston for a half-day of training. They will finish the transactions for the conference after which she will resume full responsibility for the treasurer position. To date, the 2010 convention expenditures have all been accounted for and all budgets have been approved. Chris will share his spreadsheets with Sharon to ensure there are no delays in payments. Tasks that remain include wrapping up the Early Career awards for this year's winners as well as soliciting final reports from previous awardees.

In his report, Chris made several recommendations for supporting the work of the Division 15 Treasurer. Specifically, he noted the increasing financial implications of the Executive Committee's initiatives to support individuals as a way of advancing the goals of the division (i.e. awards, grants, travel).

These initiatives have created more work for the Treasurer. Recommendations include:

- a. *Provide funding for an Administrative Assistant for the Treasurer.* Many of the Treasurer duties involve processing travel reimbursements or similar types of basic paperwork. These tasks could be managed by some sort of assistant that might include a staff person or graduate student hired at the Treasurer's institution or a staff person at the APA central office. The most cost effective method appears to be to hire and pay someone on an hourly basis. However, it is important that the Division not put itself in a position where it has to manage the payroll process directly. Chris recommends that the Division approve an initial budget to be used for this type of assistant to the in-coming Treasurer of \$1500 a year. This total is based on a very rough estimate using 8 hrs/month x 12 months x \$15/hr = \$1440. The effectiveness and cost of this effort should be evaluated routinely. Chris moved to establish a line of funding for an administrative assistant to the treasurer. The motion was approved.
- b. *Establish a Grants and Awards Committee.* The Division has begun to provide advance funding to individuals or small groups so that certain projects or activities can be accomplished. Recent examples of these projects include the Early Career Awards and the Teaching of Educational Psychology Conference. These forms of support have resulted in the Treasurer assuming a role similar to a grant administrator who must monitor and evaluate whether the project is completed as proposed, consider and approve requests for changes in the project, and ensure that any required reports or other paper are submitted as planned. Chris recommends that the Division create an (initially) Ad Hoc committee that is assigned the responsibility to monitor, provide

oversight, and report on the progress of these types of projects. The Treasurer would still process any paperwork necessary to set up or allocate funds, but would no longer be involved directly in the monitoring or evaluation of the projects. The Treasurer should be an ex officio member of this committee so that he/she can consult on financial issues with regard to the project. Nancy Perry noted we already have an award committee to handle nominations/applications; however, we might also need an individual rather than a committee to help the treasurer with the follow-up to awards. In response, Chris suggested that chairs of the awards committee might assume responsibility to send follow up e-mails concerning progress/use of funds.

- c. *Changes to Presidential Stipend.* At present the Division 15 President is provided \$10,000 that, according to the P&P Manual, are for use by the President to support the business of the EC, to fund his/her travel to the spring and summer meetings, and to fund requests by committee chairs, liaisons, or editors to meet their charges. Because they are provided to the President, these funds can only be accessed when he/she assumes the office of President. By tradition, the funds have been available to the President until the end of their term as Past-President. Chris recommends three changes: 1) He recommends that the total amount provided to the President be increased to \$15,000. The amount provided to the President has not been increased for at least the past six years. 2) He recommends that the purposes for which these funds can be used be broadened to include efforts to advance the goals or mission of the Division or its membership.



At present, current wording in the P&P Manual is too restrictive and prevents the President from funding initiatives that are not directly tied to the business of the EC or of an existing committee or an editor (e.g., supporting a website). 3) He recommends that these funds officially become available for Presidents to access beginning with their term as President-Elect and continuing until their term as Past-President expires. This change will ensure that the President-Elect can begin to organize and fund initiatives designed to advance the goals of the Division and its membership earlier and for a longer period of time.

- d. *Funding Meetings of the Executive Committee.* The business of the EC is greatly facilitated when its members can meet consistently in a face-to-face context. He recommends that the Division provide up to \$1000/year for each member of the EC (not including the President, Past-President, or President-Elect who have Presidential funds for this purpose) to reimburse them for travel costs associated with

attending the spring or summer meetings of the EC. Based on its current configuration, the total cost of this recommendation would be \$6,000 each year at a maximum.

Additionally, APA Council Representative, Michael Martinez, inquired about the need to diversify our invested funds. Treasurer Wolters commented that we currently have enough funds to diversify, and would be in favor of that kind of effort; however; the Treasurer is reluctant to become the financial advisor for the division. The question was then raised how we might make those kinds of decisions? Could this be accomplished through an ad hoc committee? Treasurer Wolters suggested that it might make sense to have an official audit of the division's finances. He noted that doing taxes for the Division is difficult and that the Executive Committee could find someone else to do this.

Jessica Summers delivered the Secretary's report of electronic votes occurring between May and August 2010:

- The Division 15 Executive Committee unanimously approved the minutes from the AERA meeting of the EC.
- The Division 15 Executive Committee unanimously approved the proposal and budget for the Handbook of Educational Psychology, Volume 3.
- The Division 15 Executive Committee voted 6:2 to table a discussion of initiating a new book series with Springer.
- The Division 15 Executive Committee voted unanimously to not raise membership rates.
- The Division 15 Executive Committee unanimously approved adding paragraph to Policies and Procedures manual concerning procedures for applicants for Fellows status who are currently Fellows of another division.
- The Division 15 Executive Committee unanimously confirmed the 2010 Dissertation Research Award Winners.
- The Division 15 Executive Committee unanimously confirmed Dr. Anita Woolfolk Hoy as new publications chair.
- The Division 15 Executive Committee unanimously approved the budget for Early Career Lunch. The Executive committee also voted (7:1) to approve purchase of the Zimmerman and Schunk history book for attendees.
- The Division 15 Executive Committee voted (7:1) to select Host Gator as the new server for the Division 15 Website.
- The Division 15 Executive Committee unanimously voted to approve the budget for the Executive Committee meeting/dinner and the Division's Social Hour in San Diego.
- The Division 15 Executive Committee voted (5 in favor, 3 abstain) to approve \$2000 additional funding for representatives of the Division to attend the 11th International Conference on Education Research (ICER) in Seoul, Korea.

She also reminded members that over the last six months, the Executive Committee has made significant updates to the Website (<http://webbingexpress.net/ap/index.php>). Specifically, 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. Our upcoming goal will be to move the website to the new host

website. We will announce the new link on the list-serve.

Last, Eric Anderman provided a report on the status of the third edition of the *Handbook of Educational Psychology*. Eric met with Taylor and Francis, and the consensus was that the third edition should come out in 2016 with the goal of reviewing innovations during the 10-year period since the second edition.

Closed Session: 8-9pm

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

Treasurer Wolters opened the meeting by suggesting that the Executive Committee make decision about the travel for the Executive Committee members to receive support for travel. Because Chris and Nancy will be rotating off the EC (and Jacque and Heather were not present) this eliminates a potential conflict of interest whereby members who would benefit from the funds would vote for them. Chris moved that we approve up to \$1000 per year for members of the executive committee (e.g. Secretary, Treasurer, Members at Large, and Representative to Council but excluding Presidents) to travel and participate in the spring and/or summer executive committee meetings at AERA and APA. The motion was unanimously approved.

Next, Treasurer Wolters moved to change Presidential discretionary fund from \$10,000 to \$15,000 to fund activities that advance the goals and mission of the division with these funds becoming available to President Elects through their term as Past President. This motion would be effective for the incoming President Elect, Martha Carr. Motion approved.

President Paul Schutz directed the discussion towards the creation of a new appointed position for a Division webmaster. The Executive Committee discussed whether a call should be placed on the listserv for a division member, specifically someone with web skills, or to hire outside of the Division to manage content and upload pictures? Nancy noted that an outsider to the Division would not have the content knowledge to manage the site. What if an academic person managed the content and hired a student to assist? President Schutz noted there was an e-mail discussion among Division Presidents – and most of them recommend using a Division member who would serve an appointed 3-year term. This

person would manage the content of the website. Jessica Summers inquired how the position of the webmaster would be different from the position of the NEP newsletter editor. Council Member, Michael Martinez suggested that we postpone some of these issues for the Fall Meeting of the Executive Committee. Specifically, the Executive Committee might want to think more broadly about communicating with the public and Division 15 members in order to figure out the right mix of venues. This issue was tabled for the Fall Meeting. President Schutz offered to take the lead in generating a proposal / e-mail call that might go out on the list-serve.

The next issue the Executive Committee addressed was publications. Past President Ellen Mandinach recapped the status of the proposal for a new journal. Sage's publication of the journal has been stalled because of correspondence problems. A senior staff member at Sage will be the new contact person, who will get in touch with Ellen. Regarding a new book series, the Executive Committee decided to table discussion of the book series until the Fall Meeting. Ellen noted that Springer is still very interested; however, the task is to come up with concrete suggestions for the series. Thus, the Executive Committee will charge the publications committee with the task of making recommendations (e.g., what topics, what authors, and how to recruit authors from across Division Membership).

President Paul Schutz raised the issue of his concerns about membership and the status of the membership initiatives. However, due to time constraints, issues of Membership and changes to the policies and procedures concerning the new Memorial Award were tabled until November.

The meeting was adjourned.

Respectfully submitted,
Heather Davis & Jessica Summers

Division 15 Executive Committee Meeting Notes: November 5-6, 2010

In Attendance: David Bergin, Paul Schutz, Martha Carr, Sharon Nichols, Heather Davis, Helen Patrick, Jacque Eccles, Sandra Graham, Michael Martinez, and Tim Urdan

Friday, November 5, 2010

President Bergin opened the meeting with a welcome to new members. He began the meeting with a review of ad hoc committees and members. Since the August meeting, the Executive Committee voted on several items. These include:

- Approval of the Minutes from the August 2010 Meeting
- Approval of the budget for the Fall 2010 Meeting

Next, Past President Schutz gave a brief report on behalf of the Division 15 representatives who attended the *11th International Conference on Education Research (ICER)* in Seoul, Korea. Division 15 was contacted by e-mail to attend and present at the conference. The majority of the expenses were paid by ICER; however members requested and received \$2000 to offset the cost of incidentals. In addition to presenting at the conference, Members visited with Mimi Bong and Jonmarshall Reeve's students at Korea University College of Education. Past President Schutz noted that if we are really serious about international activities, ICER might be a place where we can make further connections with the Korean Educational Psychological Association. Member at Large, Jacque Eccles noted that ICER is hosted every other year and would be a great way to connect and develop possibilities for post-doc programs.

Next, the Executive Committee turned its attention to membership rates. Current

membership rates are \$11 for APA members, \$25 for non-APA members, and \$10 for students. Two questions were raised: Should membership rates change? What are the real costs to the Division in supporting members? Jacque Eccles noted that Division 9 (SPSSI) uses a voluntary sliding scale for membership. Their website offers recommendations about what to give, and they explicitly use money from membership dues for fellowships as a way to give back to the division. The Executive Committee noted that many professionals in the field do not understand that you can join Division 15 without joining APA. The question was raised, what do you get by joining the Division - especially if your library already has the journal? Should we continue to advertise the low cost of being a member of the Division without being a member of APA? Jacque Eccles urged caution with that approach. Instead, she argued that part of what we need to do is to educate the membership about what APA does. The main thing that APA does for Division 15 is to lobby for research funding. APA representatives Rena Subotnik and Karen Studwell attend Division 7 meetings to update the membership about what APA has been doing on Capital Hill. How can we get them to update Division 15, without necessarily taking up Executive Committee time? What members, within Division 15, could we get to educate the membership about this? Paul Schutz added the Division has enough funds and doesn't need additional money from membership dues; we need to identify ways to use the funds we currently have. He motioned to leave the membership rates the same. President Elect Marty Carr seconded the motion. The Executive Committee unanimously voted to retain the membership dues as they are and to revisit issues of voluntary sliding scale and or reduced rates for memberships in multiple organizations (i.e. AERA, SRCD etc.).

In addition, a short-term action item was to revisit the design of the membership page.

The Executive Committee next dealt with issues associated with archiving documents that are not public to the membership, and therefore not published in the minutes, but integral to the business of Division 15 (i.e. Contracts for publications, Publications Committee Minutes, Rubrics and Procedures for Awards etc.) Several options were suggested including setting up a password protected space on our website that can only be accessed by Executive Committee members and pertinent Committee Chairs, to create one large searchable document (i.e. in the form of an editable wiki) versus a series of folders, to ask APA to set up an accessible archive. Incoming Treasurer Sharon Nichols noted a related need to develop a database of budgetary decisions with outcomes that could be searched in order to facilitate Treasurers in understanding how the Executive Committee has handled budget issues in the past.

This led to the discussion of who would create and manage these databases. Would this be another appointed position for a Member of the Division? Should we pay for administrative time for someone at a University to work as an assistant? Secretary Heather Davis noted that, in the past, the three solutions that have been offered were 1) Full time person devoted to Division 15, 2) work with another division to hire a full time person, or 3) enlist the support of a volunteer from Division 15 who can submit requests for funding for special projects. How will we continue to deal with all these issues: piecemeal via appointed positions that turn over or implementing a structural solution by hiring support staff. Jacque Eccles noted that is it time to hire a part time person to do the things that are administrative and need to be accomplished in order to move the organization forward. For example, several members noted the need for a communications person who could educate about the mission and goals of the Division and APA, for example on the website. A short-term action item was set to

investigate adding private archive space to our website.

A long-term action item was set to move forward with creating a new paid position job description. The Executive Committee then set about identifying the type of tasks for which a Director of Public Relations / Communications would be responsible. Member at large, Sandra Graham, inquired about whether the Division has enough money to hire a full time person, who knows *enough* about Educational Psychology, to accomplish these tasks? In order to generate a list of tasks, Past President Paul Schutz talked with the communication director at UTSA about the tasks she accomplishes for the college. Several members argued for retaining the positions Historian and Newsletter editor. They would then act as liaisons for the new Director. The Executive Committee reviewed the list of tasks and decided one way of advertising for the position would be to put out an 'RFP' and ask members of the Division to put together a proposal for a two-year contract that the Division could evaluate after the first year. The Executive Committee set a goal of soliciting a call for proposals with a salary boundary (part time request proposal ranging from \$30-50K see below). In the meantime, Treasurer Sharon Nichols would investigate what it means to subcontract with someone to be a communication director.

Next, President Bergin offered an update on the 2011 Program. Program Co-Chairs Michele Gill and Bob Hoffman established an online survey to catalog information from reviewers. They asked if the Executive Committee had suggestions for the program. One suggestion was that we attempt to make poster sessions a social / mentoring opportunity to increase attendance. The Executive Committee revisited the proposal for the 'slice of advice' with prominent members session. It was also recommended that we work towards generating a list of topics (for non substantive hours) that could be set up when the program is lean.

Additionally, the treasurer, Sharon Nichols addressed the issue of the Early Career Research awards procedures. When submitting their Division 15 proposal for review, should winners indicate somewhere in the proposal that the work was supported by Division 15 Early Career Award funds. Then, the program chair can set aside at least a poster slot for them to present. The Executive Committee members agreed that Early Career Award winners should be encouraged to submit their work for presentation, and they should expect to receive at least a poster slot on the program.

The Executive Committee revisited the nature of the Historian position. Specifically, should the historian have a budget to hire a graduate student to support the research that goes into the memorial awards and updating the awards pages on the website? If so, should this budget be a standing budget or requested as needed? There was some uncertainty about how the tasks of the Historian position will change depending on the role of the new communications person. For example, would the Historian be the one to do the research and then be able to turn it over to the communications person to construct the write up? The Executive Committee decided it wasn't ready to make a policy change and encouraged the current Historian, Revathy Kumar, to continue to request funds on an as needed basis.

The final item of Friday's agenda was a discussion of whether Division 15 should consider sponsoring its own conference during winter or preceding the annual APA meeting. For example, would it be useful to institutionalize the Teaching Ed Psych pre-convention meeting? Member at Large Helen Patrick noted the early career psychologists who attended the focus groups felt they benefitted from the TEP conference. They thought the TEP was helpful but requested there be different topics from year to year. Jacque Eccles cautioned that before we go to different topics such as hosting a conference on

Teaching Child Development, we should talk to other Divisions like Division 7. President Bergin noted that we could co-sponsor or we could differentiate by specifying the conference is for Child Development for Teachers one year and another topic another year. Past President Schutz inquired about hosting a conference in conjunction with AERA. Or, should we be hosting a mini Ed Psych Conference? The discussion was tabled for Saturday.

Saturday, November 6, 2011

The meeting opened on Saturday with a discussion of the Small Conference Awards initiative. Specifically, Member at Large, Helen Patrick reviewed the history of the award initiative. Currently, the Division has awards for graduate students and early career members; a Small Conference Award was proposed to support the mission of the general membership. Concerns were raised that \$5000 is a small amount of money. What can you do with \$5000? It was determined that funds could be used to support regional meetings or pre-conferences associated with the larger APA meeting. Next, the Executive committee discussed how to implement the proposal. President David Bergin moved that we accept the current call for proposal, Sandra seconded the motion, minor wording changes were recommended, and the Executive Committee voted unanimously to move forward. President Bergin plans to identify a chair of an ad hoc committee and members. Several nominations were made regarding who might chair this committee. Secretary Heather Davis will post Small Conference Awards as a new link on the Awards page.

Member at Large Jacque Eccles encouraged the Executive Committee to develop a survey that would allow members to indicate they ways they would like to become more involved in the Division.

Several issues arose over the last year with the implementation of the Memorial Award.

Jacque Eccles expressed concerns about the current wording of the award as honorific. There is the potential for a member of the Division to feel hurt or alienated if their mentor was not deemed worthy of honor. She moved that we provide a memorial award to all Division 15 members who pass in the form of an obituary on the website and sent to the family members. There was some discussion of the recent history of the award. Council Representative Michael Martinez moved to retain the award in its current form and that the Division be supportive of requests for members who have passed to be honored. The Executive Committee discussed the set of procedures that would be outlined in the Policies and Procedures Manual for committee.

The Executive Committee also discussed moving the Ad Hoc Committee for Early Career Educational Psychologist toward permanent committee status. They reviewed the Report on Early Career Psychologists and a list of things the Division currently does to support early career psychologists. Jacque Eccles inquired about the extent to which the Division advertises information concerning other early career activities such as Spencer fellowships for pre and post-doc training. Past President Paul Schutz made a motion to create a standing committee for the Early Career Educational Psychologist Committee. It was seconded by Jacque Eccles and was unanimously passed.

The Executive Committee also discussed moving the Ad Hoc Committee for Division 15 Early Career Research Awards toward permanent committee status. Paul Schutz reviewed the history of the award and noted there has been an increase in submissions over the last three years. It has become a highly competitive award. Jacque Eccles inquired as to whether giving three awards are enough. She noted this is a great way to increase membership. She made a motion to increase the number of awards to five. The motion was unanimously approved.

Newly elected Treasurer Sharon Nichols provided us with an update on tasks, difficulties, and solutions she encountered entering the position. She noted funds were set-aside for an assistant and that she identified and hired someone to assist with administrative tasks. In August 2010, she met with outgoing Treasurer Chris Wolters. She noted that all APA expenses had been paid and that she had followed up with the Early Career Award Winners. She noted that while the training for the Treasurer was helpful, there was no time to acclimate to the position before you are in charge. One full day of training was not enough time. Secretary Heather Davis offered that in the future, being copied on important e-mails and attending the meeting in the spring would be helpful. Sharon noted that during the spring the Treasurer is also preparing taxes and the new budget - two tasks that feel intimidating. The challenge is that given the election cycle, the incoming Treasurer doesn't know they have been elected until June.

Secretary Nichols brought up the issue of the distribution of award funds. Specifically, the winners are announced a year before they give their talk. When is it appropriate for them to receive their \$1,000 award? Jacque suggested that instead of giving awardees two amounts, a \$1,000 award and then up to \$1,000 for travel reimbursement, why not just make the award \$2,000? That would ease the burden on the Treasurer. The awardees would receive a single check and would not need to submit receipts. A motion was made for the Pintrich, Snow and Thorndike awards to increase the award amount to \$2000 and eliminate the travel reimbursement. The amount would be awarded in conjunction with recipients' presentations at the APA Conference. The motion passed.

Several reports were given. Council Representative Michael Martinez provided a brief update about the growing concerns surrounding APA increases in membership dues. Past President Schutz updated the status of the Nominations Committee.

This year we need to elect a new President, Secretary, Member at Large (Patrick), and Council Representative (Martinez). Schutz will submit a call to the list serve and will work with the committee for nominations. Lastly, the Executive Committee was asked to review the APA criteria for Fellows status specifically with regard to the definition of unusual and outstanding contributions in educational psychology. The Executive Committee was asked to provide concrete examples of criteria that APA could use to review / evaluate the nominated Fellows. The Executive Committee wrestled with whether we should be identifying specific journals. How would we note impact to education? What about members who are not on the tenure track? How would we reflect their contributions in the Fellows Criteria? Member at Large Sandra Graham noted that Fellows status is not meant to be a recruiting tool but as an honor, recognition of status in the field. President Elect Marty Carr expressed concern that we would give criteria to APA and they would come to have a life of their own and eventually become exclusionary. The group decided not to provide concrete examples and to continue to use the existing criteria.

The Executive Committee dealt with several issues associated with publications and contracts. Regarding the Newsletter for Educational Psychologists, the current editor put out two issues this year and has indicated that he can only publish two issues. Because his term is nearing an end the Executive Committee agreed to support only two publications this year. However, the editor will be instructed that both issues need to be double issues: Spring / Summer 2010 (that would include meeting minutes from the Fall 2009 meeting, meeting minutes from AERA 2010, the Early Career Report; the call for nominations, and the calls for Thorndike, Pintrich and Snow Awards) and Fall 2010 / Spring 2011 (to include meeting minutes from APA 2010, meeting minutes from the Fall 2010 meeting, calls for the Early Career, Dissertation, and Small Conference Awards, and AERA Program information).

Regarding the proposed new journal, Sage wants the Division to name an Editor prior to finalizing the contract for the journal. President Bergin inquired about the next course of action. The Executive Committee revisited the issue of the scope and goals of the new journal: Is the new journal geared towards a practitioner audience or a policy audience. The Executive Committee tasked the publications committee with drafting a new proposal using three models as appropriate: Phi Delta Kappan, SRCD Briefs, and APS New Directions. The Executive Committee would like the publications committee to think through the pros and cons of each model and provide a rationale for the one they want to pursue. Who would be the best editor? Publisher? What would be the enthusiasm for having the journal?

It was noted during the meeting that the Executive Committee needed to update the Policies & Procedures manual to include policies for the transitions between editors. A motion was made to modify the Policies & Procedures manual to allow for simultaneous funding of outgoing and incoming EP editor during the transition period. The motion was unanimously approved. President Bergin will draft a blurb for the Policies & Procedures Manual for review and electronic vote of Executive Committee.

Regarding the Classroom Insights series (published by Corwin and edited by Deb Meyer and Barbara McCombs), the Executive Committee reviewed the status of the current books under contract. Jacque Eccles recommended soliciting our emeriti faculty to see if they are interested in writing a volume. A previous successful volume was on diversity in the classroom, but there is no current volume on diversity. Eccles also recommended contacting the Center at Michigan on Education and Diversity regarding potential authors.

Regarding the Handbook of Educational Psychology, Lyn Corno had reported that she and Eric Anderman are working on crafting procedures for soliciting authors and reviews. In November they scheduled a conference call with editor Lane Akers. The goal is to finalize the contract. They have already crafted a list of advisory board members to invite and a letter to send them requesting their assistance. She reported the editors are under pressure to publish to sooner, but the Executive Committee is in agreement that the volume should not come out any earlier than 10 years after the previous volume. Member at Large Jacque Eccles noted there did not appear to be any chapter devoted to social equity issues. She argued this should be covered in all chapters, but is an important enough topic to warrant its own chapter.

The Executive Committee also addressed the issue of pursuing a new book series. Past President Mandinach worked with the publications committee to develop a proposal for Springer; however, the Executive Committee decided not to pursue a book series given the breadth of current publications commitments, the change in executive committee membership, and the current status of the field and the time.

Regarding outreach, the Executive Committee voted to support efforts to connect with other organizations with shared interests. A motion was made to approve up to \$2000 dollars in funds to support outreach efforts to AERA SIGS such as Adolescent and Youth Development, Classroom Assessment, Informal Learning Environments, Motivation, Indigenous Peoples of the Americas, Queer Studies, and Teaching Educational Psychology.

Regarding strategic financial planning, Council Representative Michael Martinez questioned whether allocation of our budget is in alignment with our strategic initiatives. He noted that the Division does not currently have a strategic plan. He argued that consistent with APA, the Division should follow suit and ensure that our

strategic plan aligns with our budgeting. For example, how does the Annual Conference at APA align with our goals? It was noted that other Divisions in APA do not necessarily consider the APA conference as their primary meeting. For example, Jacque Eccles noted that Division 9:SPSSI sees their participation at APA as a way to *inform* APA of what SPSSI does. However, the APA conference is not the primary forum for members to interact with each other. Their own conference serves as the primary intellectual forum. She also offered that Division 7 operated in a very different way, with SRCD being their primary conference. The Executive Committee set a distal goal to develop a strategic plan and to align budget allocations with that plan.

Lastly, there were several small updates made to the Policies and Procedures Manual regarding updating the term of Educational Psychologists term and wording of the Pintrich Dissertation Award.

Respectfully Submitted,
Heather A. Davis



Division 15 Executive Committee Meeting Notes: April 8, 2011

Minutes APA Division 15
Educational Psychology
Executive Committee

Spring Meeting at AERA

Friday, April 8, 2011 (7:00-9:00pm)
New Orleans Marriott, Balconies IJ

President David Bergin opened the meeting with introductions of the current committee chairs and executive committee members. Program Co-Chairs, Bob Hoffman and Michele Gill then highlighted the 2011 program review process. One hundred and eighty-five individual proposals and three symposiums were submitted through the APA/Division 15 system. Three additional proposals were forwarded to Division 15 from other divisions. Over a period of four weeks 497 reviews were conducted by 127 different division members and a select group of supervised graduate students. Each proposal received at least two reviews. In total, 98 out of 192 submissions were accepted. They noted they were surprised by the low quality of some proposals that did not contain critical information concerning the sample and methodology for the study. They expressed concerns about the lack of clear guidelines in the call about what should be in the proposal and the size restrictions. They noted they imposed minimum standards which resulted in fewer posters. The overall acceptance rate for submissions was almost 50%. Fifteen proposals were accepted for three paper sessions, 80 proposals were accepted as posters, and the three symposiums were combined into two sessions to round out the program. Overall they felt this year's program was a high quality program with a specific theme: Increasing the Relevance of Educational Psychology to Practice and Connecting Across Disciplines.

Secretary Heather Davis questioned whether the Division had retained the practice of encouraging graduate students who had participated in the seminar to submit their doctoral work for poster presentation. Bob and Michele noted the review process was not only blind this year for the reviewers but also for the program chairs, with reviews tracked by number. Currently there are some limitations to the technology used to submit / review proposals with no link between the proposal submission system and the evaluation system. Therefore, they had no way of identifying if the submitter was a doctoral student (or more specifically a doctoral student who had participated in the seminar). Bob also noted the need to clean up the 'old' submission system because there is information archived in the system about reviewers that is not accurate (i.e. expertise, interest in reviewing, and the number of proposals they would like to review, etc.).

Next, President David Bergin gave the President's report. Minutes from the November meeting will be published in the forthcoming Spring edition of the Newsletter. At the 2010 convention in San Diego, Past President Paul Schutz reported efforts to support the Early Career members of the Division. In response to membership data that suggest we have an aging membership, President Bergin reported on his efforts to continue that initiative. Working with the Program Co-Chairs, Division 15 has again organized a session titled: "*If I Knew Then What I Know Now! Lessons For Early Career Psychologists.*" In November, the Executive Committee voted to increase the number of Early Career Research Awards from three to five.

In addition, the Committee on Early Career Educational Psychologists was made a formal committee. President Elect Mary Carr is in the process of generating a proposal for new initiatives to support Early Career Members for the August meeting. Similarly, in order to attract new members the Division is co-sponsoring a social hour with the Teaching Educational Psychology SIG and plans to co-sponsor with additional SIGs next year.

Other business has included working with Editors Eric Anderman and Lyn Corno to sign the contract for the Third Edition of the Handbook of Educational Psychology and finalizing the Division's Small Conference Awards initiative. The goals of the Small Conference Awards Program of Division 15: Educational Psychology of the American Psychological Association will be to: 1) provide substantive support for its members' research and applied projects; 2) increase the Division's visibility; and 3) provide support for projects that do not have other clear sources of funding. This program provides support for small groups of Division 15 members to come together and discuss fledgling projects relevant to the mission of the Division. Organizers are encouraged to involve post doctoral and doctoral students in ways they deem appropriate. Information on the Small Conference Awards initiative will soon be distributed through the listserv and posted on the Division's Website.

Treasurer Sharon Nichols presented on the status of the Division. Division 15 is in good financial standing. Currently, we have substantial funds in both our checking and savings account. We have a consistent, reliable and high level of income that is produced by *Educational Psychologist*. A smaller percent of our income is generated by other publications and member dues. Expenses are primarily associated with support for the Division's publications, travel and activities completed for Division 15 or APA sponsored meetings, and for funding to recognize or promote research in



the field of educational psychology. For 2010, total income was greater than total expenses by more than \$75,000. The Division has begun to commit more funds in the form of grants to support research by its members. However, these obligations should not substantially reduce the financial stability of the Division.

Secretary Davis reported on the electronic voting of the Executive Committee:

- unanimously approved the minutes from the November meeting of the EC.
- unanimously approved the budget for the Graduate Student Affairs Committee.
- unanimously approved the Thorndike Award, Snow, and Pintrich Award winners.
 - Thorndike Award: Dr. Barry Zimmerman, City University of New York
 - Snow Early Career Award: Dr. Robert M. Klassen of the University of Alberta
 - Pintrich Dissertation Award: Dr. Jamaal Matthews University of Michigan under the direction of Dr. Stephanie Rowley. Title: *"Toward a Holistic Understanding of Identification with Academics in Ethnic-Minority Boys at Risk for Academic Failure."*

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- unanimously approved funds to support Lynley Anderman's travel expenses to serve as the Div. 15 Representative to APA's Committee on Women in Psychology.
- unanimously approved funds to purchase an external hard drive for the Treasurer to use to back up financial data.
- unanimously approved funds to cover the expenses associated with the AERA meeting and dinner. In addition, we are pleased to announce three award winners were selected from a healthy pool of applicants to receive an Early Career Research Award:
- Dr. Mei-Lin Chang, Emory University: *"Teacher Appraisals and Emotion Regulation in the Context of Classroom Misbehavior."*
- Dr. Ellen L. Usher, University of Kentucky: *"Self-Efficacy in Transition: A Longitudinal Investigation."*
- Dr. Gwen C. Marchand, University of Nevada, Las Vegas: *"Understanding Student Disaffection through the Lens of Alternative Education."*

Next President David Bergin facilitated a discussion of issues brought up in the committee reports. Historian Revathy Kumar will be publishing some previously completed interviews and conducting some new interviews. She suggested the interview selection process needs to be more systematic. Past President Paul Schutz suggested that we might use the list of Thorndike Award winners as way to generate a list of interviews to be completed. Secretary Heather Davis suggested having the website link the work of Thorndike and Snow Award winners to their *Educational Psychologist* article and/or websites.

Snow Committee Chair Lynley Anderman queried the Executive Committee with regard to balancing a nominee's productivity and excellence with the number of years since graduation. That is, should a more recent graduate receive additional credit for high

levels of productivity? Or, should nominees very early in their careers remain eligible for re-nomination at a later date? APA Council Representative, Tim Urdan suggested that the ten year time frame indicated that the committee ought to consider someone who has an established record across the period, with nominees very early in their careers remaining eligible for re-nomination at a later date. Lynley also queried the Executive Committee as to the extent to which relevance to the work of Dr. Richard Snow be taken into consideration? Council Representative Michael Martinez, former student of Dr. Snow, noted that Dr. Snow was committed to understanding individual differences in learning, and that nearly every high quality submission would likely include something about how learners differ.

Member at Large Helen Patrick brought up the issue of the format of the past three Executive Committee Meetings at AERA/APA where the committee has held a one hour "open" meeting and a one hour "closed" meeting. She wondered whether the description of Executive Committee sessions as open and closed might communicate a lack of transparency to Division Members and Committee Chairs. Past President Schutz noted the shift in structure reflected the need for the Executive Committee to be able to complete more business more efficiently at the two meetings. The term 'closed' was not meant to exclude members. Now that reports are submitted ahead of time and few issues are typically raised, very little about the reports is actually discussed. The Executive Committee perceives the need to have an hour to conduct face-to-face business at the AERA and APA meetings. A question was posed: Would it be useful if the "open" meeting were less about reviewing reports and more about having chairs discuss affairs of the Division? Would it feel less exclusionary if we modified the wording to "Dinner & Overview the Status of the Divisions" and "Work Session"?



During the work session, Treasurer Nichols reminded the Executive Committee about the contractual obligation of Taylor and Francis to annually fund a student award in the amount of \$1000. For the short term, the Executive Committee unanimously voted to have the full amount sent to the Treasurer who would use this year's funds to support the travel of graduate students to attend the Doctoral Seminar. Funds will be equally divided among the selected participants. The Executive Committee will revisit the issue of a formal student travel award at the November 2011 meeting.

Past President Schutz provided an update on the new initiative to hire a Communications Director. The call for a Communications Director was approved by APA legal and is ready to post on listserv and in APA monitor. The Executive Committee plans to convene a search committee to select five proposals that will be forwarded to the Executive Committee. The Executive Committee would then narrow the proposals to two or three. Past President Schutz proposed bringing the candidates to the August Meeting in Washington, D.C. for interviews. The Executive Committee would offer to pay for travel. Proposals to serve as the Division's Communications Director should be formatted in a single document and should include description of and links to relevant work they have already accomplished.

Secretary Davis provided an update on the status of the Division Website. In November we agreed to enter into a contract with Keith Ransom, of WebbingExpress, to serve as our web master. Keith is in the process of redesigning the Division Website to include new features such as the ability for committee chairs to access and store secured files and a membership database. Currently, several issues have held up the new version of the website being

released: 1) What would be the levels of access for the site? In other words, who would serve as an administrator (i.e. Division President and Communications Director?), who would serve as a manager (i.e. the Executive Committee and Membership Chair?), and would we have both member and guest levels? 2) What data should be collected as part of the member profile? 3) How would membership be administered in conjunction with APA membership? And, 4) Can members pay for membership through the website? Council Representative Urdan inquired about privacy issues and the extent to which members could manage their own profile. A list of suggestions was generated for President Bergin. The Executive Committee voted to reimburse Keith Ransom \$500 to cover the cost of his travel to New Orleans, and Sunday afternoon President Bergin, Secretary Davis, and Council Representative Martinez met with Keith to finalize decisions regarding the new version of the website. Specifically, Division 15 will collect demographic information similar to other APA Divisions (i.e. SPSSI); however, members will be able to manage what information is available to other members of the Division and what information is accessible only to the Membership Chair and Executive Committee to use for developing Division Programs. Most fields will not be required, so members can also choose to not disclose some information. There will be several administrative levels, see above.

Only members, confirmed through APA membership, will have access to 'public' membership information. 'Private' information will only be accessible to Executive Committee Members, Membership Chair, and the Communications Director. There will be an initial 'registered level' that notifies the Membership Chair / Communications Director of interest in the Division and completion of a profile. The Membership Chair / Communications Director (to be decided) will then verify membership and change status to 'member.' Currently, the Division 15 President receives monthly membership reports from APA concerning dues paid. Additionally, as part of the profile, members may choose to 'opt out' of some communications. For example, retired members of the Division may want to 'opt out' of employment notifications that typically come through the listserv. In addition to administrative levels, the new website will provide webspace for committees to work together and access committee specific files (i.e.

Awards Committees will be able to review and evaluate awards through the site). Finally, President Bergin will put Keith in contact with APA Business office to work out the logistics of enabling new/existing members to pay their membership dues through the website using Paypal.

Finally, President Bergin lead a discussion of promoting an unofficial Division 15 Hotel for the 2011 Conference in Washington DC. Members provided positive feedback from the experience of serendipitously meeting up with each other during breakfast, etc.. Several hotels were reviewed for location, price, internet access, and ranking by Trip Advisor. Members of the Executive Committee endorsed the recommendation that President Bergin encourage members to stay at the Marriott.

Respectfully Submitted,
Heather A. Davis

Award Winners

Thorndike Award

Dr. Barry Zimmerman, City University of New York

Snow Early Career Award

Dr. Robert M. Klassen, University of Alberta

Pintrich Dissertation Award

Dr. Jamaal Mathews, University of Michigan, under the direction of Dr. Stephanie Rowley. Title: *"Toward a Holistic Understanding of Identification with Academics in Ethnic-Minority Boys at Risk for Academic Failure."*

Early Career Research Awards

Dr. Mei-Lin Chang, Emory University

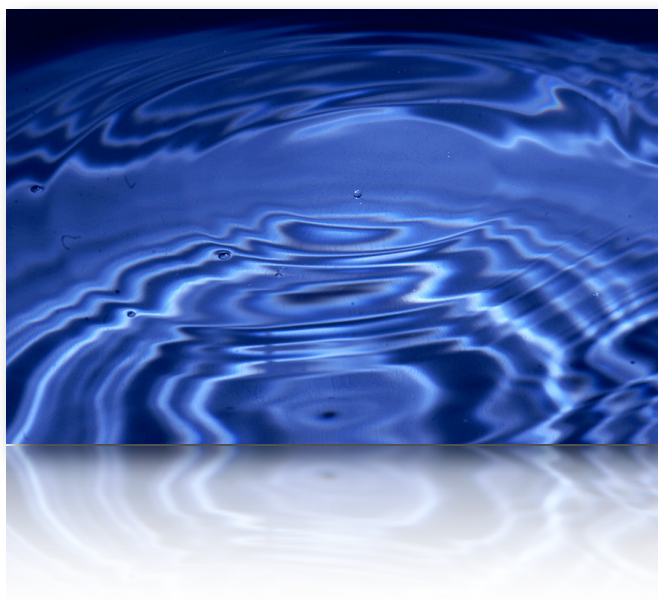
"Teacher Appraisals and Emotion Regulation in the Context of Classroom Misbehavior."

Dr. Ellen L. Usher, University of Kentucky

"Self-Efficacy in Transition: A Longitudinal Investigation."

Dr. Gwen C. Marchand, University of Nevada, Las Vegas

"Understanding Student Disaffection through the Lens of Alternative Education."



A Note from the Editor

Thank you to the members of the Executive Committee for getting their material to me on time. I also want to thank the fine photographers at Bigstockphotos.com.

This issue is my last. I have enjoyed very much the opportunity to serve Division 15. It has been a pleasure.

If you have any questions or comments about this, or any of the former issues I have produced, please email me.

Kind regards,
Neil H. Schwartz, Ph.D., Editor
nschwartz@csuchico.edu

An Interview with PATRICIA ALEXANDER

In the next of a series of Past-President interviews, Dr. Patricia Alexander, Past President of Division 15, talked with Mary Anne Duggan on February 15, 2005. Dr. Alexander reflects on the Division, the field of Educational Psychology, and her contribution to both. Mary Anne interviewed under the direction of then-historian Jenefer Husman.

MD: Dr. Alexander, please tell us about your first connections to Division 15?

PA: My connections to APA were through people. My background was not really nested in APA. Some of the individuals with whom I am closely familiar have grown up in APA, graduate students and that sort of thing. I came in to APA as an Assistant Professor in part because I became aware of and close to a number of individuals who were already well-connected to and involved in APA, like Anita Woolfolk, Mike Royer, I am just rattling off a few names – Gabby Solomon, Rich Mayer. So these are individuals whose work I admired and knew about and also individuals I became aware of through my work in AERA. From there it was very natural for me to move into APA as a small, tight-knit organization in a large family. Claire Weinstein was a mentor to me early on in Texas, and Claire was, of course, long-time involved in APA. She was very much a mentor and was one of the persons who mentored me into APA, got me involved, and showed me what APA had to offer. So, I am deeply indebted to Claire as one of those individuals.

MD: What was going on in your career before becoming the Division 15 President?

PA: I started out as a public school teacher and went back to get my Ph.D., particularly in the area of literacy and reading, to help my students as a teacher. But, I fell in love with research, and so I studied under Ruth Garner at the University of Maryland to improve my knowledge of reading. I decided I could probably be of help to my students not just by teaching them directly but also by working with individuals who would later go into classrooms. So that is why I started, and my first job was at Texas A & M. I actually was there for 14 years, and I worked at a joint appointment in Curriculum and Instruction and in Educational Psychology. My work at that point in time was largely in literacy/educational psychology. Literacy at that time was very much influenced by cognitive theory. So, it was not as much about reading as it was about the process of how somebody learns to read and the nature of thinking and reasoning. I became deeply immersed in research on strategy instruction, and I became more and more familiar with the research,

not just in reading but associated areas of research that were very important. I studied the research having to do with knowledge -- schema theory at the time, knowledge structures, strategic processing as I mentioned, and then I became over time, even in Texas, increasingly interested in the work in motivation because it also seemed to be directly linked to strategies. So, for example, kids may know how to be strategic but they find no reason to or do not believe they would be successful. And, of course, the deeper you get into motivation the more and more contacts there are within APA. Some of the people who have become my dearest and closest friends, beyond Claire of course, were individuals like Paul Pintrich and my colleague Allen Wigfield at Maryland, and through them my associations and my linkages to APA continue to grow. Phil Winne has always been an individual, too, who showed me the organization could not just nurture and feed me as an individual, but was very good for graduate students. My own students become members of a community of practice. That was why I became increasingly invested in APA as an organization.

MD: Discuss how you came to be the President of Division 15. Why did you agree to be President, and what did you have to consider before becoming President?

PA: These are such fascinating questions. I am an individual who loves challenges. There is something about

my personality -- that combined with this idea that I do not know how to say no very well (laughs). It is a very scary thing. I had become involved in a number of aspects of APA prior to running for President, and so I got a sense of how the board works. I got some sense of what kind of issues and topics were important and worthy. I had started working with the Board of Educational Affairs as our division liaison and became very connected to the mother organization of APA, and this was very much another issue that made me think I could at least contribute to the continued growth and development of that organization. In part when you run for something like this there are always doubts -- "Am I the right person?" "Could somebody else do this just as well?" But you learn to trust the voice of the individuals to make that decision. You do not have to vote yourself in. Somebody else chooses to do that. But, I think because of my work at APA through the liaison I became very much invested in that, and also within the publications and the writing that were central to the Division.

MD: What was the state of Division 15 before and during your presidency?

PA: Educational Psychology, as you are going to learn from people who have a huge perspective on the history like Barry, was at one point *the* organization within APA. People like Thorndike and Dewey were first and foremost Educational Psychologists. For a long time Educational Psychology held sway over APA as an organization. What

happened over time, however, one can argue for the good or for the not – I do not have a view on that particularly – is Educational Psychology has become one of the smaller, scientific divisions within APA. Within APA the bulk now is practice oriented – clinical psychologists, school psychologists, you name them -- there are those individuals out there who are practicing clinicians or practicing psychologists of that sort of realm. Educational Psychology with a number of other divisions has really become a core of the scientific divisions, with the goal for us to keep our interest in research as primary, not in practice as primary. More recently divisions have tried to forge relationships across divisions to bring this kind of strength of the unit more to bear on decisions and issues that are made within APA. And that is very important. I think it is very important we have those cross-divisional relationships. I also have been very active in AERA. I feel some of what needs to happen is rather than AERA and APA being at loggerheads, we need to find cross-organizational relations. I think that is very important for me. I never saw them as antithetical or in opposition. I always felt those two components, particularly Division C, of course, could work very closely together on issues of shared importance.

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

PA: One issue, which has been a hallmark of a number of the

contemporary presidencies, is what seems to be a waning influence of Educational Psychology within colleges of education. We had to fight for credibility in a way we had not before.

From the time of Anita Woolfolk's presidency, what was made very apparent is we also have to be deeply concerned with what role we are having preparing those who walk into classrooms and teach other students. We should be a significant force in preservice teacher preparation, and we are not. We also are not necessarily a voice in educational policy, but very few research organizations are at the moment. We are not alone in that problem, but it is not a good situation to be in. So, decisions are made about teacher quality or about educational practice or about assessment where our voices are not being heard.

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

PA: I think Educational Psychology is an attempt, as Dewey said, to psychologize, or in other words to bring the mind into bear in thinking and in actions. We at one point were basic researchers who wanted to find the laws and the answers that could be applied onto education practice. In other words, mistakenly at one point we felt we were the people who would find the answers and bestow them on educational practice. But Educational Psychology, I

think at least now, has come to appreciate the fact that we are the individuals who must work closely with those who actually are involved in the day-to-day process of teaching and the process of learning to understand how that process unfolds and how it can be improved, and not just in schools. Educational Psychology is not just about the marriage of education and psychology. Well, not just marriage; it is more like a melding of education and psychology within formal school learning. So, that is a lot of what we do. It also deals with learning in out-of-school contexts in homes and families. It is about development. It is about motivation and other factors that directly influence how learning unfolds and what is learned. It is the root of everything.

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

PA: I think at one time we were the flagship discipline and domain for APA. APA started as an attempt to make philosophy more educationally relevant. So, Educational Psychology was at the vanguard for APA for many years.

Then APA became the organization for all psychologists, and with practitioners it became much more of an arm for a range of certificate-holding participants. As I said, for those who have long been members of Division 15, the smallness does not bother us greatly, because we feel as if we were a tight-knit community

within a larger body. APA is far larger even than AERA, but a lot of people in Division 15 will say they do not feel that sense of overwhelming size when they go to APA conferences as they do with AERA. That is because they are tightly nested, that they are a family that has grown up together for many years and that nurtures new people into that family. That sense of belonging to something with a lot of roots and traditions has been very, very important.

MD: How, in your opinion, will Division 15 distinguish itself in the future?

PA: I think to answer that question you do not look at the old leaders or the current leadership. You look to its young. And I think how it will do that is by nurturing the next generation. Start doing more and more as we did with the graduate student seminars. Do more and more to welcome and to prepare graduate students who will become the flag bearers of the future. I think that is what we are particularly invested in, particularly good at doing. It is the idea of planting the seed and doing it well and kind of keeping it in this sort of incubator for the brightest minds for the future. That is what we have been doing, and I think we will continue to do that.

MD: You know that was such an open-ended question and what a beautiful answer you just gave.

PA: I did? (laughs)

MD: What is Division 15 beyond the APA annual convention?

PA: Oh, that is just a small piece of it. If you think about what the conference means for many of us, it is our opportunity for the family to come together. So, the conference is not the thing; the conference is the opportunity to, well, meet again face-to-face, to view ideas from individuals whom some of us do not know, to meet the young generation, and to keep the roots healthy at the same time. I think that is what the conference does. The publications are important.

The handbook that we are doing now, and, of course, the *Educational Psychologist* is important. Even the newsletters, the means of maintaining communication are very important. But the conference is just our chance, kind of like a class reunion, to come back together to regroup and rejuvenate and then to go back out and continue with the lines of communication.

MD: As you have already discussed, 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?

PA: I think it has been precarious for awhile. In all truth, it has been a precarious relationship. And some people thought about pulling off and forming their own little unit. But I think

we have come around that corner a bit because what we have tried to do is form this stronger unit within APA so that with us, and people like Development and others, we keep the shared research agenda in the foreground more than we have been. I think that is important. It gives us a stronger voice; it is like a much larger chorus when we start singing these songs to policy makers and to the general public. I think we are going to be fine. We are financially solvent in a way we were not for many of the early years. We just were not, and not having to pinch pennies allows us to think of new projects and ideas. It gives us a degree of freedom we did not have before.

MD: The next question deals with forces outside of Division 15 that may have played significant roles in changing Division 15. Can you think of any specific political events, historical events or other societal changes that have impacted Division 15?

PA: Two of them come to mind right away, and one is just the general societal waning and waxing interest in educational research, as the belief system that educational research has something to contribute waxes and wanes. So, in some ways the interest in Educational Psychology and related fields fluctuates. I brought this up before, but in a related sense it is not just the economy of education or the general economy or the belief system in the state of education; it is the whole notion about

whether or not we have something to bring to the table in terms of educational policy.

Whether we can learn to speak to the public in a way to which the public can resonate becomes an external issue for us. In some ways what we are good at doing is nurturing this internal community. But in a way that is a negative because we stay within ourselves. We read the journals, but our journals do not get read by others. So, in some ways we strengthen from within, but we are not necessarily able to be a force to the outside. And I think that has shaped us. The more and more there are Educational Psychology positions and new faculty that could be nurtured into them the more it strengthens our community.

MD: Have your interactions with colleagues, peers, students changed since being President? Since being involved in Division 15?

PA: No, not at all. I think I have just naturally changed as part of becoming an older person within the field. But I do not know how being the President of Division 15 did that for me. It probably brought me accolades and attention, but I am not sure. That is a very fascinating question. I am not sure. Sometimes I do not even think of myself as having held such an office, and I forget about that. I know, does that sound awful?

MD: You can take a moment to appreciate what you have done!

PA: Thank you. I have to do that periodically. But, you know, I am

surrounded by other wonderful people who are equally successful, so I am not sure. Now, it has given me more opportunities to nurture my graduate students and help them in ways, and so that has changed a bit, you know. But, I do not see it. Maybe I would not see it. I think I am not very good at self monitoring in that regard.

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

PA: Well, in Educational Psychology the nature of the beast is that it is a conglomerate field. One of the things I would recommend, if they were my students, is to make sure they not only have a centerpiece that marks them but also related areas. So, maybe they are interested in domain-specific learning, for example, but at the same time they often get supplemental degrees in assessment or in statistics, and so they have a strength in that regard. Or, perhaps some of my students are interested in belief systems, and so they also have a strong background in philosophy. In some ways, the nature of our field right now demands that individuals are statistically variable, so they are not uncomfortable with qualitative, or they are not solely qualitative and are uncomfortable with quantitative. They need to be methodologically flexible as well. That I think is very important right now.

MD: You mentioned your graduate students. Who are some students you have worked with who have since graduated?

PA: Oh gosh, over the years there are so many. Some of them who are currently highly active in APA would be P. Karen Murphy who won a dissertation award from APA, is currently program chair under Jim Greeno, and also has worked with the Graduate Student Seminar. Individuals like Jonna Kulikowich who is a professor right now at Penn State and who is Treasurer within APA Division 15. Individuals like Michelle Buehl, who was one of my newer graduate students, and Helenrose Fives, who graduated at the same time. Michelle won the Dissertation of the Year award the year she came out as well. Michelle and Helenrose are quite actively involved in APA. So, over the years there has been quite a number, but those are some of the more recent ones.

MD: Is there a question I have not asked that you think would be a great question to ask in the interview?

PA: I think if I were looking, as you are trying to develop oral histories, it also is interesting to know what kind of people appeal to the membership. A president says something about the membership and how the membership itself has changed over time. I think your questions were very broad and very thoughtful. They were just challenging, and I often do not find questions very challenging. Being President of Division 15 really was one of those honors I never really expected to get so early on in my career. But, it was one that mattered greatly to me. Not only did I hopefully do a good job as the president, but it was a tribute to me from people who I deeply and greatly admired and respected as scholars in the field, and that mattered a lot.

