



Message from the President



In the [Summer \(2015\) issue of NEP](#), I introduced my presidential theme, *Bridging Theory and Practice through Productive Partnerships*, and argued educational psychology is highly relevant to the goals and aspirations of educational practitioners and policy makers today. I also summarized three challenges (from Patrick and colleagues 2011 article in *Educational Psychologist*) we, as educational psychologists, need to meet if we want to make a difference in the lives of learners. We need to: (a) communicate the relevance of our theories and research findings to a wide range of educational communities, (b) develop collaborative relationships with practitioners and policy makers, and (c) document how practices associated with our theories and research are benefiting teachers and learners. In this issue, I highlight some of the ways our division is already meeting these challenges and invite you to support our initiatives.

Division 15 has strong representation on APA's Coalition for Psychology in Schools and Education. The Coalition's mandate includes knowledge translation and cooperation with other professionals to improve the quality of education (pre-k to 12) and address the needs of children in schools. Recently, the Coalition published a synthesis of "[Top 20 Principles for Pre-K to 12 Education](#)." Several of our members serve on the Coalition and our Past President, Eric Anderman, is Chair. The Coalition also works to influence APA's involvement in policymaking and legislation related to education.

We are working with six other divisions to create an online resource that includes research-based information to help families, caregivers, teachers, and health care professionals meet the mind, body, emotional, and relationship needs of children. This joint initiative is funded through a grant from the Committee on Division/ APA Relations (CODAPAR). Thanks is due to Karen Harris, who contributed to the grant application and is representing our division's interests in the production of this resource.

Division 15 is fortunate to manage a dedicated educational psychology blog via [Psychology Today](#). Following in Karen Harris' tradition, I'll host a special series geared toward effectively communicating our science to a broad audience of practitioners, parents, and others with an interest in education. These posts will publish approximately every other month and take up topics on my *Bridging Theory and Practice* theme. The first is co-authored by our 2016 conference Co-Chairs, Michele Buehl and Helenrose Fives. "Teacher Beliefs Matter: Attending to the Beliefs of Teachers to Enhance Learning for Students" will appear at the end of November/early December.

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"These are a few of the ways in which Division 15 is 'giving psychology away' to, hopefully, benefit society and improve people's lives. What can you do to get involved?"

Message From President, cont'd.

We are sending a representative, Paul Schutz, to APA's Psychology in the Public Interest Leadership Conference this month. The focus for the conference is on knowledge translation, dissemination, and implementation. The goal is to provide psychologists with the knowledge, skills, and resources to "give psychology away." As a follow up for our members, Paul will share what he learns in a presidential blog post early next year.

Stemming from the Division's [Advances in Educational Psychology Conference](#) (AEPC) last fall – which focused on the themes of *research into practice*, *technology in the classroom*, *principles and mechanisms for change*, and *social and cultural influences* – our Publications Committee is working with Taylor & Francis to create opportunities for our members to write for applied audiences.

Finally, APA is continuing to implement collaborative programming across divisions at its 2016 conference. Two of seven collaborative programming themes emphasize integrating science, practice and policy, and considering the future of psychology in our rapidly changing world. Division 15 has co-sponsored 8 collaborative submissions, 3 that relate to these themes.

These are a few of the ways in which Division 15 is "giving psychology away" to, hopefully, benefit society and improve people's lives. What can you do to get involved? One way is to make the communities with which you are engaged aware of our initiatives. Another is to let us know if there are other ways you think we could be involved and making a difference to practice and policy. And, [we welcome proposals](#) for the Division's program at APA 2016 that highlight the applied nature of our science and innovative approaches to research that nurture productive partnerships between researchers and communities.

Nancy Perry

APA Division 15 President

Are You Getting the Most from Your D15 Membership?

LISTSERV is a fantastic means of keeping in touch with Division 15's work, but far from the only outlet we use! Be sure to connect with us via the channels below to ensure that you never miss opportunities or content.



[Weekly Digest](#)
[Facebook](#)
[Twitter](#)
[LinkedIn](#)



And, if you *do* need to update your LISTSERV email or settings, you can always do so via [this link](#).

LOOKING BACK ON THE 2015 CONVENTION

To best remember a very successful 2015 APA Convention, Division 15 has created a dedicated event archive with select highlights from the event, here: <http://apadiv15.org/apa-2015/>

Items of special interest include:

- Video of award winners' sessions
- Video of Past President Terri Thorkildsen's address and slides
- Division 15's Business Meeting slides
- A succinct summary of actions taken by APA's Council of Representatives, including those related to the Report of the Independent Reviewer
- A link to the year's full program
- A compilation of all Division 15 tweets tied to the event
- Photos of our organization's members and sessions



Division 15 would like to thank those members who submitted proposals, as well as all who served as reviewers for the convention. We also especially want to thank Program Co-Chairs Martin Jones and Scott Marley for their efforts organizing this year's programming. And of course, we extend our sincerest appreciation for the leadership and vision of Past President Karen Harris.

If you're interested in contributing to the 2016 Convention, you may find options and instructions for doing so [here](#). And, if you're ready to renew your membership for 2016, we encourage you to do so [here](#) (all new registrations will also be applied to the year ahead).



Division 15 EXECUTIVE COMMITTEE MEETING HIGHLIGHTS

Toronto, ON
Intercontinental Toronto Centre Hotel, Haliburton Room Lobby Level
August 7th, 2015, 4:10 - 6:15

Full minutes may be found [here](#).

- The Executive Committee approved criteria and procedures for two \$500 student poster awards funded by Taylor & Francis.
- The Committee discussed several budget items, including APA events and various ways to support graduate students and early career scholars.
- The Publications Committee outlined a possible two-step process and timeline for the new *Educational Psychologist* article award. There is continued discussion about the composition of the selection committee, and final decisions will be reflected in the Division 15 Policies and Procedures Manual.
- The Committee approved changes in the Early Career Grant Committee reporting and extensions procedures. Annual reports will be due by September 1st, but there is no need to submit a report after the grant period ends. The finalized document can be found in Appendix C of the minutes.

2016 APA Convention Proposals due December 1, 2015

APA and Division 15 members and non-members are invited to submit their work for presentation in the Division 15 Program for the 2016 APA Convention. Submissions may be submitted in the following formats:

Individual Presentations
Symposia/Group Submission
Discussions

Those interested may find more information regarding the convention – including descriptions of these proposal formats – [here](#). Please email Convention Chairs Michelle Buehl and Helenrose Fives with any questions (2016convention@apadiv15.org).



ANNOUNCEMENTS

The Paul R. Pintrich Outstanding Dissertation Award

Nominate or Apply by December 31, 2015

Division 15 seeks nominations and applications for the 2015 Paul R. Pintrich Outstanding Dissertation Award.

The Paul R. Pintrich Division 15 Dissertation Award is given to an individual who finishes his/her doctoral dissertation within the previous two calendar years from when the award will be announced. The dissertation must be in the area of educational psychology, broadly defined, and the proposed recipient must be a member or affiliate of the Division at the time of the award consideration. The award consists of a plaque, a check for \$500, and a program time slot for an invited address at the annual meeting. The recipient gives his/her address and receives the plaque and check at the APA conference in the year following the announcement, thus allowing a full year for the preparation of the invited address.

The official call may be found [here](#). Send questions to Co-Chairs April Taylor (ataylor@csun.edu) and David Wakefield (david.wakefield@csun.edu).

The Richard E. Snow Award for Early Contributions

Nominate or Apply by January 8, 2016

Division 15 seeks nominations and applications for the 2015 Richard E. Snow Award for Early Contributions.

The Richard E. Snow Award is given to an individual who has made what the committee judges consider to be a significant career contribution and completed his/her doctoral dissertation within the previous 10 calendar years. Specifically, a viable candidate would be no more than 10 calendar years past the date of completing his/her doctoral dissertation at the time of receiving the award. All nominees must fulfill this criterion to be considered, and also must be a member or affiliate of the Division at the time of the award consideration.

The official call and list of past recipients can be found [here](#). Send questions to Andrew Elliot, Chair (andy@psych.rochester.edu).



Division 15 Officer Roles

Nominate or Apply by January 30, 2015

Division 15 seeks nominations (including self-nominations) for leadership roles within our organization. Nominations will be reviewed by the Nominations Committee in preparation for a Division-wide vote in the spring, and those elected will carry three-year terms spanning August 2015 - August 2018. Positions for this year's ballot include:

- President-Elect
- Treasurer-Elect
- Representative to APA Council

Please remember that only those Division 15 members who are also members of APA are eligible to run for office and to vote in this election. If you would like to be involved in this process, be sure to renew your 2015 membership as soon as possible.

Please send nominations to Past President Karen Harris (Karen.R.Harris@asu.edu) no later than January 29, 2015. More information on Division 15 elections may be found under Article V of the Division's By-Laws ([here](#)).



Have You Subscribed to The Weekly Digest?

Each Friday, Division 15 publishes a digest of high-impact education news curated from popular media sources during the week. Also included are important Division 15 announcements, opportunity for engagement, and a link to our critically acclaimed job board.

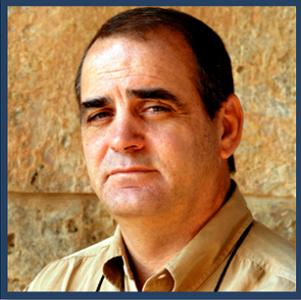
Learn more about the Weekly Digest (and subscribe) [here!](#)

INTERVIEWS WITH PAST PRESIDENTS

Dr. Paul Schutz

APA Division 15 President, 2009 -2010

Interview by Revathy Kumar, Persis Driver, and Christopher Biltz



Background and Beginnings

Dr. Schutz's presidency was a natural culmination of service and involvement in Division 15 activities for more than a decade. Starting in 1995 and leading up to his role as President-Elect in 2009, he served as Secretary and Program Chair, as well as participating in several committees within the Division. Dr. Schutz credited past president Dr. Claire Weinstein for encouraging and facilitating his involvement with the Division in general, and for initiating his term as a the first co-chair (with Jen Husman) of the Graduate Student Faculty Outreach Committee and subsequently the Snow Award Committee. Serving in these multiple roles provided Dr. Schutz with the depth and breadth of experience required to understand and organize the responsibilities of diverse D15 committees and positions. Dr. Schutz summed it up best: "I have been involved since 1995 in some position or another, so I was there back when we didn't have a lot of money and then when we got some money. So I have been there a long time."

The Presidency - Improving Opportunities for All Members

Explaining the core ideology during his presidency, Dr. Schutz stated two salient features that drove his actions: an emerging age gap among the Division's membership and a need for more scholars of color to feel included within the Division's activities (see DeCuir-Gunby & Schutz, 2014). Commenting on the existing age gap, Dr. Schutz pointed out that, at the time, our Division's membership "was very bimodal in the sense that we had a number of graduate students and then we had a large contingent of people over fifty or sixty years old and fewer in the middle." He credited the Graduate Student Committee for the Division's success in supporting students but realized that the Division was losing members as they transitioned from being graduate students into faculty roles, non-academic tracks, or non-PhD related domains.

To approach this problem in a concrete manner, Dr. Schutz initiated two committees – the Early Career Research Awards Committee, which had already began under the direction of past presidents Eric Anderman and Ellen Mandinach, and the Committee on the Development of Early Career Educational Psychologists. Both these ad hoc committees have since become standing committees. In collaboration with the Executive Committee, he put a great deal of effort in enabling graduate students to continue their involvement within the Division as they transitioned into their professional careers. This, according to Dr. Schutz, has had a two-pronged effect. First, to date, these committees have been instrumental in awarding over \$100,000 to support early career scholars' research aspirations. Second, it improved Division participation of early career scholars. Several individuals who were initially involved as graduate students moved into positions of responsibility on various standing committees like the Early Career Research Awards Committee and even the Executive Committee.

Dr. Schutz emphasized that he was also committed to increasing the number of scholars of color within the Division. “We were basically an old, White men organization and so the second thing I wanted to do was to make a concerted effort to fill any committee vacancies with scholars of color.” He was pleased to note that some of these scholars have received the Early Career Research Awards and some are now members of the Executive Committee. “We focused on early career scholars – where there were more women and scholars of color – and tried to get them involved and keep them involved with the Division. I think we’ve made some progress there, which is gratifying.”

Facilitating Financial Stability

Dr. Schutz observed that as a long-time, active member of Division 15, he has witnessed its financial growth. He attributed this to reinvigoration of the Division’s book series and journal publications. He stated that the applied books series initiated by Dr. McCombs – along with Eric Anderman and others’ efforts in renegotiating the contract for *Educational Psychologist*, the flagship journal of Division 15, with Taylor & Francis – were instrumental to the Division’s financial growth. These and other successful publications have made Division 15 one of the few Divisions with surplus funding to support important activities such as the Early Career Research Award and other Graduate Student related events.

Refer a New Member, They Join for Free!

Division 15 is currently offering a free first year of membership to all new enrollees (no APA Central membership required!). This is a tremendous deal for students, colleagues, and mentors seeking new avenues for connecting with the greater educational psychology community. Those interested may take full advantage of this free membership offer [here](#).

The Relevance of Educational Psychology and Educational Psychologists’ Relevancy to APA

Commenting on Division 15’s role within the larger APA organization, Dr. Schutz stated that APA has undoubtedly adopted a more clinically-focused identity over the years, and justifying membership in the organization for research-oriented scholars has been increasingly more difficult. Yet, as a member of Division 15 within APA, one of the main benefits is the interdisciplinary interaction with experts in other areas of psychology. This was a way in which Dr. Schutz believed the Division could become more relevant to APA as a whole. “There are places where there is some overlap.” Dr. Schutz went on to discuss connecting with other divisions, such as Social and Personality Psychology (Division 8) or Culture, Ethnicity, and Race (Division 45), as being mutually beneficial. He envisioned that networking between divisions would promote a professional discourse for sharing interrelated ideas. Such collaboration between educational psychologists and those from other disciplines could produce successful joint research projects.

Relevancy to Colleges of Education

According to Dr. Schutz, educational psychology departments within colleges of education are “being marginalized to a certain extent.” This is in part due to licensure constraints and academic credit requirements for teachers, which have colleges “eliminating measurement courses that have traditionally been in ed psych.”

Another factor is that “curriculum and instruction departments have begun to teach what were traditionally ‘our’ courses (e.g., learning, development, motivation, classroom management, and classroom measurement).”

These trends are of concern not only because the faculty job opportunities are decreasing for educational psychologists, but also because their absence will create a knowledge gap in the next generation of teachers. “If you ask early career teachers what their most useful course was, it generally turns out to be an educational psychology course.” Dr. Schutz noted that decline in the number of measurement courses that preservice teachers are required to take is problematic. “If we continue to move in this direction,” he remarked, “we are doing a disservice to our future teachers who will be placed in the field without developing a fundamental competency required for functioning as a professional educator.”

To counteract this trend in higher education, Dr. Schutz recommends increasing our visibility as educational psychologists, both in universities and in the academic body of literature. “We need to be visible, not only at our universities, but also in other places related to the training of teachers and research on teaching.” It is important that we contribute by comprehensively preparing educators for the profession, and that we do relevant, quality research as representatives of our discipline.

Vision for the Future of Division 15

Dr. Schutz believes that the educational psychology community needs to be in tune with what is going on at a broader APA level and at the local college and university levels. Elaborating on this, Dr. Schutz remarked that it is imperative that the Division continues its involvement in APA committees. He also stressed that at the local university and college levels, educational psychologists have much to contribute based on their expertise in research methods, measurement, and assessment.

Research in the Field of Educational Psychology

In educational psychology, as well as any other empirically-based discipline, research is driven, in part, by funding (specifically the interests of those providing the funding). Dr. Schutz shared his thoughts about the trends over the past 10 years in educational psychology research. “With the increase in funding for STEM fields and not more funding for educational psychology issues in general, we’ve seen a number of educational psychologists not researching student motivation in general, but motivation in STEM specifically. That’s where issues related to learning, cognition, learning sciences, and all those areas which have their basis in educational psychology thinking have moved: into adding that science or math component in an effort to get funding. Given the external funding goals of many universities, focusing on STEM research is clearly a commonsense response to the current state of research in education psychology.”



Dr. Schutz also reflected on the overreliance on quantitative methods by educational psychologists. “If you take a journal like the *Journal of Educational Psychology*, I think there have been maybe one to two published

qualitative pieces in there in the history of the journal.” Dr. Schutz suggests that this may be an oversight by educational psychologists. “I see research methods as tools, and so we need all of them to solve some of the problems plaguing our students and the educational system. It would be like a carpenter saying ‘I am only going to use hammers and I am not going to use saws.’ Yes, over time, our quantitative methods have become more sophisticated. However, it is important to keep in mind that a fancy hammer is still a hammer.” Thus, the use of mixed methodologies to triangulate quantitative and qualitative findings would enhance the outcomes of the research in STEM, as well as other topics of study in educational psychology.

Advice for Emerging Scholars

Dr. Schutz had three very clear messages for graduate students: “It doesn’t matter if it is qualitative, quantitative, multi-method – I think as a graduate student you should take one (if not more than one) research methods course every semester. That’s sort of fundamental to the process. So, that is definitely one thing I would do as a graduate student. The second is to make sure that you find mentors inside and outside the university that can help you think through the different aspects of your career and life. Finally, find coworkers you are interested in working with and activities that you enjoy doing that will sustain you when times are tough. Generally speaking, if you are not having fun, you may need to find something different to do.”

Renew NOW to Prevent a Lapse in Benefits!

Division 15 is now accepting renewals for the 2016 calendar year. Because the processing of applications typically takes 1-2 weeks, we strongly recommend renewing as soon as possible to prevent disruption of your Division 15 benefits.

Those ready to complete registration for 2016 may do so [here](#) (it only takes a minute!)

