

**APA Division 15: Educational Psychology  
Executive Committee Fall Retreat Agenda  
October 21<sup>st</sup> & 22<sup>nd</sup>, 2016  
APA Central Office, Washington, D.C.**

Submitted by: Ji Hong (Secretary)

**Board Members Present:** Bonnie Meyer (President), Michael Nussbaum (President-elect), Nancy Perry (Past-President), Carol Connor (Treasurer), Beverly Faircloth (Treasurer-elect), Avi Kaplan (Representative to APA Council), Robert Klassen (Member-at-Large), Cynthia Hudley (Member-at-Large), DeLeon Gray (Member-at-Large), Ji Hong (Secretary)

Information Items

1. 2016 Early Career Research Grant recipients (9<sup>th</sup> Annual): N=17 applicants
  - a. Kamden Strunk, PhD (Auburn University): “Analyzing the Structure of Achievement Goals at the Population Level.”
  - b. Loren Marulis, PhD (Connecticut College): “Conceptualizing and assessing metacognition, executive function and self-regulation, interrelations, and associations to cognitive academic skills in 2-5 year old children.”
  - c. Meyer noted that P&P and committee roster descriptions are not aligned with our current practice, in terms of the deadline, award amount, and the number of awardees. EC suggested removing specifics of the award from P&P and revise committee roster descriptions as well. **Action Step:** Perry will revise P&P accordingly. Meyer will check the consistency between the revised P&P and committee roster descriptions.
2. [VOTE] AERA (Thursday, April 27 – Monday, May 1) EC meeting date/time decision
  - a. Option A: off-site EC meeting in the morning of April 27<sup>th</sup> (Thurs) – Kaplan noted that this option might conflict with AERA Division C graduate student mentoring schedule.
  - b. Option B: off-site EC meeting in the evening of April 26<sup>th</sup> (Wed) – Hong suggested early afternoon (4-8pm) meeting time. Perry commented that this option still requires some EC members to travel a day before the meeting, which extends the travel schedule significantly.
  - c. Other suggestions? – Connor suggested meeting on Thursday afternoon, as we did last year. If EC members’ presentation schedule conflicts with the EC meeting, a request can be sent to the Program Chair of the Division/SIG to change the presentation schedule. Connor moved to have EC meeting at AERA on April 27<sup>th</sup> (Thursday) from 12pm – 5pm. Perry seconded. The motion passed unanimously. **Action Step:** Meyer will

- communicate with Program Co-Chairs regarding this decision, so that they can arrange the EC meeting location and venue accordingly.
3. 2018 APA Program Co-Chairs: Rayne Sperling and Peggy Van Meter. Hong reported that EC unanimously voted to approve 2018 APA Program Co-Chairs.
  4. Sharing the google drive among EC members: President, Treasurer, and Secretary will create a shared google drive within each of their google drive so that all EC members can access to the archives. Connor noted the challenges of using google drive, and Kaplan responded technical ways to resolve some of the challenges. Gray suggested making a “master folder” so that all EC members can have access to President, Treasurer, and Secretary files. **Action Step:** George will make a master folder and President, Treasurer, and Secretary will add files to the master folder.
  5. 2017 APA program update
    - a. Presidential theme: W.E.L.C.O.M.E., & 2017 APA program: “*Welcoming and Advancing Research in Educational Psychology: Impacting Learners, Teachers, and Schools*”
    - b. Collaborative sessions: Three sessions originated with Division 15 and were submitted 10/14/16. We are collaborating with other divisions on their proposals as well (13 total potential collaborations).
    - c. Important dates:
      - i. December 1, 2016 (5 PM ET): Deadline for Member/Non-member Submissions
      - ii. December 15, 2016 for Graduate Student Poster Awards (<http://apadiv15.org/2016/08/29/outstanding-graduate-student-poster-award/>): Perry commented that when the poster is accepted, graduate students are supposed to fill out another form to apply for the Graduate Student Poster Award, which is due on Dec. 15<sup>th</sup>
      - iii. March 17, 2017 for the International Student Research Award (<http://apadiv15.org/2016/08/29/international-student-research-award/>): Perry suggested to model the process for identifying the pool of potential recipients after the process 2016 Program Co-Chairs created for the Student Poster Awards (i.e., prompt international students to identify themselves as eligible for the international student award at the time they submit their proposal to APA.) This identifies the pool from which Division 15 International Committee Chair and others can follow up to get more extended abstracts for their review. Klassen, Division 15 International Committee Chair, agreed to this plan. **Action Step:** Meyer will communicate with Program Co-Chairs, so that two awards applications are combined into one document.

#### Short Discussion & Vote Items

1. [VOTE] Request from Jenefer Husman et al., regarding renaming the Annual Graduate Student Seminar to be the Claire Ellen Weinstein Annual Graduate

- Student Seminar (See Appendix A for detailed rationale). EC agreed that this is a great idea. Hudley moved to approve this request. Kaplan seconded. The motion passed unanimously. **Action Step:** Meyer will communicate with Program Co-Chairs, so that the new name appears on the call for applications. Meyer will also inform Graduate Student Affairs Committee and Jenefer Husman and her colleagues regarding this name change. Perry will revise P&P to reflect the change. Meyer will address this renaming at the 2017 APA business meeting.
2. [VOTE] Membership committee & Communication Director's Student Ambassador idea (See the yellow highlights in pages 2-4 in the compiled report). Meyer commented that it can be an effective way to encourage graduate students' ongoing involvement with the Division. Gray suggested Graduate Student Affairs Committee and Early Career Educational Psychologist Committee to work together on this idea to further develop details. Hudley suggested that Graduate Student Affairs Committee, Early Career Educational Psychologist Committee, and Membership Committee to work together. Perry added that Membership Committee and George can be the monitoring body, while the three committees work together. Gray listed possible areas that need to be further developed such as identifying roles, training, maintaining (personnel, location), recruiting, and communicating with Division members. Connor moved that Membership Committee and George work with Graduate Student Affairs Committee and Early Career Educational Psychologist Committee to further develop this student ambassador idea, and report it back to EC for the AERA EC meeting and regularly as well. Nussbaum seconded. The motion passed unanimously. **Action Step:** Meyer will communicate this idea with Membership Committee, Graduate Student Affairs Committee, Early Career Educational Psychologist Committee, and George.
  3. [VOTE] Publications Committee related issues:
    - a. Call for the Handbook Editors (See Appendix B): Meyer provided the context of discussion that historically Past-Presidents became the Handbook editors, however, recently there was a request to make this process more transparent. EC discussed several ideas to compose the Handbook editors (e.g., including one current President and one Past-President; including 3 co-editors; a Past-President makes a team of editors; making an advisory board that includes recent Handbook editors and past editors). Connor moved to send out the call for the Handbook Editors to Past-Presidents first, and then open the call to the Division members. Kaplan seconded. The motion passed unanimously. **Action Step:** Meyer will communicate this with the Chair of Publications Committee.
    - b. Update on the discussion of publishing for broader and more applied audiences. Perry provided the background history of this idea -- at the 2014 AEPC, there were discussions about wide dissemination of knowledge to practitioners and general public, and Hong added that currently AERA Division C is working on the "little blue book" series to target practitioners. Our initiative can possibly include multimedia

formats. EC discussed various ideas such as using Ted-Ed talk format, making Division 15 Youtube channels, making a best video contest that includes cash reward, pursuing both books and multimedia outlets together, making storyteller videos with animation drawing, podcast, and webinars. Connor raised a question about logistics – who will be in charge of this initiative? Nussbaum commented the possibility of making an ad-hoc committee. Kaplan added that Aman Yadav might be a good person to chair the ad-hoc committee. Kaplan also added the need for pre-conference sessions for APA or PD sessions in order to build Division members’ capacity to reach out general public. Perry commented that the deadline for CE workshop is Nov. 14<sup>th</sup>, so this needs to be processed quickly if we want to add an CE session at APA. Hong commented that CE sessions charge fees to the participants, so we might need to navigate other ways to do the workshop without connecting to CE. Faircloth commented the need to think about this in relation to the underlying idea of knowledge dissemination, visual scholarship, and publications. Perry suggested making a google hangout meeting with those who might be interested in participating, and it will be the starting point of the ad-hoc committee and pre-workshop for APA. Perry also volunteered to be a liaison. Kaplan, Nussbaum, Faircloth, Gray, and Perry will join the google hangout, and George will be invited as well. **Action Step:** Perry will create a google hangout meeting. Meyer will communicate with the Program Co-Chairs regarding the possibility of making a pre-conference workshop or a PD session at APA.

4. Summit on High School Psychology Education (See Appendix C for more info on this):
  - a. Are we going to provide financial contribution? If so, how much and from which budget category?
  - b. Are we going to be involved in the summit or post-summit? If so, how actively and in what ways are we going to be involved?
  - c. EC generally agreed the positive impact of participating the Summit on High School Psychology Education. Klassen reminded EC that they provide \$700 travel funding and 60 slots are available. Connor noted that we do not need to decide the exact amount to support the travel now, but depending on whether we get the travel funding or not, the funding source (e.g., Presidential discretionary fund or travel misc fund with code 570) and the exact amount can be decided later. Perry moved to send a Division member, which is selected by EC, to the Summit and to provide financial contribution as a “donor” category (i.e., \$500). Kaplan seconded. The motion passed unanimously. EC suggested a possible attendee such as Jenefer Husman (U of Oregon), Kevin Pugh (Univ. of Northern Colorado), Gwen Marchand (UNLV), and Matthew Bernacki (UNLV). **Action Step:** Perry will select an attendee and coordinate details of the

- travel before the application deadline, Dec. 5<sup>th</sup>, and also communicate with the organizers of the conference about our financial contribution.
5. P&P update: Please refer to the document below provided by Perry.
    - a. Nancy's Note:  
[https://docs.google.com/document/d/18W8YMe97bXv6gDThbffN\\_4UX7FeHPkSIfB9X5kTMyoo/edit?usp=sharing](https://docs.google.com/document/d/18W8YMe97bXv6gDThbffN_4UX7FeHPkSIfB9X5kTMyoo/edit?usp=sharing)
    - b. Updated P&P:  
<https://docs.google.com/document/d/15lyGCKtOGPJSjv9hxqyCWG7SPSzbnsP2B3QBk9XmBx0/edit?usp=sharing>
    - c. P&P Appendix A:  
[https://docs.google.com/document/d/1SFPgiFowMxXZEv0NHG\\_2jkjo0VjuH29xeq731I4aqHA/edit?usp=sharing](https://docs.google.com/document/d/1SFPgiFowMxXZEv0NHG_2jkjo0VjuH29xeq731I4aqHA/edit?usp=sharing)
    - d. Historian's roles:  
<https://docs.google.com/document/d/113qdH1YKQ3FTnQBUsUsWsjii7HunylcS420rHafAitp8/edit?usp=sharing>  
**Action Step:** Perry will revise the following contents: (1) update responsibilities of the award committee, (2) update memorial committee, (3) update finance committee, (4) align P&P with the bylaws changes and the committee roster descriptions (5) remove the set award amount except Pintrich, Thorndike, and Snow awards, (6) update the description of historian's duty, (7) revise Appendix A. Perry will send the updated version to Hong, and Hong will post it to google drive, so that EC members can edit/comment on that version and then vote.
  6. Review and discussions about 4-year presidential line (Vice President, President-Elect, President, and Past-President): Previously we have communicated 4-year presidential line as follows:
    - a. The President will be responsible for communication with, and representation to the EC of, the Divisions Editors and the Publications Committee, the Fellows Committee, the Program Committee, all liaisons to APA Committees and Boards (e.g., liaisons to the Board of Educational Affairs, Board of Scientific Affairs, Coalition for Psychology in Schools), the Finance Committee, all awards committees (Dissertations Awards and Grants, Thorndike, Snow, and Early Career), and the Director of Communications. With the Past-President and the Secretary, the President will be responsible for maintaining the Bylaws of D15.
    - b. The President-Elect will be responsible for communication with, and representation to the EC of, the Membership Committee, the International Committee, and the Webinar Committee, and for the appointment and oversight of the incoming Program Chair(s).
    - c. The Past-President shall serve as Chair, and thus as liaison to the EC, of the Nominations Committee, and as an ex-officio to the Memorial Award Committee, and shall be responsible for the maintenance of the D15 Policies and Procedures Manual.

- d. The Vice President will be responsible for communication with, and representation to the EC of, the Graduate Student Affairs Committee, Early Career Educational Psychologists Committee. Vice President will replace Member-at-Large position.
  - e. **Action Step:** Perry suggested that presidential line meet and discuss details either via google hangout or at AERA.
7. Webinar-related issues:
- a. Webinar guideline review: Webinars committee had provided Webinar guideline document (See Appendix D). Anything to be add/edited/changed? EC reviewed the guideline and approved it.
  - b. Accessibility and charging of video-recordings: Are we going to make the recorded webinars available to only Div. 15 members or general public? In relation to this, are we going to charge recorded webinar sessions to non-Div. 15 members? (See the yellow highlights in page 15 in the compiled report) Point of information from Wade: Yes, we *can* charge for non-members if we have a PayPal account. We had one, a few years back, for AEPC registration, so it's possible that we could reactivate that. If not, I could always create another one. This does not change our costs on the webinar's production at all—only CE credits do. The challenge becomes that, after the event, we wouldn't be able to share these videos freely if we charge a fee for access. So, we have to check our priorities on the events before making a final decision. Connor moved that webinar sessions remain to be open access, however, if cost recovery is necessary then the webinar session will be charged based on the request of the Webinar Committee and EC's approval. Kaplan seconded. The motion passed unanimously. **Action Step:** Meyer will communicate this with Webinar Committee.
  - c. Webinar Committee suggested 4 future webinar speakers (Gale Sinatra, Dan Hickey, Allen Wigfield, and Julianne Turner) and was looking for EC's input on deciding two webinar speakers. Nussbaum suggested Webinar Committee to decide in consultation with the President. EC agreed. **Action Step:** Meyer will communicate this with Webinar Committee.
  - d. EC also discussed that Webinar Committee is in the process of developing its identity, and thus further discussions are necessary in terms of the mission and purpose of the webinars, target audiences, and webinar topics. Given this, EC suggested to have an EC member as an ex-officio member of the Webinar Committee. Perry noted that given the 4-year presidential line, President-Elect is supposed to work with Webinar Committee. **Action Step:** Meyer will add President-Elect (Nussbaum) as an ex-officio member of Webinar Committee, and update the committee roster accordingly.
8. [VOTE] Finance committee's request (See the yellow highlights in pages 12-13 in the compiled report).

- a. EC discussed ways to strategically communicate donation options with Division members without violating the APA regulation. Faircloth added the importance of wording in NEP or other communication outlets. For example, “announcement of the endowed fund”, or “did you know we have this donation opportunity?” might work fine. Connor moved to approve all 4 suggestions from Finance Committee with the understanding that this will be framed as information rather than solicitation, and Finance Committee will further consult with the President on the wording. Hudley seconded. The motion passed unanimously. **Action Step:** Meyer will communicate this with Finance Committee and work together to refine the wording to communicate donation options with Division members.
  - b. In relation to Finance Committee’s request to decide the procedure to make contribution, Connor moved to keep the current procedure outlined in the Finance Committee’s report as the way it is. Kaplan seconded. One EC member abstained. Eight EC member voted to approve the motion. The motion passed. **Action Step:** Meyer will communicate this with Finance Committee.
  - c. Nussbaum asked if we can lower the risk level of the investment. Connor responded that we have financial cushion from the money market account, however Finance Committee and EC decided to take riskier option for the long-term investment account. Connor moved that Finance Committee consult with Tony whether we should reconsider our investment option. Hudley seconded. The motion passed unanimously. **Action Step:** Meyer will communicate this with Finance Committee.
9. Support/promotion of member publications: (See the yellow highlights in page 3 in the compiled report). EC discussed both benefits and concerns about using social media as advertisement outlets for Division members’ publications. Benefits – Between the conference, social media function as effective outlets to communicate with Division members on their publications. Concerns – It is difficult to filter the quality/contents of the publications. **Action Step:** Meyer will further communicate with George regarding possible options/ways to filter social media advertisement postings.
10. International Committee:
- a. It would be helpful for the international committee chair to gain access to an emailing list of international members of Div. 15.
  - b. It would be helpful to brainstorm ways to advertise the International Student Research Award.
  - c. It may be worthwhile discussing whether we want to target regions/countries strong educational psychology traditions (e.g., Hong Kong, Finland, Germany), or regions/countries with less prominent traditions (Africa, Latin America).
  - d. Hudley commented the need to recruit more members from Southern Hemisphere. Kaplan added that the International Committee might be able to combine this with the Student Ambassador idea.

11. Dissertation Award Committee: whether there are additional ways to reach more of the Division membership. EC noted that Dissertation Grant has not been advertised actively, and suggested George to send out emails to Division members by emphasizing the nature of the grant. **Action Step:** Meyer will communicate this with George.
12. Nominating Div. 15 members to more actively participate on APA Central Committees related to learning and educational issues: Currently the APA Council of Representatives pays less attention to the educational issues than clinical psychological issues. It is important that our division is more actively involved in APA Central Committees. How can we be more strategic in getting representatives to serve on APA level committees that are relevant to our interests? Kaplan asked about the differences between being a liaison and being an actual council member, and why the Division President is not involved in the Council. Also, there is a distinction between (a) members on the APA Central Committees (e.g., the Board of Educational Affairs [BEA]), who are elected by the APA Council of Representatives and (b) the liaisons or monitors appointed by Division 15's President. The liaisons or monitors observe the workings and outcomes of members on the APA Central Committees and report these outcomes to Division 15. **Action Step:** Meyer will further investigate these questions and communicate with Tim Curby, our outgoing Representative to APA Council.

#### Extended discussion items

##### 1. Budget Discussion

- a. Discussion 1: Past-Treasurer, Gill emphasized the need to be consistent and strategic about budget spending, given the uncertainty of the future budget. EC's general consensus was that we need to begin saving up while we have the contract with Taylor & Francis, and continue to discuss this.
- b. Discussion 2: Review of EP editors' budget report (See Appendix E). EC commented about the need to know how the EP budget is being spent and how the EP editor is preparing the transition year financially. **Action Step:** Meyer will communicate with the EP editor to clarify the budget report to include (1) How much of the \$9,800 will be carried forward for the transition year, (2) How \$50K has been and will be spent, and (3) Breakdown details of the travel budget.
- c. Discussion 3: Below are recommendations from past program co-chairs. See Appendix F for more detailed info on this.
  - i. Authorize program chairs to reallocate funds within their overall budget.
  - ii. Increase program committee budget for APA events.
  - iii. APA Socials budget
  - iv. Joint event budget at AERA
- d. Discussion 4: Treasurer-elect's travel budget. It is important for the treasurer-elect to attend the EC meetings, and thus we need to discuss



adding the budget for Treasurer-elect's travel support (AERA, APA, and fall retreat).

- e. Discussion 5: Distribution of Harris' Presidential fund. Approximately \$3,000 will be allocated to support 2016-2017 Webinar budget. How to spend rest of the \$3,000-ish? (e.g., treasurer-elect travel support, CODAPAR support)
  - f. Discussion 6: Wade's Bonus: (See the yellow highlights in pages 3-4 in the compiled report). Connor moved to provide George the bonus of \$3,500. Hudley seconded. The motion passed unanimously.
  - g. Discussion 7: Program Co-Chair's budget questions (See the yellow highlights in page 11 in the compiled report)
  - h. Discussion 8: Early career psychologist committee's budget question (See the yellow highlights in page 12 in the compiled report)
  - i. Discussion 9: GSA budget request (See the yellow highlights in pages 9-10 in the compiled report)
  - j. Discussion 10: Early Career Research Grant committee's budget (See the yellow highlights in pages 12-13 in the compiled report)
  - k. EC discussed all discussion items listed above, and changed or confirmed 2017 budget as follows:
    - i. The membership due income (Line 3) is increased from \$12K to \$15K.
    - ii. The royalty income (Line 10) stays the same as \$14K.
    - iii. Treasurer operation budget (Code 103) is reduced to \$1,950 and moved \$1,000 for fall retreat fund.
    - iv. Secretary operation budget (Code 104) remains the same (\$1,034).
    - v. Secretary transition fund (Code 572) of \$1,000 is added.
    - vi. Summit on High School Psychology budget (Code 579) of \$1,000 is added.
    - vii. Vice President's travel budget (Line 57) of \$2,000 is added.
    - viii. Bank fee (Code 999) is reduced to \$1,500.
    - ix. President's discretionary budget (Line 23) will be increased to \$1,500.
    - x. Fall retreat budget (Code 502) is increased to \$4,500.
    - xi. APA social hour (Code 601) budget is \$8,000.
    - xii. Communication director's bonus (Code 815) of \$3,500 is added.
    - xiii. Operating and advertising budget lines are merged.
    - xiv. Early career activities (Code 702) budget is \$3,500.
    - xv. Graduate student seminar budget (Code 805) is \$14,000.
  - l. Connor reported that it is a balanced budget (The 2017 budget file is attached separately). Kaplan moved to approve the budget. Hudley seconded. The motion passed unanimously.
13. Memorial Award Committee related issues: When, where, and how to recognize deceased members? (See the yellow highlights in pages 3 & 19 in the compiled report). Perry commented that we need to be more prompt in responding and

acknowledging division members when they pass away. Meyer asked about the criteria to announce their passing. Faircloth suggested changing the award name to “Life-time Achieving Award” in order to be more inclusive. Perry suggested continuing this communication with Memorial Award Committee via emails.

**Action Step:** Meyer will further communicate this with Memorial Award Committee, and also communicate with George regarding our desire to get the word out more quickly when one of our members passes away to use the list serve for this purpose.

Meeting adjourned at 2:30pm.

## **Appendix A: Request from Jenefer Husman et al.**

To: APA Div. 15 executive Committee  
From: Jenefer Husman; Paul Schutz  
Re: Name change for the Div. 15 Graduate Student Seminar

As the founding co-chairs of the Division 15 Graduate Student Seminar Paul Schutz and I request the Annual Graduate Student Seminar be renamed the Claire Ellen Weinstein Annual Graduate Student Seminar.

Since its inception in 1998 the graduate student seminar has served as a highlight of the Division 15 program. This seminar has served hundreds of young scholars, providing them with an introduction to the division, professional development, and a lifelong professional network. Seminar participants have remained connected to the Division as evidenced by their continued participation in service and leadership roles within the division (e.g., seminar chairs, secretaries, treasures, and Members-At-Large of the division).

This seminar would never have been possible if not for the leadership of Claire Ellen Weinstein. As the graduate student representative to Division 15 Jenefer had the opportunity to participate in and witness the creation of the seminar. Claire Ellen Weinstein proposed the seminar as President-Elect and saw the project as her key initiative while president of the division. She argued for a budget for the seminar, participated in the development of the agenda, recruited speakers, and supported the co-chairs. When this seminar needed additional funds to be successful Claire Ellen provided financial support out of her own pocket. Throughout the next several years of the seminar Claire Ellen continued to lobby for the existence of seminar, provide counsel to the co-chairs, and participated in the seminar itself. The seminar would never have existed, succeeded, or continued if not for patronage of Claire Ellen Weinstein.

Renaming the seminar also serves to acknowledge the contribution of Claire Ellen to both the division and educational psychology as a discipline. Claire Ellen continually served the division throughout her career. Claire Ellen joined the division in 1974, since joining she has served as a member of the executive committee and as the chair and member of the multitude of committees that carry out the business of the division. For example, she has served as the program chair of the division (twice), President, Member-at-Large, Chair of the dissertation awards committee, member of the Thorndike Award committee (twice), editor of the Educational Psychologist, and the Division 15 representative to the APA Council.

As her former students Paul Schutz and I know that Claire Ellen believed her graduate student mentorship was her most significant contribution to the Academy.

Being remembered through the graduate student seminar would be a fitting tribute to a woman who has been a dedicated participant of the Division throughout her life.

### **Appendix B: Call for the Handbook Editor**

The Publications Committee of Division 15 is seeking nominations for editors for the 4<sup>th</sup> edition of the Division's *Handbook of Educational Psychology*.

Although there are several educational psychology handbooks available, the Division 15 Handbook has long been considered the "go to" Handbook in the field of Educational Psychology. We are seeking nominations (including self-nominations) to serve as editors for the next edition. We seek applications both from individual scholars, as well as teams.

Responsibilities of the editors include the following:

- Appointing an advisory board, and consulting with the board on potential chapters for the 4<sup>th</sup> edition.
- Establishing a timeline for production of the Handbook.
- Inviting leading scholars in the field to contribute chapters.
- Obtaining critical developmental reviews for each chapter.
- Providing extensive feedback to authors on initial drafts.
- Providing subsequent feedback as authors produce final products.
- Working closely with the publisher on production.

The Handbook will probably be published in 2025. As in the past, the Division seeks to appoint the editors soon, so that they can have time at the front end to assess developments in the field, and to seek appropriate chapters.

Potential editors are encouraged to submit a letter of interest and a CV to: XXXXXX

## Appendix C: High school submit



June 8, 2016

Dr. Nancy Perry  
President, Educational Psychology (APA Division 15)  
3697 Main Ave  
Belcarra, BC V3H 4R2

Dear Dr. Perry,

On behalf of the American Psychological Association (APA) Education Directorate and the APA Steering Committee for the APA Summit on High School Psychology Education, I am pleased to invite APA Division 15 (Educational Psychology) to join us in supporting the 2017 APA Summit on High School Psychology Education. The purpose of this landmark event is to bring together high school psychology teachers, undergraduate faculty, and other stakeholders to discuss important issues relevant to the teaching of high school psychology, to design the best possible future for high school psychology education. Summit participants will address a wide range of topics, including the case for high school psychology as a science, the benefits of psychology education, APA's *National Standards for High School Psychology Curricula*, assessment in high school psychology, the initial certification to teach psychology in high school, ongoing professional development, diversity and access, and online learning and technology. The summit will be held at Weber State University in Ogden, Utah, July 9-14, 2017. We expect a number of tangible projects as well as aspirational action plans to be developed at the summit, and intend to produce an overarching publication to capture the summit deliberations and recommendations. The steering committee is planning the dissemination of the summit findings and recommendations very carefully to have maximum impact.

The summit steering committee, co-chaired by Randal Ernst, EdD, and Amy Fineburg, PhD, is comprised of curriculum experts, high school teachers, faculty members, and a college administrator. They plan to issue a call for summit participants this fall, and bring together the best minds in psychology education representing a variety of institutions (e.g., public, private, parochial and charter; rural, urban, and suburban; high school, community college, and four-year college/university) to advance issues important to not only the teaching of high school psychology, but indeed, the entire discipline. High school psychology courses are the beginning of the pipeline into psychology, and are the first (and possibly the only) formal introduction to the discipline many students have. As demonstrated in the attached document, enrollment numbers in high school psychology courses are strong and growing. All of APA should have a vested interest in ensuring that the teaching of high school psychology is of high-quality and effective.

Enclosed you will find a recent article from APA's *Psychology Teacher Network* newsletter with an update on the current status of summit planning. The Steering Committee will meet this summer to continue to plan for the 2017 summit.

We hope that you share our enthusiasm for, and commitment to, planning for the best possible future for high school psychology education. We hope that you will be able to contribute toward the costs of this conference; we are eager to include your group as a contributing sponsor of this summit. If you are able to make a financial contribution to the summit, we will gladly acknowledge your contribution and participation as a contributing organization in all of our conference materials. If you are able to contribute towards this first-ever APA Summit on High School Psychology Education, please contact Emily Leary Chesnes ([eleary@apa.org](mailto:eleary@apa.org)) in the Education Directorate (202-572-3013) by **August 15, 2016**. The enclosed agreement can be completed and sent to APA along with payment or a pledged payment.

We look forward to hearing from you.

Sincerely,



Jim L. Diaz-Granados, PhD  
Executive Director  
Education Directorate

Enclosures

Hi Dr. Perry, thank you for email, and for including Drs. Meyer and Kaplan here. We appreciate your interest and consideration here! Any interested Division 15 member would be welcome to apply to participate in the summit – we've just launched the application website here (<http://www.apa.org/ed/precollege/topss/high-school-summit.aspx>) – although the application deadline is actually December 5, 2016 (the site currently says October 15 and should be updated by tomorrow). There will also be work post-summit that we would welcome Division 15's involvement in, if the division might be interested in helping with post-summit advocacy and dissemination.

We expect to have an APA resource table at the summit, and we would be happy to display materials from your division if you any materials for psychology teachers and faculty. And we are gratefully accepting any level of financial contributions, per the attached letter.

I hope this is somewhat helpful, please feel free to contact me with any questions. Thank you again for your email.

## Appendix D: Webinar Guideline

# Webinar Planning

*By Avi Kaplan, Anastasia Kitsantas, & Wade George*

This document provides general guidelines and tips for preparing a webinar for the Division 15 community. These guidelines are drawn based on common best practice in webinar design, as well as on the experience of past Division 15 webinar presenters. The document will continue to evolve to incorporate the accumulating wisdom of presenters.

### Guidelines and Tips for Moderators

(1) **Consider the webinar's concept and goals.** In light of the Division 15 audience, the length of the webinar, and its format, what would be an appropriate "concept" for the webinar? What would be its particular goals? The concept should be coherent, feasible, relevant, and enticing for the particular audience (think in terms of audience-centered concept and goals). Deciding on the concept relatively early is important as it guides decisions about number and characteristics of presenters and about the nature of activities in the webinar.

(2) **Decide on the number of presenters.** Division 15 is charged by number of presenters. In addition, having many voices and screens adds confusion. In light of the concept of the webinar, consider a balance between the optimal and minimal number of moderators and presenters.

(3) **Discuss the roles of the presenters.** Discuss the concept and goals of the webinar with the presenters, and decide, collaboratively, on their distinct and complementary roles. What would each presenter emphasize? How would the emphases build on each other? Presenters should be responsible (only) for designing their presentation as defined in their role, producing their visual aid (e.g., PowerPoint slides), attending practice sessions, and presenting. Avoid overburdening the presenters with other duties.

(4) **Discuss the format with the presenters.** Interrelated with concept of the webinars and the presenters' roles, discuss the format of the webinar that would promote its goals. Some issues to consider: (a) Sequence of presentations and activities; (b) nature of webinar activities; (c) process of generating, collecting, and fielding questions from audience; (d) preparatory activities (e.g., advertising the webinar, proposing reading materials, etc.).

(5) **Moderating the webinar.** When opening the webinar, thank attendees for coming; provide a brief introduction to Division 15; provide a brief introduction to the webinar, its concept, and its format; and introduce the speakers. Moderate the webinar according to the format decided with the presenters (e.g., moderate questions). Monitor time and progress along with the plan and intervene to facilitate appropriate time management. Monitor inappropriate activities by audience (or presenters) and intervene if necessary. At the conclusion of the program, thank the presenters and then the audience, indicate the availability of materials (e.g., recordings, slides), indicate that everyone will receive a feedback survey, and encourage people to provide constructive feedback to help continue providing relevant future webinars.

(6) **Logistics and technology.** Wade will be responsible for creating the webinar's call (e.g., create a one minute video to describe what members and friends of the Division will learn in the

webinar and distribute it through social media) circulating and promoting the call, and disseminating follow-up materials (such as the slides, links, and the post-event survey).

### Guidelines and Tips for Presenters

(1) **Craft concept and goals.** In light of the Division 15 audience, the length of the webinar, and its format, what would be an appropriate "concept" for the webinar (think "audience-centered")? What would be its particular goals? Discuss the concept and goals with the moderator and other presenters. Collaboratively, create a short, coherent, feasible, and enticing blurb that describes this concept and goals.

(2) **Discuss your role as presenter.** In light of the concept and goals of the webinar, discuss with the moderator and other presenters your distinct and complementary role in the webinar. What would you focus on and emphasize? How would your emphasis link to the goals and build on the other presenters' emphases?

(3) **Incorporate audience-centered activities.** Particularly in light of the "talking heads" format, consider incorporating appropriate brief activities for the audience (e.g., reflecting on a question, relating content to personal experiences and goals) that would allow them time to process the information, relate it to their prior knowledge, and make it relevance to their personal experiences and goals. This is likely to enhance audience learning and motivation.

(3) **Use features for audience interaction.** The online framework allows some audience interaction, such as "hand-raising" or "chat". Discuss with the moderator and other presenters the possibility and format of using these features, if appropriate.

(4) **Use best practice for designing visual aids.** Create a visual aid (e.g., PowerPoint, Prezi) that avoids the pitfalls of presenter-centered presentations (e.g., "death-by-powerpoint" - <http://tedxtalks.ted.com/video/How-to-avoid-Death-By-PowerPoin%20>) and employs audience-centered best practice design features (e.g., Assertion-Evidence format; [http://writing.engr.psu.edu/assertion\\_evidence.html](http://writing.engr.psu.edu/assertion_evidence.html)); download the Assertion-Evidence template for slide design here: [http://www.writing.engr.psu.edu/AE\\_presentation\\_template.ppt](http://www.writing.engr.psu.edu/AE_presentation_template.ppt)). Consider designing a single audio-visual aid with the other presenters to avoid the need to switch between screens, devices, or files.

(5) **Practice.** Practice your presentation, alone, and with the other presenters. Create a script which will serve as your "compass" to stay on topic and avoid repetition. In addition, you will attend a practice session with Wade, the moderator, and the other presenters to test the technology.

(6) **Plan for Q & A.** Address audience questions. Plan to provide the moderator with a few questions to stimulate conversation among the audience. Use audience polls.

### Guidelines regarding Technology

- **Pre-Event:** Once we confirm a date with APA Central, we'll receive a registration link that we can disseminate via LISTSERV, social media, and The Weekly Digest. Wade will design a complementary PDF call (outlining details about the event, and embedding the aforementioned registration link). Distribute a one minute video describing the event.



- Event: The event will be broadcast through WebEx, as provided by APA Central. They'll offer full support during the webinar itself, and we'll have as much pre-event practice time as needed to ensure the group is comfortable with this technology.
- Post-Event: After the webinar is concluded, Wade will send a follow-up survey asking attendees about their experience (as well as soliciting any other details deemed appropriate by the group). We'll also send the group a copy of the PPT slides—unless host(s) prefer we don't—and other materials/links as mentioned by speakers.

### Guidelines regarding Timeline

- Because APA Central is managing the technology, we're likely going to be restrained to hosting during business hours (though we can verify if needed). However, this creates an 8-9 hour window that should still offer reasonable access for those interested in attending.
- Recommend a minimum of 2x practice sessions before the event. As noted in preparations for the first webinar, getting everyone comfortable with the technology can take some time. We're hoping APA's involvement alleviates this burden, but there's no guarantee until we've tested a few times.
- Recommend that all broadcasting team members convene in the meeting room 20-30 minutes before the event begins. This allows for any last-minute troubleshooting on cameras/microphones, and ensures we're in place for the event to go live on time.
- We're going to be limited to 1-1.5 hours of webinar time. 1 hour should be a good length.
- Regarding specific dates/times, we'll need to convene with the other committee members and their speakers to coordinate.

### Appendix E: EP Budget report

- **Estimated 2017 Budget for *Educational Psychologist***

**Personnel:** Editorial Assistant

- 9-month Graduate Research Assistant  
\$20,000 (Salary and benefits)
- 3-month Summer salary  
\$ 2,200 (Salary-hourly)

**Conference Travel**

\$3,000

**Miscellaneous expenses:**

\$9,800 (e.g., page overages; office supplies/equipment)

**Total:** \$35,000

### Appendix F: Last Year Program Co-Chairs' Suggestions

- **Authorize program chairs to reallocate funds within their overall budget.**  
The continual need for the program chairs to go to the president who must then

call for a vote of the Executive Committee about changes in the allocation of funds within the Program Committee Budget makes this role *untenable* for anyone who actually has a full time job and life. It is unfair to ask people to do this kind of service and then micromanage every budgetary decision made. **At the very least the program chairs should have the authority to move funds around within the overall program budget without requesting permission from the EC.** For instance we “saved” \$1,540.88 from the amount budgeted for events at AERA. However, we could use that money at APA without a vote from the Executive Committee? Why? This limits the program chair's ability to make sound fiscal decisions and encourages them to spend up to the limit for the “allocated” costs regardless of whether or not this is the best decision for the program given the changing contexts. Additionally, having to wait until a vote has been conducted delays the process of placing the catering orders during the summer months and caused an “emergency” situation for the treasurer to deal with so that payments could be made to the hotels in advance of the conference. This also led to charges to fedex the checks from APA.

- **Increase program committee budget for APA events.** The current allocation for the program committee to spend on events at APA is \$7,000 (this is for 2 socials-\$3,000 each and 1 executive committee meeting-\$1,000). The budget for APA/AERA events needs to be increased for future years and this should be done on an annual basis. The location of the conference is not the only factor of increasing costs. There are larger economic forces at play like inflation that the EC must recognize and account for in all future budgets. **We recommend that the EC increase the program committee’s APA meeting budget to \$9,160** see estimates below. But please note - the full budget should be given to the program chairs to cover these assorted costs as best they can given the circumstances they face in any given year.
  - \$4,000 socials
  - 500 snacks for EC
  - 210 lunch for poster award evaluation committee (7 x \$30)
  - 450 for poster boards at opening social (if choose to continue)
- **APA Socials.** Current funds allocated will not support two *nice* socials at APA organized through the APA convention hotels, given hotel costs and the number of people who attend. Note the recommended budget increase above will still not allow for two *nice* socials if both are held at APA hotels. We have two options for the **president** to consider.
  - Return to hosting one social, following the business meeting.
  - OR**
  - If two socials are desired then consider holding the first/opening OFF SITE - perhaps joining with the Grad Seminar Social - and do one big opening social for all Division 15 people. This could save money and consolidate activities so members do not have as many potential conflicts.