

**American Psychological Association
Division of Educational Psychology
Minutes of the Executive Committee Meeting
April 25, 2000
New Orleans, LA**

1. APA business. Karen Anderson spoke about the biggest news in the Education Directorate. Jill Reich stepped down from her position as executive director and Cynthia Belar from the University of Florida has assumed her duties. Her focus so far seems to be on graduate education and training specialists such as health psychology. She has already established an office of graduate education. She is also interested in the application of psychology for training in other areas. Karen was interested to learn of Division 15's new Training Handbook. Karen also reported that the Education Directorate web site at www.apa.org/ed will have all convention programming that is relevant to education. The school to work task force final report has just been printed and you can download it from the APA web site. Sharon Derry was Division 15's representative on this task force. A new task force on the role of psychology in early education and care has been formed and the second meeting has occurred. Karen notes that while the new director is interested and supportive of education-related issues, they are not within her expertise. Division members should do what you can to get people on the Board of Educational Affairs sympathetic to issues that match with our goals (K-12). We also need to think about how to get a representative on the Board. A joint nomination with other divisions might be a way to push some of our issues to the forefront. Karen's office is in the process of hiring a PhD level person to focus on gifted and talented issues. A project in the area of sex education/sexuality on HIV prevention for gay/lesbian adolescents has also just been completed.
2. The President's report was delivered by Pat Alexander for Howard Everson. Maintenance of membership always been done by an individual faculty member. This has led to some difficulties keeping track of who is current as a member. For approximately \$2000.00 APA will do this for the Division (labor charges will be \$18.00 per hour). Although there was some discussion that we could hire a graduate student to do this same thing, it was concluded that for consistency, having it housed consistently at APA as board members come and go could provide for more consistency. Tourney-Purta moves that we contract with APA for the two years before we reevaluate with a limit of up to \$2500.00 each year. Motion seconded by Alexander. Nine members approved the motion. Two abstained from voting.
3. The Treasurer's report was presented and approved unanimously by the board. Given the surplus funds, a discussion began about the need for a strategic planning group. Tourney-Purta suggested that we should be thinking proactively about how to spend our money most effectively including such things as establishing connections with other groups, doing conferences and other activities to attract more people to the Division. In the 1980s, a similar strategic planning group started many activities to gain visibility including the Classroom series and other publishing venture. They had a two-day retreat with both established and younger Division members. We should try to do something similar between now and the time of the APA meeting in August. President and president elect could appoint members to this retreat using criteria of bring people with diverse perspective and at various levels of their careers. We may also want to bring people who have connections with other divisions. O'Donnell moves that funds be expended to support a two-day retreat for the planning committee constituted by the president and president elect. This committee should have no more than 7 people, and should not exceed \$7000.00 in expenditures. The goal of this committee should be to constitute a rough draft for a long range plan which will be presented to the executive committee in August 2000. The motion was seconded by Lohman. The motion was approved
4. Schutz presented a proposal for a new standing committee on Graduate Affairs. The purpose of this standing committee would be to conduct the graduate student seminar. Schunk and Mayer add that recruitment into the Division or networking among junior faculty might also be a good purpose for this committee. Schutz agreed that both purposes could be added. Schutz made a motion to approve the Graduate Student Standing Committee proposal. Some discussion ensued about budgetary issues and it was agreed to give some flexibility to committee members to determine how to spend annual budget of \$3000 for student stipend and registration, \$2500 for conference costs, and \$500 for incidental costs. Winne and Mayer seconded the motion. The motion passed.
5. The announcement of the Thorndike award winner and other awards sparked a discussion about the visibility of the announcements. It was suggested that Chairs of those committees (Snow, dissertation, fellows, and Thorndike) have a common schedule for announcements of winners (March 1st) and the Division secretary will be in charge of making people stick to the schedule. We want them to notify winners early enough so that winners can attend the business meeting when the announcement is made. To accommodate this schedule, the dissertation award could be linked to the calendar year rather than the academic year.
6. The Educational Psychologist is up and running under the new editors and doing fine. Unsolicited manuscript numbers are up for this year and so it promises to be an interesting year.
7. The Psychology in the Classroom series has books in various stages of production although no additional books were published in 1999. McCombs requests time to get the committee updated information on the series after checking with the publisher and various authors. Information should be available by August.
8. McCombs also brought a proposal to the board for a possible Wingspread conference on New Partnerships for Learner-Centered School Reform. The original idea for this conference had been presented to the Executive Committee over a year ago although no funds were requested or given at that time. The Wingspread facilities are world famous for their "get things done" conferences. Wingspread will fund the conference including food and meeting preparations through a grant, but they do not fund travel or hotel accommodations. They simply want to bring about 45-50 people together to set an agenda; not necessarily reach a consensus. There is also the possibility of dovetailing this conference with similar plans that the National Research Center is putting in place to create a 15 year agenda for school reform issues. McCombs asserts that Division 15 should play an active role in this discussion and wonders if the Division can pay for travel and lodging for members who would attend this meeting. Pressley spoke against dovetailing with the NRC. After some discussion, it was concluded that the board has strong support for the original idea and wishes for Division 15 to be involved in these discussions. Approximately 1/3 of the people at the conference (15) would come from the research community, and McCombs would like to be able to tell them that their travel and accommodations would be covered by the Division. Pressley suggests that a product should be produced so that

the Division can view this as a cost recovery project. Pressley also suggests that a royalty advance from a publisher would be good way to cover many of these costs. Motion by Alexander to provide monetary support not to exceed \$10,000 with the stipulation that contacts be made concerning possible publication through a publisher of the Division's choice. Seconded by Tourney-Purta and Lohman. Motion passed.

9. The NEP report was presented by Morrone. Morrone noted that mailing problems have been solved by changing to first class postage. It was noted that moving the maintenance of the membership lists to APA will help past difficulties getting a complete list of Division 15 members for mailing labels. Proper permission to post the newsletter to the APA web site has now been obtained. We are currently searching for a graduate student within the IU system who will help with the technical issues. Morrone also noted that she would like some more interesting articles for newsletter. It was suggested that the chair of the graduate student committee should have a regular column to student members dealing with future faculty issues. This would also be a good outlet for book reviews.
10. Dale Schunk, as chair of the nominating committee, announced this year's slate of candidates.
11. The publication committee announced that the Journal of Educational Psychology editor announcement will come out this summer. Pressley noted that the Division and field really needs some good applicants for this job. APA will reduce the work load for the incoming editor as the associate editors will be doing more of the day-to-day work. We need a conscientious editor who also recruits articles from the field so that the publishing people don't think they need to reduce the size of the publication. Given that our field has important issues to address, this shouldn't be too difficult.
12. We also need a new Division 15 liaison with Board of Educational Affairs. Good nominations are requested to be forwarded to Howard Everson or Patricia Alexander.

Academic Exchange Quarterly

Academic Exchange Quarterly, first published in 1997, is the fastest growing academic journal. It is a peer-refereed publication that addresses issues of professional development for educators. AEQ has great diversity in readership and contributors, reaching countries in Europe and across the globe.

Each volume of the journal focuses on a theme of interest to educators, thereby presenting a valuable resource for topic integration. Recent themes have focused on using technology in the classroom, service-learning, and community colleges. A sampling of articles over the past two years includes: Examining Content Knowledge Change Gains in Academic Service-learning: A Study in an Educational Psychology Course; Authority of Experience in Learning to Teach: Bridging the Gap Through Service-learning; Cognitive Theory and its Implications for Education and Training in a Knowledge-producing Era; and Student Perspectives on Integrating the Internet in Course Content and Delivery in Higher-Education. Academic Exchange Quarterly also has an on-line journal, AE Extra, which is easily accessed and can be used as a pedagogical tool.

The journal welcomes research, commentary, and other manuscripts that contribute to effective instruction and learning, regardless of level or subject. Manuscripts may be submitted in three ways—by postal mail, e-mail, or fax. The web site for Academic Exchange Quarterly is www.higher-ed.org/AEQ. The web site for the on-line journal, AE Extra, is www.higher-ed.org/AEQ/exch.htm.

Call for Papers "Research Design and Methodology" Section: School Psychology Quarterly

School Psychology Quarterly, the official journal of Division 16 (School Psychology) of the American Psychological Association, is seeking papers for its Research Design and Methodology section. This section is a regular feature of the Quarterly designed to enhance the methodological sophistication of school psychology researchers and to increase the diversity of research approaches being used to answer important questions in the field of school psychology. To achieve this goal, the Quarterly seeks scholarly manuscripts that introduce, explain, and illustrate designs and methods that have promise for advancing research in school psychology and related fields (e.g., clinical child psychology, pediatric psychology, special education, measurement and evaluation, educational psychology). A wide range of research methods are featured, including those from quantitative, qualitative, single-subject or small-N, psychometric, and statistical orientations.

To accomplish the stated purpose of this section, manuscripts should include the following components: (a) pedagogical introduction to a specific research method or combination of methods, (b) where appropriate, an illustration of the research method(s) using relevant data, (c) a discussion of the advantages and limitations of the research method(s), and (d) a brief discussion of computer software (if applicable) that can be used in conducting analyses attendant to the research method(s). Although authors are encouraged, whenever possible, to illustrate the use of the methodology being discussed by examining one or more specific data sets, the primary focus of articles in this section is on the use and limitations of the methodology for researchers. Thus, discussion of research designs and methods should address potential uses across the field of school psychology (e.g., serving children, youth and families; program evaluation; special and/or general education; prevention and intervention) rather than focusing on one or more specific applications of the method(s) being reviewed.

We encourage submissions to this section from school psychology researchers who have begun using designs and methodologies that are unique as well as from colleagues in related fields who have an interest in publishing papers related to research methodology. Authors are invited to submit manuscripts (six copies) appropriate for this section to Terry Gutkin, Editor of School Psychology Quarterly. A cover letter should be included that indicates an interest in having the paper reviewed for the "Research Design and Methodology" section. Those papers considered appropriate will be forwarded to George DuPaul who is serving as Associate Editor for this section.

For additional information about the "Research Design and Methodology" section or to discuss possible papers for this section, please contact either George DuPaul (School Psychology Program, Lehigh University, 111 Research Drive, Bethlehem PA 18015; 610-758-3252; gjd3@lehigh.edu) or Terry Gutkin (117 Bancroft Hall, Department of Educational Psychology, University of Nebraska-Lincoln, Lincoln, NE 68588-0345; 402-472-1154; tgutkin1@unl.edu).