

**Minutes of the Executive Committee Meeting  
Division 15 (Educational Psychology) of APA  
Washington, DC  
April 10, 2001**

Present: P. Alexander, Pintrich, Wigfield, Zimmerman, Meyer, Mayer, Phye, Winne, Corno, Rennock-Roman, Morrone, Lohman, Torney-Purta, J. Alexander; Guests: Jerry Carlson, George F. Johnson, Rene Subotnik

1. Winne/Torney-Purta made the motion to approve minutes from August 2000 meeting. The motion carried.

2. APA Business. Rene Subotnik reported two main initiatives: 1) an Education Conference next summer; and 2) the Gifted Education Policy Center. The conference may have on its agenda the topic of psychology in education and education in psychology. APA wants the Education Directorate to play a role in the discussions. What are the issues and concerns that the legislature needs to know about? The Education Directorate has a lobbyist focused on educational issues and the Education Directorate would like to have ideas for them to lobby about. Examples: What are Educational Psychologists' feelings about NCATE? Educational Psychology has no standards? Is that a problem? Do we need some? The conference is scheduled for September 24-25 and the agenda is currently evolving. Any ideas for focus groups or discussions would be welcome. The new Center for Gifted Education Policy is funded through a recent gifted education endowment which has turned into a full-time center. Their focus is on giftedness in academics, arts, sports. Science and Math have good programs for gifted high school students, but there doesn't seem to be much else out there. On other news, a panel has just been convened at APA to examine the psychology of selective admissions. If anyone wants to be involved and would be interested in working with the group please e-mail [rsubotnik@apa.org](mailto:rsubotnik@apa.org). Rene also encouraged all educational psychologists to seriously consider being involved in the APA fellowships because of the opportunities they present.

3. New Business. Gary Phye brought before the board a proposal from Jerry Carlson and Joel Levin about developing an affiliation between Division 15 and the journal *Issues in Education: Contributions from Educational Psychology*. It's goal is to address major topics from the science of educational psychology being as data based as possible about recommendations. Infoage publishing has proposed some revenue sharing and presented several different scenarios for affiliation with the division ranging from an optional additional journal at reduced rates to a journal, much like the EP, which would go to every member increasing member divisional dues. Discussion issues covered extended of affiliation, editorial control, cost, availability of electronic versions, APA accountability, current journal format and coverage, production costs, editorial statements, etc. Most issues concerned the obvious overlap in both substantive content and presentation format with current APA journal (*Educational Psychologist*). Pintrich moved that the Division decline the invitation to affiliate with the new journal. Winne seconded. The motion passed 9 votes for; 3 against.

4. President's report. Alexander noted that Subotnik has opened the door to making some policy suggestions. We do need a cohesive statement to send to the Education Directorate. We can build on our strengths as a divisions. One are of application of psychology to education is the Learner Centered Principles. The conference seems more interested in focusing on education in psychology than

on psychology in education so they seem resistant to try to incorporate the LCP's. We do need suggestions for speakers that will stimulate discussions. Alexander will begin a dialogue on e-mail so that we can set priorities. David Berliner's name was suggested as a speaker. In addition, APS also has workshops going on about the psychology of learning. By mid-May we should try to come up with themes and speakers. Alexander also noted that the congressional fellowships might be a great way for educational psychologists to talk about their concerns. We do need to know closer what legislature members are thinking. Up to this point, educational psychologists have not wanted to define criteria for educational psychology training. The question about NCATE criteria is probably a good one to think about. Do we want to deal with this? A suggestion was made that it might be appropriate to write a paper for the *American Psychologists* or maybe a whole issue in *Psychology and Policy* where we talk about 3 or 4 of the LCP and their applicability (see later discussion).

5. Publication Committee Report. The *Educational Psychologist* is experiencing thoughtful and timely reviews by ad hoc reviewers and Board members. Although the slate of special issues is strong for the next year and a half, the lack of unsolicited manuscripts is a concern. The editors have sent letters to any program topics at AERA and APA that looked relevant. The editors would also like to encourage junior scholars with interesting thought pieces to submit them for review. The editors requested \$2500 for operating costs. Motion by Zimmerman/Pintrich. Motion passed. The NEP report was delivered by Morrone. The newsletter continues to run smoothly. The newsletter can be posted in an Adobe Acrobat format very quickly. Although the text cannot be directly copied or searched for terms within the document, it is a quick and effective method for making the newsletter available on the APA web server. Full-text versions could be e-mailed to interested parties. Morrone's term expires in 2001 although she could do an additional year of service to facilitate transition to the new electronic communications committee.

6. The past-president's report was presented for Everson. The new slate of individuals for the upcoming elections has been submitted to APA. Mike Royer, Phil Winne have been nominated for President. For member-at-large, Mitch Rabinowitz and Sandra Graham were willing to have their name on the ballot. All APA-affiliated Division members are encouraged to participate in the elections.

7. Pintrich presented the President-Elect's report. Pintrich noted that APA has moved to a more "cluster" type of scheduling for the program in August 2002. Chris Woltes and Shirley Yu are coordinating the program efforts. The new format included 3 tiers of sessions-plenary sessions with nothing else in the cluster scheduled; and divisional sessions. We will technically have less division controlled hours. There could be some advantages with the right cluster group but how that will get organized is still unclear. Program chairs will supposedly be the cluster deciders. We may want to try this format once and see if it works. Zimmerman made a motion that data on how successful the hours. There could be some advantages with the right cluster group but how that will get organized is still unclear. Program chairs will supposedly be the cluster deciders. We may want to try this format once and see if it works. Zimmerman is extremely unhappy as council representative at the way this format change was presented to Divisions as there was no vote or discussion (see discussion later). Zimmerman made a motion that data on how successful this format is be fed back to council. Motion was seconded by Torney-Purta. Motion passed.

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8. The program report was presented by Wigfield. Wigfield noted that fewer symposia were accepted for the Summer meeting because of time restrictions. Approximately 50 out of the 85 paper proposals were accepted. Invited addresses by Graham, Greeno, McDermott, and Alexander promise an exciting program.

9. Treasurer's Report. Financially, the Division is doing well, mostly because of income from publications.

10. Council Representatives report. Zimmerman noted that we, as a division, do have some information we could share with the Education Directorate. Valerie Lee has data showing 700 to 900 students is optimal size for schools. We should also address the issue of the role of psychology in teacher training programs. We should be proactive in defining our own discipline and deciding what standards are reasonable. After some discussion, Zimmerman/Torney-Purta motioned to form a white paper committee to set guidelines for the role of educational psychology including course content in teacher training programs. Woolfolk and Schunk were offered as excellent candidates to begin to write this paper. It was noted that APA will likely publish this paper as part of the education directorate and we, as an executive committee, will have to approve of the content. Motion passed.

11. Dissertation Award Committee Report. Pennock-Roman suggested some wording changes to the call for outstanding dissertations. Deadlines were discussed and a target is to know who the next year's winner is at the AERA convention so that they can be present at the official announcement at the business meeting in August.

12. Clark Chinn will receive the Richard E. Snow award for early contributions in August 2001.

13. Bransford will be the recipient of the Thorndike award for 2001. Joel Levin will receive the award in 2002. Motion to adjourn by J. Alexander. All seconded.

### **NEW!**

#### **The Second Edition of Self-Regulated Learning and Academic Achievement**

Theoretical Perspectives was published recently by Lawrence Erlbaum Associates. The book, edited by Barry J. Zimmerman and Dale H. Schunk, presents comprehensive descriptions and analyses of the classical theoretical perspectives on self-regulation: including operant, phenomenological, social cognitive, information processing, volitional, Vygotskian, and constructivist theories. The conceptual origins, scientific form, and pedagogical effectiveness of each perspective is discussed in light of a decade of very productive research by the same prominent editors and authors who contributed to the first edition of the book. A common conceptual framework for comparing and contrasting theories, evaluating their strengths, and considering points of controversy is used, and this format enables the book to function like an authored textbook rather than a typical edited volume. The final chapter offers a historical assessment of changes in theory and trends for future research.

### **Call for Nominations to the Committee on Urban Initiatives**

The American Psychological Association's Committee on Urban Initiatives (CUI) is seeking nominations for two new members to begin terms in January 2002. The committee seeks to contribute to a greater understanding and amelioration of those problems associated with urban life, to promote and sustain those aspects of urban life that enhance individual and societal growth, and to encourage research, training and practice related to urban issues.

The committee pursues its mission through the identification, integration, and distribution of scientific research and professional and community knowledge regarding those domains in which psychologists have demonstrated particular expertise: the family, the schools, the community, and the work environment.

CUI seeks to address issues of public policy and affect scientific research and professional practice with the intent of enhancing the quality of life for urban residents. The committee is interested in persons with demonstrated interest and experience in urban issues to serve a 3-year term beginning in January 2002 and ending in December 2004. For this term, the committee seeks at least one member with expertise in public safety issues in urban communities (broadly understood, e.g., strengthening relationships between law enforcement and communities, re-entry of incarcerated persons into communities). It was decided that the other slate would seek candidates with expertise in "urban families" (e.g., strengths of urban families, housing, poverty, education). The committee is particularly interested that one of these slates be filled by an individual with expertise in underserved populations, such as the poor, women, ethnic minorities, and/or immigrant populations. Also, to fulfill its commitment to full diversity in representation, one of the slates should be filled by an ethnic minority psychologist. Letters of nomination should clearly describe the candidate's specific qualifications relative to these criteria.

Selected candidates will be required to attend two committee meetings a year in Washington, DC, with expenses reimbursed by APA. For this term, the dates of these meetings are: March 15-17, 2002; September 20-22, 2002; March 28-30, 2003; September 19-21, 2003; March 26-28, 2004; and October 1-3, 2004. Members are also expected to work on CUI issues and priorities between meetings. The necessary time per month will vary depending on the nature of the projects. If possible, members attend a CUI Network meeting at their own expense held during the APA Convention (August 22-25, 2002, in Chicago, Illinois; August 8-12, 2003, in Toronto, Canada; and July 30-August 5, 2004, in Honolulu, Hawaii).

Except for the CUI public member, committee members should be members of APA. Nomination materials should include the nominee's qualifications, a letter from the nominee indicating willingness to serve on CUI, and a current curriculum vita. Self-nominations are encouraged. Nominations are open to members who are retired or employed less than full time. Nominations and supporting materials should be sent by August 15, 2001 to:

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