

**Minutes of the Executive Committee Meeting  
Division 15 (Educational Psychology) of APA  
San Francisco, CA  
August 24, 2001**

1. Visitors

- a. Candidate for APA President, Dr. James Bray, visited and spoke about his background and goals if elected. Has both a practice orientation and scientist background. He's been a member of the Board of Educational Affairs for 3 years. Discussed that NIH budget is being doubled but less than 5% goes to psychosocial research. Dr. Bray notes that psychologists need more money for science-oriented research; this would be one of his goals. Dr. Bray feels he is a scientist practitioner and asks for Division 15s #1 and #2 votes. Alexander thanked Bray for his support of educational issues over the years.
- b. Karen Anderson from the APA Education Directorate noted that the main news is that in September there will be an Educational Leadership conference. In the past, there were concerns that Division 15 areas of expertise were not the number 1 priority in the Education Directorate. This conference may allow Division 15 to bring forth some of their issues. Zimmerman notes that APA will be formulating policy for the next few years and there is a lot of receptivity to educational issues. Barbara Hofer and Judith Torney-Purta will attend the conference. Everyone is welcome to visit the website and contribute your ideas – <http://www.apa.org/ed/elc.html>. The issues that are on the agenda to be discussed are at the core of what Division 15 does. Anderson also mentioned that the Education Directorate is trying to track the organizations that are looking at the Learner Centered Principles. There are various groups who could benefit from this accumulated knowledge. The Education Directorate has also been surveying various contingency groups to find out what they think psychology students should know about psychology and technology. Torney-Purta notes that there is a set of guidelines being developed for teachers.
- c. Heather Kelley and others from the Science Directorate at APA visited with Division 15. There have been quite a few things happening in the science directorate that address Division 15 areas of concern. Some of the staff noted that the elementary and secondary education act's wording may create obstacles for school based research. APA is trying to help people on Capital Hill see the implications of their work for psychologists and schools. In fact, the staff members follow the appropriations bills and educate policy makers. When a congressman is having a hearing, APA provides witnesses to help inform their decisions. Members of Congress want to have APA members in for hearings and briefings so APA spent some time this past spring training people how to do legislative work.

This year's group did a piece for the Education and Secondary Act on the importance of learning research. These researchers met with representatives and staff of the house science committee to introduce a research basis for funding decisions on research on learning issues.

The staff members are currently working on two additional initiatives that can use Division 15 members' help. First, APA is trying to get psychological scientists to write op ed pieces. They have a hand-out to help and are willing to supply examples or read drafts. APA is hoping to get local papers and national papers to run these articles. Rhea Farberman, Executive Director for Member and Public Communications ([rfarberman@apa.org](mailto:rfarberman@apa.org)) is willing to help shape op-ed articles for publication. These articles can be about the implications of your own research, on news topics of the day, or about the application of psychological science in general. The second initiative is about outreach for middle schools. The goal is to talk with middle school children about psychological science to help change their stereotypes about what psychologists do. This one-hour talk should be about who we are, where we work, the kinds of questions we ask, and how we answer the questions through research. APA will provide materials including templates of a one-hour lecture and graphic materials. APA hopes that faculty and graduate students will do these talks in October this year. The presentation template and instruction booklet is available on the web at [www.apa.org/science/ebw.html](http://www.apa.org/science/ebw.html) or e-mail [science@apa.org](mailto:science@apa.org). All Division 15 members are encouraged to get involved and as always, Curt Salsinger would like to hear from all of us – [ksalsinger@apa.org](mailto:ksalsinger@apa.org)

APA Staff also discussed the availability of APAs statement about high stakes testing. Given the new national interest in standardized testing, APA has provided a joint statement between the science directorate and education directorate. It is a middle of the road position sensitive to numerous constituencies. You can access this document at [www.apa.org/pubinfo/testing.html](http://www.apa.org/pubinfo/testing.html).

NICHD child development and behavior branch has a new developmental psychologist as director and the President of the United States has asked NICHD to create a program of research on school readiness. This program will be examining all the research and writing; summarizing; and targeting gaps for future research. You can read about the program on [http://156.40.88.3/crmc/cdb/p\\_learning.htm](http://156.40.88.3/crmc/cdb/p_learning.htm) within the Center for Research for Mothers and Children. The program may start funding proposals very soon.

- d. Jim Greeno reported on his participation in the APA legislative training this past spring. The weekend was enjoyable. This was really new territory and it seems like an opportune time to suggest or request that this becomes a salient issue on which APA concentrates. APA seems serious in how they approached this. Changing the perception of the role of research in policy and funding is something that needs sustained intense contact - this takes someone's time to develop. Perhaps it would be useful for the Division to send a message to APA thanking them for their efforts to get the information to congress about learning. These efforts are appreciated and need to be sustained. If members or the Division would like to write letters to Salsinger and/or Connicker, (deputy CEO of APA), it might affect future hiring trends and make efforts like these more likely to occur. It might be best if a copy was sent to the board of scientific affairs because they are concerned about education and research together and would be interested in knowing we appreciated the work of the Science Directorate. In addition, the council of representatives might be a good place to address this issue eventually. Torney-Purta says that every February the Aspen institute takes about 20 members of congress to some nice place and they have a theme and they invite people to help inform the congress members. If they could do a theme on Education or learning, we could get APA to think more about including educational psychologists in these kinds of meetings. O'Reilly notes that APA can't do all the work themselves. If Division 15 members are in Washington, DC, Science Directorate staff members can link you up with legislators and can make connections for you. APA staff noted that the focus on Education and learning will not happen all the time because of staffing constraints, but hopefully the Education directorate and Science directorate will work together to begin to make these inroads for the connection between learning research and legislative policy. It would be great to have a designated contact, maybe a new Liaison to the science directorate and policy center.
2. Zimmerman/Wolters made a motion to approve the minutes from the Spring Executive Committee meeting. The motion carried.
  3. The President's report was delivered by Pat Alexander. Alexander noted that the question of Standards for Educational Psychology training had been discussed recently. In response, Angela O'Donnell will chair and others will soon be approached to serve on a committee to address these issues. Alexander hopes that members will participate as this could be a very influential committee.
  4. The Past-president's report was delivered in absentia for

Howard Everson. Everson reported that APA now has our membership database and changes should be made to the *Educational Psychologist* inside cover and the NEP to make sure people know where to get membership information.

5. Paul Pintrich delivered the president-elect's report. Pintrich noted that his goals for his term were to think about the timing of the second Handbook of Educational Psychology that should be coming up. Also, related to the international committee which Pintrich chairs, next summer, the International Congress of Applied Psychology is holding its annual meeting in Singapore and is still taking abstract submissions until November 30, 2001. More information can be found at [www.icap2002.org](http://www.icap2002.org). There are significant changes in the format for the APA convention in 2002. There was a leadership meeting in January in which APA discussed how attendance at the conference was going down every year. There were approximately 15,000 registered for the 2000 convention but only 5000 were APA members. APA wants to change formats in case decreased attendance is because of too many competing sessions and too long of a time commitment. So, in this new format, there are three levels of program activities. At the top level of the new program are plenary sessions where nothing else is scheduled. At the 2<sup>nd</sup> level are cluster programs; 3<sup>rd</sup> level is the divisional program. The cluster assignments are based on shared interests. Division 15 is in a cluster with experimental, developmental, general, behavioral neuroscience and comparative, and personality and social psychology.

Clusters A & B (evaluation, measurement and statistics; consulting; industrial and organizational; military; applied experimental and engineering; consumer) would cover most of what would be interesting to the people in our division. Cluster level "Topical Track" programming will begin Thursday afternoon in Chicago with more hours Saturday morning. Currently the 2002 convention is scheduled to start at 8:00 am on Thursday, August 22<sup>nd</sup> and end at 3:00 pm on Sunday August 25<sup>th</sup>. APA has been meeting to try to decide how many hours we will get for Divisional programming. Although initial estimates of lost time were high, it looks like the Divisions will maybe be cut 10% (18 hours instead of 20). We will also gain topical track programming time in related interest areas. Pintrich thinks that clusters should deal with "hot topics," trying to include non-members in our sessions. The cluster speakers should be contacted by October to try to get those speakers' schedules set early. Pintrich suggests that we may be able to carry the idea of applications of educational psychology to policy in our division hours this year. It is important to note that the memberships of the clusters may change from year to year if Divisions are unhappy about their shared programming. APA is going to study the cluster system and the new format of the conference each year to see how it is working. Zimmerman noted

that there had been many discussions in the council about the new format about evaluating the impressions of members who attend. Recruitment and membership reports from APA just noted that identification with the organization is one of the best predictors of whether people stay or drop out of APA. This interdisciplinary thrust may be at odds with the idea that Divisions are where people are making their identifications. An additional problem - 60-70% of new members don't join any divisions; thus divisional membership is going down. Torney-Purta notes that we may want to think about continuing education (CE) credits that we could offer as a division because CE programs seem to be successful. Wolters notes that at the program chair's meeting in July, there was a push to develop clusters for CE credits because attendance does go up and people do need them. APA would love to see those developed. This year there are 5-6 about statistics and many about practice. APA is hurting in many respects. In order to keep this a viable financial organization APA doesn't necessarily want to add additional sessions to the program. Phye notes they would probably be happy with half full Divisional programming. Phye believes we cover interesting research areas and we could get other people in the clusters interested in what we are doing. Any questions about the new format or other 2002 convention issues can be directed to Chris Wolters [cwolters@bayou.uh.edu](mailto:cwolters@bayou.uh.edu) or Shirley Yu [syu@bayou.uh.edu](mailto:syu@bayou.uh.edu), 2002 co-chairs.

Because of format changes, all executive committee members are encouraged to note that the Executive Committee meeting will be held Thursday evening (August 22). All Division members should be aware that the Business meeting will be held Friday (August 23). Every session will be in the McCormick center in Chicago. The theme for the conference from Phil Zimbardo is - "How does psychology matter?"

6. The Treasurer's report was delivered for Allan Wigfield in absentia. The report shows expenses remaining relatively steady over the last 5 years with income slowly growing from publications and interest. The Division has total assets over \$261,000.
7. The Program Committee report was delivered by co-chair Roger Azevedo. Division 15 accepted approximately 64% of the posters after thoughtful reviews by at least two members. Sixty-seven percent of the symposia submissions were accepted.
8. Zimmerman reported that the Council of Representatives had a productive meeting just a few days ago. The Coalition for Academic, Scientific, and Applied Psychology (CASAP; of which Division 15 is a member) is concerned about insufficient manpower for key APA committee assignments. Scientific division members typically spend only one tour of office with these volunteer committee assignments and then go on to other

Winne suggested that one way to get students involved in APA would be to pay their student affiliation dues for participation in the graduate student seminar. Motion by Winne/Alexander was approved.

12. Pennock-Roman gave the dissertation award committee report. The committee has 3 carry over nominations plus 2 new nominations. They will still use the December deadline for this year. Next year, the application deadline will be July 1<sup>st</sup> for the following year. That way, the winner can be announced at APA.
13. Alexander/Winne Motion to adjourn. Motion approved.

Respectfully submitted,

Joyce Alexander, Ph.D.  
Division 15, Secretary

#### Lee J. Cronbach

Lee J. Cronbach, Vida Jacks Professor of Education Emeritus, died October 1, 2001 with his daughter, Janet, at his bedside. His illustrious career in educational and psychological testing began as a mathematics and chemistry teacher at Fresno High School and subsequently spanned the University of Chicago, Washington State University, the University of Illinois, and for the past 37 years, Stanford University. He was president of the American Educational Research Association, the American Psychological Association, and the Psychometric Society, and a member of the National Academy of Sciences, the National Academy of Education, the American Philosophical Society, and the American Academy of Arts and Sciences. In his widely cited work, "Coefficient Alpha and the Internal Structure of Tests," he developed the most frequently used measure of the reliability of a psychological or educational test, called "Cronbach's alpha." At the time of his death, he was working on a paper commemorating the 50<sup>th</sup> anniversary of the publication of the alpha paper. The initial work on alpha led to his developing a theory of test reliability, "Generalizability Theory," in which he explicated a comprehensive statistical model for identifying different sources of measurement error. His other measurement research included path-breaking work on test validity that deals with the scientific justifiability of the interpretations of test scores, and includes the seminal paper, "Construct Validity in Psychological Tests." His research went beyond testing and included work on instruction and evaluation. His instruction research sought to link individual differences among people with educational environments in which they most benefited. His evaluation research widely influenced program evaluations across professions in recognizing the limitations of randomized field trials, noting the importance of local contexts on performance, and showing that evaluations went beyond the technical well into the social and political arenas. His wife, Helen, and 3 children, Janet, Bob and Joyce, survive him. A private memorial service will be held. Contributions in his memory may be made to the American Friends Service Committee.

Richard J. Shavelson

Stanford University

proved.