

**Minutes**  
**APA Division 15: Educational Psychology**  
**Executive Committee Spring 2018 Agenda**  
**New York, NY**

**Friday, April 13th noon-4 pm, NCIS Presidential Suite, Marriot-Marquis Time Square.**

Present: Michael Nussbaum (President), Gale Sinatra (President-elect), Bonnie Meyer (Past President), Helenrose Fives (Vice President), Avi Kaplan (Division 15 Council Representative), Sharon Nichols (Division 15 Council Representative), Beverly Faircloth (Treasurer), Scott Marley (Secretary), Cynthia Hudley (Member at large), DeLeon Gray (Member at large).

Also present: Carol Connor (Past Treasurer) for Agenda Item 7

Welcome (Nussbaum)

**Informational Items (5 min)**

1. Review and Approval of Agenda. <approved>
2. There will be a presidential session at APA on Evidence-Based Change Through Policy and Professional Learning (Participants Borko, Michael Kirst, David Berliner, and Sharon Nichols).
3. Division 15 Member Tim Curby is chair-elect of the Coalition for Psychology in Schools and Education (CPSE)
4. Joint AERA Division C/Division 15 Social: Following this EC meeting

**Lunch (10 min)**

**Committee Reports and Associated Action Items (Part 1). See Appendix A for Reports.**

1. Award Committees (Nussbaum: Pintrich, Snow, Thorndike, Memorial) (5 minutes).
  - a. Action Item: Approve recommendations to award Pintrich Award to Amanda Baker, Snow Award to Erika Patell, Thorndike Award to Joanna Williams and Memorial Award to Marty Carr. (See vitas in attachments folder.)

Approved Recommendations (10-0), the committee chair will notify the recipients.

- b. Action Item: Approve recommendation to award the *Educational Psychologist* best article award to: Naomi E. Winstone, Robert A. Nash, Michael Parker & James Rowntree (2017), Supporting Learners' Agentic Engagement With Feedback: A Systematic Review and a Taxonomy of Recipience Processes, *Educational Psychologist*, 52:1, 17-37 (see article in attachments folder).

Approved (10-0). The committee chair will notify the recipients.

2. Fellows Committee Report (Nussbaum) (5 minutes).
  - a. Action Item: Approve Dr. Daniel Birch as fellow (vita attached) Approved (10-0). The committee chair will notify the recipients.
3. Report of Ad Hoc Education Policy Committee (Nichols: Discuss and act on recommendations) (30 minutes).

Survey of members indicated majority of respondents support briefs and division taking policy positions in when strong evidence supports recommendations. In terms of level of policy, majority of respondents felt national level most relevant followed by state level.

- a. Committee is recommending creation of a standing committee (would need to draft bylaw changes).
- b. Quarterly policy briefs: How should these be vetted? Marketed?
- c. Sinatra and Gill (in CPSE report): Senior policy advisor “also recommends that we organize as a research community on key research findings, with evidence, and share that. Maybe we can do this as part of a Division 15 initiative?”

Ad hoc committee met at AERA. Middleton, Astor, Berliner, Nichols, Brock, and Nussbaum Decided to work on a few briefs as a pilot. Astor working on first brief on School Safety. Middleton may start brief on social emotional topics. Berliner and Nichols to work on testing and assessment brief.

Discussed collaboration with other organizations e.g., school administrators associations, school boards association. Purpose would be to publish briefs in their member magazines (for example) and to solicit their input.

**EC Discussion:** How to get briefs in front of politicians? Astor talked about advertising briefs through the media, as well as. op eds. Might not be first place to go though. Get briefs to people on the ground.

How to format? Pilots will help establish format of briefs. Format may be based on briefs from other organizations. Try to get space in journals like *Educational Psychologist*, *American Psychologist*.

How to be nimble with division approval? When an issue emerges do we want approval by committee? This reduces how fast we can get something out. Nussbaum noted that when quick action is needed, the president can convene an online EC meeting. For a persistent issue, briefs can be developed slowly. Position statements vs. briefs (briefs would evaluate options but would not necessarily make recommendations).

Kaplan noted that division members need training on how to write briefs (e.g., on format and language).

Continue Policy Committee as standing committee or ad hoc committee? Will discuss during restructuring of committees, later in the meeting.

4. Communication Director's Proposal to create a dedicated webpage of member expertise (Nussbaum) (5 minutes).
  - a. During the last Professional Learning Committee meeting, Kaplan asked where we'd plan to share the database of members and their research interests. Wade George responded in an email, "With the Exec. Committee's approval, I'd like to create a dedicated page which highlights these members and the most important (public) information from the survey. On that page, we'd also have a link to the survey form—which would be easy to leave up indefinitely—for new folks to submit their information down the line. I would then update the directory at regular intervals every month/quarter. We could then routinely link to this webpage via NEP, *Psych Today*, and other outlets as we see fit."

Discussion revolved around what are the goals of the webpage. Is it to have a place to identify experts? Or a place for people to network with research interests? Difference between policy vs. community pages acknowledged.

Should members be able to self-identify as policy experts? Maybe one place on page with experts. And one with page of interests. Most EC members thought the experts would need to be vetted (Sinatra did not). We could start with community building page, networking, select keywords and add their own keywords, etc.

Nussbaum argued that the vetting should be performed by the Policy Committee.

5. Report of the Ad Hoc Committee on Professional Learning: Discuss and act on recommendations. (Kaplan, 35 minutes).

How D15 and members can influence educational practice. Look at issue from practitioners' point of view. In addition, obtain input from practitioners and conduct "practitioner-inspired research." Is there research we don't do that is applicable and relevant?

Kaplan and Nussbaum argued that we need to use two complementary set of strategies: (a) depth-oriented strategies, that develop effective and long-term research-practice partnerships at the local level in specific school districts, and (b) breadth-oriented strategies that target a larger audience (for example, though D15 partnership with practitioner professional organizations).

Current committee activities. 1) Professional Learning and Applied Contributions Initiative to obtain and recognize member work with practitioners or policy makers 2) database of member expertise and experience with research-practice partnership (RPPs) Also worked with the Webinar Committee on hosting a Webinar on creating RPPs, and,

Future activities will likely include podcast planning and planning sessions at APA on topic.

**Committee would like to:**

- 1) Have Div15 endorse impacting practice as a core value/goal.
- 2) Continue its work in a more permanent committee structure or continue ad hoc committee for another year.
- 3) Broaden committee membership.

Gray argued that the committee should be continued for another year so it could produce the following deliverables:

Workshops, networks, and mentoring for members to develop skills in these types of collaborations. Develop a workshop for the APA convention that brings in interested educators, administrators, and researchers to create collaborations for grant applications. Nussbaum suggested the term “Mentoring, Collaboration, and Scaffolding Initiative” for member education projects related to developing research–practice partnerships, including those related to effective professional development/learning for teachers and administrators.

Identify and partner with outside professional organizations to obtain input from practitioners on research topics and to publicize practice briefs and effective partnerships.

Possible new D15 journal(s) for policy and practice?

Involve committee in planning the next series of podcasts, along with the President and President-Elect. Sinatra would like the next series to include one or two podcasts on communicating scientific research to nontechnical audiences and the public at large.

Sinatra argued that the existing mission statement was too vague. **Kaplan, Fives and Gray volunteered to revise Division 15 mission statement.**

6. Interdivisional Grant Application: Gale is going to apply for an interdivisional grant with two other divisions as part of her presidential initiative, which will be training our members to share their research broadly with educators and/or member of the general public. Has requested input. (Sinatra) (5 minutes).

Tabled.

7. Report of Finance Committee (Discuss spending and risk-management issues) (Nussbaum & Fives)(30 minutes)
  - a. Invested funds can be liquidated and spent at any time without penalty.

- b. Report on meeting with Mr. Ken Beckrich on long-term financial trends
- c. Should the TIAA fee (approximately \$4-5,000 annually) be paid by liquidating our assets with TIAA?

**Motion:** Move TIAA fee off annual budget. Approved (10-1).

Discussion of the goals of the division's portfolio (which includes savings and investments). The goals need to be reviewed and possibly changed by the EC. The interim chair of the Finance Committee (Helenrose Fives) presented several options regarding the long-term goals, such as long-term investment growth vs. preserving capital vs. spending somewhat more on our members (and what degree would be appropriate?). Nussbaum noted that we tend to underestimate revenues, which increases our reserves further (raising the questions of how much of an annual surplus should be spent, if any)? Discussion of spending somewhat more funds on our members.

**Action:** The presidential team will develop a set of guiding financial principles to propose to the EC during the meeting at APA.

It was suggested that the President not report on the division finances at the business meeting in August because the figures are too preliminary; the books are not yet closed.

Discussion of reducing the risk level of the TIAA portfolio from 3 (on a 5-point scale), to 2 or 1. The appropriate risk level will depend on clarification of the division's goals. Should the EC take immediate action to protect funds from market volatility or a stock market crash until investment goals can be clarified at the August meeting, or should no action be taken until market volatility subsides? Gray expressed a concern about changing strategies that were set by prior ECs.

Motion: To reduce exposure to market volatility, invest 15% of TIAA portfolio in short-long and future funds. (Failed, 1-10).

## **Other Action Items**

1. Committee Organization and Consolidation Plan (30 Minutes).
  - a. Per the EC's directive at the 2017 Fall Retreat, the division line officers met to review the present committee structure and to propose changes, where necessary. The proposed consolidation plan is attached in **Appendix B**. Highlights include:
    - i. Revising the organization chart to place committee's into "areas." This would make the organization chart easier for newcomers to process.
    - ii. Eliminate the Memorial Award Committee (and the award).
    - iii. Create a "general outreach committee" that would combine the Webinar Committee with the PT Blog and Professional Learning Committees.

Committee would also plan the podcast series. Committee could create subcommittees if necessary to accomplish all these tasks.

President Nussbaum presented the presidential team's plan to organize current committees into areas (see Appendix B). It was suggested that both the Publications and the Program committees be included in the "Member Development" area. It was suggested that one member of the presidential team oversee each area by serving "ex officio" on the associated committees, although Nussbaum pointed out that "at large" members could also help with this. The question was raised as to whether a presidential line officer should stay with the same committees during their four-year tenure or should rotate each year. If they rotate, they can learn more about the jobs of the different committees but at the expense of continuity.

The proposal to create a general outreach committee was discussed. Nussbaum argued that there was a need to have some place to house new projects other than creating more ad hoc committees, perhaps by creating temporary project teams. Some felt that a general outreach committee would make the division's organizational structure too complex.

**Motion:** Combine two ad hoc (Policy and Professional Learning) committees into one continued ad hoc committee (Policy & Practice). Re-evaluate committee at APA 2018 meeting. <approved 10-0>

Sinatra argued that if the EC creates more committees, it should also eliminate some. The value of the Memorial Award and Finance Committees were questioned. The presidential team's proposal to make the Finance Committee a subcommittee of the EC, so as to improve communication between Finance Committee members and the EC, was also discussed. Nussbaum explained that the complexity of finance issues requires face-to-face meetings. Also, because we now pay a substantial sum for management and advice of our investment portfolio from TIAA, the need for a separate committee also to provide advice on a passively managed portfolio was unnecessary. Furthermore, staffing the committee creates additional work for the president, who has been unable to find someone to permanently chair it. Most of our members do not have expertise in finance and economics.

**Motion:** Eliminate Finance Committee. Charge president and treasurer line officers with reviewing financials with financial advisor and reporting/consulting with EC at fall retreat (9 approved, 1 abstain).

NOTE: This change will require amendment of the division bylaws.

The Memorial Award Committee was discussed. Nussbaum explained that the committee and award were initially established under pressure from a prior APA president to fulfill a promise made to the family of the first awardee. Sinatra argued that all members will be eligible for the award someday, and it is difficult to determine who is truly deserving of the award. It was also pointed out that existing (living) members do not benefit from the award except for having a way to commemorate former mentors and colleagues, but this can be accomplished in other ways.

**Motion:** Eliminate Memorial Award Committee and award. At business meeting, acknowledge high profile deaths (7 approved, 1 opposed, 2 abstain).

2. Treasurer's Report (Faircloth) (10 minutes).
  - a. EC needs to decide if we will apply for tax-exempt status for CA or NY.
  - b. Approval of program budget for APA.

Note: Budget report in agenda was a draft. Correct report in appendices.

Tabled.

### **Other Committee/Action Reports (Part 2)**

1. Graduate Student Affairs. (Fives) (5 minutes). There have been over 30 applicants-- considerably more than we've had in other years.
2. Report of APA Council D15 Representatives (Kaplan and Nichols) (5 minutes).
3. Membership: Extending tenure for ad hoc members from 1 to 3 years for email recruitment drive (Nussbaum) (5 minutes).
  - a. They are helpful in supporting the mission of the committee. In addition, offering a service opportunity is a good recruitment and retention strategy.
  - b. Information Item: The committee would also like to redesign postcard.

**Motion:** Items 3a and b approved (10-0).

4. Communication Director's Items. (Nussbaum) (5 minutes).
  - a. Weekly Digest.
    - i. We import all new members directly into the Weekly Digest mailing system upon registration. Wade George believes this will increase engagement, member satisfaction, and long-term retention. If approved, Wade will review our current email consent policies with Division Services to make sure we have new registrants' permission to contact them in this manner. Individuals will still have an ability to unsubscribe from The Weekly Digest at any time.

**Motion:** Approved (10-0).

- b. Student Ambassador (Nussbaum) (5 minutes)
  - i. Tentative Commitment to Ambassador Program: Our Grad Student Ambassador program represents an important funnel for future Division 15 committee members and leaders. As such, Wade believes we should affirm our commitment to the program by allocating a small budget (perhaps \$1,000/year) for this group to use for an initiative of its choosing. Wade believes the group should submit a formal, unified proposal for these funds prior to Exec. Committee approval; however, he would like to verify (tentative) support for such a venture from the EC before he raises the possibility to the ambassador group.

**Motion:** Approve development of proposal for funding consideration. (10-0).

- ii. Div. 15 metrics (see in committee reports folder).

Tabled.

5. Election slate (Nussbaum and Meyer) (2 minutes) **see Appendix C.**
6. Publications Committee: Gale Sinatra and Eric Anderman will lead negotiations with Taylor and Francis on Handbook contract. (Sinatra) (7 minutes).
  - a. Taylor and Francis has proposed a due date of September 1, 2022 for the fourth edition of the Handbook of Educational Psychology. The third edition of the handbook was published in 2016, which was six years previously. What are the pros and cons of having the handbook published more frequently than every ten years?

Tabled. Straw poll indicated that all EC members supported publishing more frequently than every ten years.

- b. Announcement of "best article" in the Educational Psychologist award.
  - i. Naomi E. Winstone, Robert A. Nash, Michael Parker & James Rowntree (2017) Supporting Learners' Agentic Engagement With Feedback: A Systematic Review and a Taxonomy of Recipience Processes, *Educational Psychologist*, 52:1, 17-37, DOI:10.1080/00461520.2016.1207538
7. Liaison report of Coalition for Psychology and Education in the Schools. (Sinatra) (5 Minutes).
8. Summary of other committee reports. (Nussbaum) (5 minutes).

### **Other Business**

1. P&P Edits (Meyer) (20 minutes).
  - a. Removal of some EC chair approvals (e.g., program chairs) and EC award approvals.
  - b. Other edits.
  - c. Approve edits.

**Motion:** P&P edits approved (10-0).

2. Division Logo: should it be redesigned? (Nussbaum and Sinatra) (5 minutes).
  - a. In response to a question about our logo (from Gale), Wade George responded in an email, "I would be in support of rebranding with a new logo (most brands do this every ~10 years). For perspective, the logo creation process would likely cost about \$600-800. We could engage members with it as well, via a vote from among our top 3 options (or something along those lines)."

Tabled.

3. Funding Wish List Priorities (15 minutes).

- a. The EC established a "wish list" of additional funding items at the fall retreat; these need to be prioritized.
- b. Wade George (Communications Director) would like to come to APA this year to do some videotaping, but needs to know if this will be funded so that he can arrange airfare in May. This will therefore require a vote of the EC.

**Motion:** Provide director of communications \$2,000 to attend 2018 APA annual meeting. Approved (10-0)

- c. Sinatra suggested adding "bookkeeping services" to assist the Treasurer line.

4. New Business. (7 minutes).

Have EC online discussion prior to APA.

Appendix A: Committee Reports

**APA Division 15 Executive Committee Meeting**

**COMMITTEE REPORTS**

**Spring Executive Committee Meeting**

<b>Report</b>	<b>Offered by:</b>
<b>Treasurer's Report</b>	<b>Bev Faircloth</b>
<b>Communications Report</b>	<b>Wade George</b>
<b>Membership Committee</b>	<b>Serena Shim</b>
<b>Publications Committee</b>	<b>Eric Anderman</b>
<b>Early Career Educational Psychologists</b>	<b>Meca Williams-Johnson, Ben Heddy</b>
<b>Finance Committee</b>	<b>Helenrose Fives</b>
<b>Division 15 International Committee</b>	<b>Rob Klassen</b>
<b>Snow Award Committee</b>	<b>Andrew Elliot</b>
<b>Thorndike Award Committee</b>	<b>Clark Chinn</b>
<b>Dissertation Awards Committee</b>	<b>April Taylor</b>
<b>Fellows Committee</b>	<b>Dale Schunk</b>
<b>Memorial Award</b>	<b>David Bergin</b>
<b>Webinar Committee</b>	<b>Anastasia Kitsantas</b>
<b>Nominations Committee</b>	<b>Bonnie Meyer</b>
<b>Ad Hoc Committee on Professional Learning Report</b>	<b>Nancy Perry</b>
<b>Ad Hoc Committee Report on Educational Policy</b>	<b>Sharon Nichols</b>
<b>Ad Hoc Committee for Strategic APA Efforts</b>	<b>Disbanded</b>
<b>APA Coalition for High Performance.</b>	<b>Paula M Olszewski-Kubilius</b>
<b>Board of Educational Affairs, Graduate Student Affairs Committee</b>	<b>Peggy Van Meter</b>
<b>Council of Representatives</b>	<b>Teomara (Teya) Rutherford, Sharon Nichols and Avi Kaplan</b>

## APA Division 15: Educational Psychology

### Treasurer's Report to the Executive Committee during AERA

April 2018

Respectfully submitted by Beverly Faircloth (Treasurer) and Sharon Tettegah (Treasurer Elect)

Summary: Division 15 continues to be in excellent financial standing. Per our most recent financial statement (balances from a *Draft* 2017 Year End report provided by APA on March 8), we have substantial funds in both our checking and savings accounts. We have approximately \$297,542.51 in our checking account, \$250,070.10 in our money market account with Merrill Lynch. (This covers the twice-annual-budget requirement placed on Divisions by APA.) We had \$561,412.28 in our TIA account as of 12/31/2017. That means our net assets and total liabilities amount to \$1,222,834.18 at the end of 2017.

Our net gain in 2016 was \$28,230.55, which – although it represents growth – is average growth compared to the net gain for Division 15 since 2012. We continue to have a consistent and high level of income that is produced by division-sponsored publications, primarily *Educational Psychologist* and membership dues.

Updates:

- 1) Treasurer Roles: The 3-year treasurer rotation continues to work as designed, although the learning curve for the position of Treasurer-elect is steep. Dr. Sharon Tettegah will become the Treasurer at the conclusion of the APA 2018 convention. I will transition into the role of Past Treasurer. The new Treasurer-Elect will take over Dr. Tettegah's responsibilities of processing reimbursements for division-related expenditures at that time as well.
- 2) Severe backlog at Division Accounting: There continue to be delays in financial reports being sent to the divisions. It is difficult to balance our records against Division Accounting records when major items are not yet included in Div Acct accounts. This is especially true in our Meetings and Travel budgets. I am working with APA Central to solve these problems.
- 3) Actuals for 2017:
  - a. It is important to remember that we budgeted a \$7,500 deficit for 2017 (and yet ended the year with a net gain).
  - b. Total income was about \$15,000 higher than budgeted (partially explained by +3K in dues and +15K in royalties, offset by a \$6,000 Capital loss from TIA).
  - c. Expenses were about \$12,000 less than budgeted.
- 4) Budget for 2018 and current expenses:
  - a. Our budget for 2018 is extremely tight, with only a \$ 69.00 Net Gain budgeted.
  - b. The cost of meetings in New York and San Francisco this year will be very expensive.

- c. We budgeted \$151,500.00 in Royalties for 2018. To date we have received \$ 135,000.00. We typically receive additional royalties sufficient to make up this deficit over the year.

Recommendations:

- 1) We should monitor expenses carefully during this year when the budget is tight and conference costs will be high. We could easily end up with a deficit at the end of the fiscal year if budgets are exceeded.

Educational Psychology - DIV15.												
	2013 Approved	2013 Actual	2014 Approved	2014 Actual	2015 Approved	2015 Actual	2016 Approved	2016 Actual	2017 Approved	2017 Actual	2018 Approved	2018 Actual
<b>INCOME</b>												
Membership Dues	10,000.00	8,373.00	10,000.00	11,270.00	11,000.00	12,772.00	12,000.00	17,957.00	15,000.00	18,550.00	15,000.00	15,188.00
Contributions	15.00	1,021.00	15.00	40.00	15.00	1,030.00	15.00	2,072.00	15.00	(27.00)	15.00	
Interest-Operating Merrill Lynch	15.00		15.00	66.14	15.00	323.35	150.00	299.51	150.00	1,381.10	150.00	
Dividends-Investments TIAA	2,500.00	2,087.43	2,500.00	2,727.01	2,500.00	3589.23	2,500.00	10,156.55	2,500.00	4,836.06	6,000.00	
Cap Gains-Investments (TIAA)	3,500.00	467.54	3,500.00	555.71	3,500.00	690.82		3,828.62		(6,262.04)		
Gain/Loss-Investments	2,000.00	(2,546.78)	2,000.00	422.62	2,000.00	(1,738.18)	400.00	4,761.86	400.00		200.00	
EP awards (T&F)								2,000.00	3,000.00	3,000.00	3,000.00	2,000.00
Royalties (Primarily T&F)	155,000.00	134,951.49	155,000.00	211,911.29	155,000.00	179,619.18	155,000.00	153,053.30	140,000.00	156,715.11	151,500.00	135,000.00
Editor Budget (T&F)	43,000.00	66,912.60	50,000.00	27,425.00	50,000.00	53,500.00	50,000.00	53,045.00	54,636.00	52,136.00	56,275.44	56,276.00
Miscellaneous										3,162.00		
<b>Total Income</b>	<b>216,030.00</b>	<b>211,266.28</b>	<b>223,030.00</b>	<b>254,417.77</b>	<b>224,030.00</b>	<b>249,786.40</b>	<b>220,065.00</b>	<b>247,173.84</b>	<b>215,701.00</b>	<b>233,491.23</b>	<b>232,140.44</b>	<b>208,464.00</b>
<b>EXPENSES</b>												
<b>Officers:</b>												
Treasurer Operating Fund	2,000.00	2,003.20	4,800.00	457.81	2,334.00	<u>282.68</u>	2,000.00	419.20	1,950.00	18.89	1,000.00	
Secretary Operating Fund			2,500.00	585.55	1,034.00	393.00	1,034.00	555.97	1,034.00	538.48	1,000.00	
President's Fund	15,000.00	20,856.91	15,000.00	12,893.42	15,000.00	3541.13	15,000.00	19,713.52	15,000.00	18,262.97	15,000.00	
Presidential Discretionary Fund							1,000.00		1,500.00	62.26	1,500.00	
<b>Sub-Total Officers</b>	<b>17,000.00</b>	<b>22,860.11</b>	<b>22,300.00</b>	<b>13,936.78</b>	<b>18,368.00</b>	<b>4216.81</b>	<b>19,034.00</b>	<b>20,688.69</b>	<b>19,484.00</b>	<b>18,882.60</b>	<b>18,500.00</b>	
<b>Administration:</b>												
APA Administrative Costs	2,100.00	1,524.08	2,100.00	2,303.73	2,100.00	2,788.77	2,100.00	2,652.98	2,600.00	1,700.00	2,600.00	
Plaques	1,500.00	1,635.03	1,500.00	1,586.05	1,500.00	2,012.71	1,600.00	1,145.11	1,600.00	415.00	1,500.00	
Website, Networking, Hosting	2,000.00		1,000.00		1,000.00	4,500.00	250.00	214.00	250.00	300.00	300.00	
Program Chair Oper. Expenses			1,200.00		1,200.00	1,200.60	1,200.00	166.97	1,200.00	676.14	1,200.00	
Bank Fees (TIAA-CREF)										2,571.98	5,000.00	
Miscellaneous	2,000.00	1,773.20	2,000.00	1,236.91	2,000.00	459.17	2,000.00	1,938.65	1,500.00	200.00	1,500.00	
<b>Sub-Total Admin</b>	<b>7,600.00</b>	<b>4,932.31</b>	<b>7,800.00</b>	<b>5,126.69</b>	<b>12,300.00</b>	<b>10,961.25</b>	<b>7,150.00</b>	<b>6,117.71</b>	<b>7,150.00</b>	<b>5,863.12</b>	<b>12,100.00</b>	
<b>Meetings/Conferences:</b>												
Fall Retreat (food/room rental/other)	3,000.00	3,931.94	3,000.00	222.92	3,000.00	3,778.67	3,100.00	3,109.00	4,500.00	3,988.09	4,500.00	
APA Social Hours	3,000.00	2,590.73	3,000.00	4,091.90	2,000.00	3,618.34	6,000.00	5,667.50	8,000.00	10,254.99	11,660.00	
APA EC Meeting	4,500.00	552.58	3,500.00	2,858.55	3,500.00	589.14	1,000.00		1,000.00	706.75	1,000.00	
APA Early Career Activities	3,100.00	1,968.70	3,100.00	1,844.20	3,100.00	2,893.96	2,000.00	4,682.83	3,500.00	2,304.00	3,500.00	
AERA EC Meeting	2,000.00	3,427.63	3,000.00	3,216.92	3,000.00		3,200.00	2,866.87	3,200.00	177.70	1,000.00	

# Communications Report

Prepared by Wade George for Executive Committee Review at AERA 2018

## Requests for Executive Committee Approval

- Weekly Digest: This outlet has proven itself to be a potent channel for member engagement. However, since inception it has existed as an optional “add-on” mailing that members must manually opt into after joining. Today, I am recommending that we import all new members directly into the Weekly Digest mailing system upon registration. I believe this will increase engagement, member satisfaction, and long-term retention. If approved, I will review our current email consent policies with Division Services to make sure we have new registrants’ permission to contact them in this manner. Individuals will still have an ability to unsubscribe from The Weekly Digest at any time.
- Tentative Commitment to Ambassador Program: Per my notes below, our Grad Student Ambassador program represents an important funnel for future Division 15 committee members and leaders. As such, I believe we should affirm our commitment to the program by allocating a small budget (perhaps \$1,000/year) for this group to use for an initiative of its choosing. I believe the group should submit a formal, unified proposal for these funds prior to Exec. Committee approval; however, I’d like to verify (tentative) support for such a venture before I raise the possibility to the ambassador group.

## Other Updates

### Membership Work

Serena Shim has proven herself to be a fantastic and capable Chair for the Membership Committee. Under her leadership, this committee successfully contacted several dozen ed psych programs (individually) to share information on Division 15’s “Free First Year” campaign, as well as the services we offer and work we’re doing in the field.

Additionally, the Membership Committee’s new *One Tip* publication has quickly become a favorite among members, and recently gained its own dedicated page on our website. Published once every two months, we anticipate this new channel to be a hallmark of our work for years to come.

### NEP

*Newsletter for Educational Psychologists* has performed well under its new Editor, Marcus Johnson. As of this report’s creation, we are anticipating a release of our Winter/Spring edition in the coming week (by March 20<sup>th</sup>).

### Podcast Work

Jeff Green and I have been at work designing Division 15's new podcast series, outlining episode structure, and contacting potential contributors. Thus far, we have four confirmed episodes which will be recorded in the coming months and released prior to the 2018 APA Convention.

Our selected theme for the first year of this initiative is "Emerging Research in Educational Psychology." This theme allows us to cultivate interest in current *Educational Psychologist* articles (as we pull discussants from among its authors) while discussing current topics in the field. We will use data from this pilot year to inform topic selection for 2019.

### Job Board

This channel recently passed the 500-post milestone. I have routinely received glowing feedback from members who have secured new jobs via this outlet, as well as from programs that have filled vacancies with us.

Since inception, this website has been viewed nearly 114,000 times. It has also currently holds a top search engine ranking for "ed psych jobs." Finally, we currently have 478 individuals who subscribe to receive all new posts directly by email as they're released.

I sincerely believe this channel is one of the most important contributions we make to the field, as it has a direct and tangible impact on the careers of our members.

### Social Media & Weekly Digest

Our channels continue to realize steady growth. As of this report, they combine for nearly 10,000 total connections (5,260 on Facebook, 2,232 on Twitter, 884 on LinkedIn, 864 on Google+, and 507 via The Weekly Digest), which places us in the top echelon of all Divisions.

We routinely use these channels to share important news and updates, as well as to engage our membership in the gaps between AERA and APA conferences.

### Graduate Student Ambassadors

Thus far, our 2017-2018 Grad Student Ambassador class has assisted with the following:

- Sharing membership calls with their respective programs/classmates
- Sharing important student award calls and opportunities (such as the 2018 Grad Student Seminar)

However, I believe these students—who have noted their enthusiasm for our work—can do more. As such, the group and I have begun preparing a mission statement and list of potential activities for Executive Committee review. Early possibilities discussed include a brief student-managed publication, a student-judged award, and outreach to adjacent organizations for collaborative activities.

I also believe the group should be surveyed once a year to mine feedback on the needs of the up-and-coming generation of educational psychologists so that Division 15 can aim to constantly refine its services for relevancy.

***These notes span just a sampling of Division 15's communications work. I encourage all members of the Exec. Committee to reach out with other questions as they arise.***

Membership Committee

**Division 15 Membership Committee Report**

*March 9, 2018*

<b>Terms</b>	<b>Role</b>	<b>Email</b>
Serena Shim	Chair	<a href="mailto:sshim@bsu.edu">sshim@bsu.edu</a>
Robin Tate	Member	<a href="mailto:rhs111@engr.psu.edu">rhs111@engr.psu.edu</a>
Carlo Panlilio	Member	<a href="mailto:ccp15@psu.edu">ccp15@psu.edu</a>
Christy M. Byrd	Member	<a href="mailto:cmbyrd@ucsc.edu">cmbyrd@ucsc.edu</a>
Colin Michael McGinnis	Student Member	<a href="mailto:colin.m.mcginis@gmail.com">colin.m.mcginis@gmail.com</a>
Benjamin C. Wiles	Student Member	<a href="mailto:bwiles@purdue.edu">bwiles@purdue.edu</a>
Karen Johnston-Ashton	Student Member	<a href="mailto:Klj58@txstate.edu">Klj58@txstate.edu</a>
Aimee Dunn	Student Member	<a href="mailto:sweet_jessa0810@yahoo.com">sweet_jessa0810@yahoo.com</a>
Akane Zusho	Member (ad hoc)*	<a href="mailto:zusho@fordham.edu">zusho@fordham.edu</a>
Carlton Fong	Member (ad hoc)*	<a href="mailto:carlfong@gmail.com">carlfong@gmail.com</a>
Gwen Marchand	Member (ad hoc)*	<a href="mailto:gwen.marchand@unlv.edu">gwen.marchand@unlv.edu</a>
Alyssa Gonzalez DeHass	Member (ad hoc)*	<a href="mailto:agonzale@fau.edu">agonzale@fau.edu</a>
Magareta M. Thompson	Member (ad hoc)*	<a href="mailto:mmpop@ncsu.edu">mmpop@ncsu.edu</a>
Roisin P. Corcoran	Member (ad hoc)*	<a href="mailto:info@irinstitutes.org">info@irinstitutes.org</a>
Wade George	Communications Director (Ex-officio)	<a href="mailto:wade.george@apadiv15.org">wade.george@apadiv15.org</a>
Gale M. Sinatra	Ex-officio (in role as President-Elect)	<a href="mailto:gsinatra@rossier.usc.edu">gsinatra@rossier.usc.edu</a>

**I. The Membership Update**

- According to the recent report from the APA membership services, we had a total of 1783 members as of December 2017 (Paid membership =749; Free membership= 1034). This represents a decrease from 1904 members in December 2016 (726 paid memberships and 1178 free memberships). However, we actually have more paid members in 2017 compared to 2016 (749 vs. 726).

**2. Committee Member Change**

- Benjamin C. Wiles (graduate student member) end his term after this year's convention. I request that the EC nominate a graduate student member.

### 3. Committee Activities

- We run two **email recruitment drives** per year (one in Fall and one in Spring). In Nov 2017, the committee members have sent the recruitment emails via personal contacts. Note the committee members targeted small programs and international institutions where we don't have many members. We plan on sending out another round of recruitment emails in April this year. Several ad-hoc members (nominated by President Nussbaum) supported the recruitment efforts.
- **One Tip** is a bi-monthly (every other month) Division 15 publication in which senior scholars share insights and wisdom on a variety of issues in the areas of research, teaching, and service. The unique aspect of On Tip is its informal, humorous, and personal nature. Wade created a place on the division webpage under [publication] and made all of the published issues available there. We distribute One Tip widely via our email recruitment drives. It seems that it has been very well received by the graduate students as well as faculty members.

To date, we have published the following issues.

Sep 2017 **Bernie Weiner** on Publication

Nov 2017 **Sandra Graham** on Authorship

Jan 2018 **Phil Winne** on Job interview

March 2018 **Anita Woolfolk-Hoy** on Finding time to write

May 2018 (Forthcoming) **Dale Schunk** on Goal setting

July 2018 (Forthcoming) **Thomas Good** on dealing with mixed reviews

### 4. Items for discussion

- Each year, Wade arranges the hard copies of post card sent to the membership service office (Paula Aviles). These post cards are made available at the Convention Membership Service Desk. Last year, I visited the Service Desk to check whether our post cards are delivered and displayed okay. Based on my observation, I suggest that we may change the format. All other divisions had letter-size brochures, featuring their signature events (e.g., popular sessions, sessions with free food, social hour etc.). Our post-card is beautifully designed and has important information about the division but is not very visible due to small size. We might want to employ a similar strategy (larger paper size and provision of the information that people want/need **during** the conference). I suggest that we create an ad (letter-size, printed on the both sides) with the

following information:

- a. Key sessions that would be of great interest to the conference attendees, selected by the Program Chairs.
  - b. Grant and award opportunities that the Division offers.
  - c. A web-link to find more information about the Division
- Please recommend the senior scholars who might be willing to write a piece for One-Tip.
  - There are several ad-hoc members with 1-year term. I suggest extending the term to 3 years for the willing members, which will make the committee size bigger. They are helpful in supporting the mission of the committee. In addition, offering a service opportunity is a good recruitment and retention strategy.

Respectfully submitted,

Serena Shim,

Membership Committee Chair

## Report from Division 15 Publications Committee

**March, 2018**

### Committee Members:

Eric Anderman (Chair)

Rayne Sperling

Karen Harris

Lynley Anderman

Debra Meyer

The publications committee has been involved with several different initiatives.

### **Handbook of Educational Psychology**

We have been working on appointing editors for the fourth edition of the *Handbook of Educational Psychology*, to be published by Routledge/Taylor & Francis. After a long process, we had recommended Paul Schutz (University of Texas San Antonio) and Marty Carr (University of Georgia) as co-editors. However, after the sudden passing of Marty Carr, we had to re-think the editorship. We discussed the situation with various parties, and since Paul did want to continue, we engaged in a process to identify a second co-editor. After a lengthy process, we are pleased that Krista Muis (McGill University) has been appointed as the co-editor. Paul and Marty are now in touch with Dan Schwartz at Routledge about the specifics of the project, and are developing a timeline. A new contract needs to be negotiated between Division 15 and Routledge. Gale Sinatra (President-Elect) and Eric Anderman (Chair of Publications Committee) have initiated this process. Final budgetary terms will need to be negotiated by the Executive Committee of Division 15.

### **Educational Psychologist**

A call was put out for applications for prospective editors of Educational Psychologist. Whereas some individuals expressed interest, there have been no applications to date. We are working on strategies to recruit applications for this position. It is important to have a new editor (or editorial team) in place so that there can be sufficient overlap with Kathy Wentzel before her term ends.

The publications committee also has selected the award for "best article," which will be announced at the annual meeting of AERA.

## Early Career Psychologist Committee (ECP) Report March 2018

Members of the ECP committee have been actively engaged in organizing activities for EPC members of Division 15. The chair of the committee, Meca Williams-Johnson and Benjamin Heddy arrange meetings for the group to create, discuss and prepare events that would spark interest, provide mentorship and engage conversation. Toward that end the committee members are working on the following tasks:

1. increasing activity on our social media sites... Ben Heddy will initiate a faculty spotlight on social media page.
2. connecting our recruitment efforts by compiling our current listserv with new ECP members (recent graduates) Ben and Teya will contact.
3. constructing the ECP session for the program titled *Broadening the field: The evolution of the educational psychology pipeline from student recruitment to seeking employment*. We are seeking a panel to invite for this session.
4. planning our ECP lunch reception at a restaurant near the convention center in San Francisco during the conference.
5. sharing our concepts for the DIV 15 ECP session for August 2018.

## Finance Committee Report

March 19, 2018

Complied by: Helenrose Fives, interim chair

**Old Business.** The Finance Committee raised two items in the Aug 2017 report for the EC to consider and respond to:

1. **Recognizing Donors.** In Aug 2017 the committee asked if it is possible to recognize donors in Educational Psychologist once a year, listed in the NEP, and on the Division 15 website. Possibly including a donation amounts via “bands.” The Minutes from the Aug 2017 meeting indicated a decision to list donors’ names w/o any reference to the amount.

**Action request:** Please provide clarification. Will donors’ names be published in EP, NEP, and on the Website? If so when and who is responsible for giving the names to the editors/ and Wade? This does not seem to be a job for the Finance Committee.

2. **Request for Change in Committee Composition.** In the Aug 2017 the committee also requested a change in the composition of the Finance Committee. Specifically, that the “governance” of the Finance Committee be moved to the treasurer team. The committee would then include elected treasurers, a member of the presidential team, and one member of the division. Two suggestions were offered to have the Past Treasurer serve as the committee chair or for the chair to be a former treasurer of the division. According to the Aug 2017 minutes this issues was to be discussed at the Fall Retreat. However, while an interim chair was appointed (Helenrose Fives) the restructuring of the committee does not appear in those minutes.

**Action request:** Is the EC considering restructuring of the committee?

**New Business.** The primary drivers of new business for the Finance Committee are in response to high overturn in committee membership and concerns from the EC regarding the risk level of the Division’s investments in the TIAA account. Towards these ends some actions have been taken.

1. **Committee membership.** Paul Schutz agreed to serve as an interim member of the committee to fulfill the role of “past president.” As noted above Helenrose Fives, current Division 15 VP agreed to serve as the interim chair of the committee in order to reestablish clear communication between the Finance Committee and the EC, and to communicate concerns about the current level of risk associated with the TIAA investments.
2. **EC’s Initial Charge to Fives.** At the fall retreat Nussbaum agreed to assemble an informal team included some Finance Committee members and EC members to develop a presentation for the next EC meeting on the history, present status, etc. of our investments.
3. **November 1, 2017: Investment Presentation by Ken Beckrich.** M. Nussbaum organized a virtual meeting wherein Ken Beckrich provided an overview of investing in the stock market and the associated risks of doing so. Members of the presidential team (Nussbaum, Sinatra, Meyer, & Fives, the treasurer team (Faircloth), and the Finance Committee (Susan Nolan) were present as was the past chair of the Finance Committee Terri Thorkildsen.

Key questions driving this meeting that emerged in the EC fall retreat were: (1) Should there be a long term investment account and (2) If so, how should the funds be invested? It is the purview of the Finance Committee to make recommendations on the second of these questions.

4. **January 20, 2018: Call with TIAA Representative Tony Adamo.** Nussbaum and Fives had a conference call with Adamo to answer questions raised at the Fall Retreat and to further clarify how our investments are structured and what options are available to us. Below is a summary of the key insights from the call.
  - Currently TIAA funds
    - are at a “3” moderate risk: 60% of our portfolio is in us/international stocks
    - Low cost, actively managed funds
    - Socially responsible portfolio
    - No option for “stop losses”
    - We can withdraw money whenever we want - it will take about a week. No cost to do so.
  - TIAA uses a “smart” rebalancing strategy to help mitigate risk
    - Funds (monthly, quarterly, annually) pay out to capital gains and are not auto-reinvested into the same fund.
    - Process for rebalancing to ensure same risk level and distribution of funds/stocks - e.g. if a type of fund is supposed to be at 10% of our portfolio if it goes up to 12 - TIAA automatically rebalances back to our target.
  - Options to mitigate risk might include: Alternative Asset classes to “mute volatility”
    - Long-short fund (10% or less of portfolio in the market)
    - Managed Futures fund (5% of portfolio not in stock: foreign currency, agricultural, commodities etc).
  - Shift from Long term “savings” to income/revenue focused account
    - Will not make as much money - because dividends will be withdrawn and spent.
    - Our acct has grown 11% over the past three years - an income account might generate 3-4%
  - Adamo shared that our account ask grown over 100k in two years (averaged 11% growth over three years). If we changed to an income bearing account, the goal of generating income we *might* expect a 3-4% gain.
  - Adamo encouraged us to review a risk-tolerance questionnaire and consider where the Division is on this issue.
  - Adamo was referencing a December 2017 statement, the most recent statement available to Fives was from August 2017.
5. **February 20, 2018: Finance Committee Meeting with Presidential Team.** Chris Wolters, Paul Schutz, Susan Nolan of the Finance Committee and the presidential team (Meyers, Nussbaum, Sinatra, & Fives), with Bev Faircloth (treasurer) met online to discuss the status of the committee and the financial status of the Division. Fives shared the bullet points noted above from the Adamo, TIAA representative, with the Finance Committee. Highlights of this meeting are detailed below.
  - Role/Purpose of the Finance Committee was reiterated. C. Wolters (former Treasure and current FC member) articulated that the role of the Finance Committee is to make

sure that the management of the Division's funds is efficient and to advise the EC on the long term financial status of the organization, the Finance Committee is not a decision making body but an advisory to the EC.

- The current issue facing the EC regarding how much to save for the future and how much to spend on members now was recognized by Finance Committee members as an ongoing tension in our organization. The Finance Committee suggested that the EC decide how much money we might like to commit to additional activities on an annual basis and the Finance Committee will work to develop projections of the consequences of such spending in the long term. The Finance Committee would make recommendations for restructuring investments to the EC based on the goals established by the EC.
- There was discussion of risk tolerance levels with some members of the Finance Committee feeling that a 3 (moderate risk) was reasonable, but they cautioned that the level of risk is tied to the purpose of the investment and our current income.
- Concerns about fees associated with TIAA were raised, there were no fees associated with the Vanguard account we had prior to TIAA. It is unclear if fees change with TIAA when the risk level is lowered.

**6. March 12, 2018: Finance Chair and Treasurer Meeting.** Fives and Faircloth met virtually so that Fives could get an understanding of our current accounts, income, and expenses. Faircloth shared a spread sheet including the Divisions accounts, income, and expenses back to 2009. She developed this by looking closely at the APA accounting reports and in doing so noticed inconsistencies between the APA records and our Division's records. Several key points were identified in this meeting

- The division has three accounts that hold our financial resources: Checking (run through APA), Money market savings (Merrill-Lynch), and investment TIAA.
- The need for consistency in reporting to the Division;
- The need to recognize that our finances are always in flux; we operate in and out of our checking account and do not have "extra" money sitting around at any one moment to be moved to another account.

### **Current Challenges and Next Steps**

- 1. Accessing and Archiving TIAA Statements.** Currently only the APA accounts receive the TIAA statements and these are not "automatically" forwarded to the division. The division needs to establish a system for getting these statements on a timely manner and then sharing them with the Finance Committee. (The same is probably true for the Merrill-Lynch account, but it is unclear if we have ever received statements from them). Once accessed these need to be stored somewhere that they can be easily found.
- 2. Communication about our financial situation to members.** During the Finance Committee meeting Wolters referenced a ppt from a business meeting from 2016; however Faircloth indicated that these numbers reported in August were not the final numbers, thus clarity in reporting at all levels needs to be addressed and consistent.

- 3. Next step: AERA Meeting Presentation.** Both the EC and the Finance Committee have requested more information about the nature of our funds, expenses, and options. Fives, working with Faircloth and Nussbaum, is preparing a short overview of the information garnered about our financial status. This overview will be appended to this report and shared with the EC prior to the meeting. At this point two pressing questions for the EC to remain:
- a. What do we want the Division's funds to do for the Division?
  - b. How much risk are we willing to tolerate given our financial goals? Especially in the current market situation

### **International Committee**

- Produced a call and a dedicated webpage for the International Student Research Award  
<https://apadiv15.org/international-student-research-award/>
- Working with Merry Bullock from APA to develop work on the awarded CODAPAR (Committee on Division/APA Relations) grant for developing webinars to showcase how divisional interests (e.g., educational psychology) function outside of the USA  
<https://div52.org/images/PDF/CODAPAR-final.pdf>
- We have appointed International Committee member Tzu-Jung Lin to serve as point person on the CODAPAR grant

## **Dissertation Award Committee Report**

Submitted by

David Wakefield and April Taylor, Co-Chairs  
California State University, Northridge

The selection committee for the Dissertation Award has reviewed submissions for the 2018 Pintrich Dissertation Award nominee and will be forwarding the committee's recommendation to the Division Executive Committee later this month.

In total the committee received fifteen (15) submissions for this year's competition.

Including the Co-Chairs, members of the selection committee this year are: Louise Wilkinson, Syracuse University; Stephen Benton, IDEA; Ron Astor, University of Southern California; Jill Salisbury-Glennon, Auburn University; Margareta Thomson, North Carolina State University, and Jenni Redifer, Western Kentucky University

**Dissertation Research Grant Committee Report**

Submitted by

David Wakefield and April Taylor, Co-Chairs

California State University, Northridge

No new business since August 2017. The committee will resubmit the call to the listserv to advertise for submissions due May 2018.

*Dissertation Research Grant Committee Report*

*Submitted by*

*David Wakefield and April Taylor, Co-Chairs*

*California State University, Northridge*

### Fellows Committee

The Fellows Committee reviewed one application from someone who is an APA Fellow in another Division. The Fellows Committee unanimously approved the application. This recommendation was sent to the Division President for review by Fellows on the Executive Committee.

### Snow Award Committee

I am pleased to report that the Snow Award Committee received 11 nominations this year which, I believe, is a record. I am equally happy to report that despite the large number of nominations, the committee of five voting members (Elliot, Floden, Guthrie, Muis, and Pekrun) made a unanimous first ballot selection for the recipient of the award. Our selection was Dr. Erika Patall. The committee finished the selection process approximately three weeks after the deadline for nominations.

### **The *Psychology Today* blog committee**

- We've shared two new posts (up to 53 total now)
- We currently have 131,159 views of our content.
- That's an average of 2,475 per post. However, views skew higher towards our older pieces as content can be viewed indefinitely
- Our best-performing post of all time has 22,705 views
- Our worst-performing has 275
- Michael Nussbaum has released a schedule of upcoming authors/posts for his 2018 Presidential Theme.
- In the past year, Editors Robert Klassen and Sarah Kiefer have worked to better integrate student committee members into the review process, asking for their feedback on new pieces. This has been a good experience for all involved, and plants the seeds for future editorship among our student population.

## **Ad Hoc Committee on Professional Learning Report**

**March 9, 2018**

### **Members**

Nancy Perry, Chair; Beverley Faircloth, EC; DeLeon Gray, EC; Avi Kaplan, EC; Sharon Nichols, EC and Chair, Ad Hoc Committee on Policy; Anastasia Kitsantas, Co-Chair, Webinar Committee; Serena Shim, Chair, Membership Committee; Wade George, Communications Director.

Michael Nussbaum, Division 15 President, Ex-officio Member

### **History**

In July 2017, Perry (as Past President) convened an online meeting to discuss interest and potential to extend the Division's outreach beyond our mainly academic audience. This followed discussions the EC had been having about a perceived need (among Division members as well as EC members) to "make ourselves relevant" in the broader educational community. Interested members of the EC attended along with Chairs of relevant committees (e.g., Membership), and the Division Communications Director.

At this initial meeting we discussed questions, such as: Who do we want to reach? What do we have to offer them? How can we take action (What kinds of action do we want to take?)?

Subsequent to the meeting, Michael Nussbaum (President Elect at the time) initiated two ad hoc committees to examine and set an agenda for outreach: (1) Ad Hoc Committee on Educational Policy; and (2) Ad Hoc Committee on Professional Learning.

This report documents the activities of the Ad Hoc Committee on Professional Learning from September 2017 to now.

### **Charge**

1. Finding meaningful ways to share our research/knowledge with practitioners.
2. Finding meaningful ways to improve the quality of professional development/professional learning, with form and content based on research including educating our own members about this.
3. Supporting our members in developing knowledge and skills for contributing to practice in meaningful ways (i.e., strategies that are impactful, capacity building, sustainable)
4. Ultimately supporting and celebrating members' engagements in mutually beneficial activities with practitioners (e.g., partnerships that enhance practice, but also advance theory and research).

## **Guiding Principles**

There is general agreement that, to reach practitioners and impact practice, we (educational psychologists) need to shape our communication so that we are not perceived as privileging ourselves as “funds of knowledge.” The Professional Learning (PL) Committee perceives a more productive path forward is positioning ourselves as one resource within the educational community, responding to requests for information and supporting the work professionals do. Moreover, the shared view of this committee is that, as authentic partners in educational practice, we need to recognize the resource that professionals are to us. Our goal should be affirming agency and/or building capacity in various stakeholders (e.g. researchers, teachers, school leaders) by working collaboratively and synergistically to develop tools and resources to solve the problems of practice.

Given these views, we (the Committee) believe:

1. We need to actively engage our partners in education in setting our agenda for outreach.
2. We need to support sustained and participatory approaches to professional learning (e.g., operationalized as communities of learning/practice and research-practice partnerships).

## **Activities**

*Meetings:* To date, the committee has met online three times (Fall, Winter, Spring).

*Survey of the Membership:* Between the Fall and Winter meetings, we partnered with the Ad Hoc Committee on Policy to design and distribute a survey to gauge Division members' interest in professional learning (i.e., Do they perceive it's an important aspect of the Division's work? Do they engage in professional learning activities as part of their service or scholarship? What sorts of things do they do? And what do they perceive are barriers to such engagements?). A summary report is attached (Appendix A). Three main points are below:

1. Overwhelmingly, respondents indicated support for Division initiatives that build bridges between research and practice.
2. Respondents perceive time, resources, and the extent to which community engagements are valued by their institutions (e.g., in assessments for tenure) are the main barriers to doing this work.
3. When asked what the Division might do to support their efforts, members suggested: recognizing the work in publications (e.g., as blogs or briefs) or through awards; providing programming that builds capacity in our members to engage with community partners in meaning ways (e.g., webinars); and providing support for direct researcher-practitioner collaborations (e.g., small grants, networking opportunities,).

*Discussion Board:* Between the Winter and Spring meetings we brainstormed and discussed possible actions the Division might sponsor in support of professional learning via an online discussion board. These discussions helped to organize and set priorities for action in terms of our charge and perceived member interests and needs. A summary of initiatives is below. Some are in process or will be before the APA Convention in August. Many make use of existing committee and communication structures within the Division. Others require additional discussion and planning and input from the EC on these is welcome.

- A. Recognizing what members are currently doing and sharing what they are doing with the membership and with outside groups.

Initiative	Status	Who's Involved?
<p>1a. Actively encouraging and supporting members to apply for APA's Citizen Psychologist Award. Recognizing recipients.</p> <p>1b. Also inviting members to share what they are doing in the way of professional learning with us and sharing excellent examples through our Psychology Today blog or a blog created for this purpose.</p>	<p>We are aware of at least one Div. member who is the recipient of one of the Citizen Psychologist Awards.</p> <p>Faircloth and Gray are working with George to develop invitations and guidelines to be communicated to members through our usual channels.</p>	<p>Faircloth and DeLeon with George</p>
<p>2 Creating a database of member interests and expertise</p>	<p>This will be a joint project of the Policy and Professional Learning Committees. The Fall survey data will be used to populate the database initially. George has identified easy processes to bring new entries to the database and keep it "fresh."</p>	<p>Nichols and Perry with George</p>

3. Creating a database of resources that stem from members' work	<p>This can link to or build from the database of member interests and expertise.</p> <p>Content might initially flow from 1a and 1b above, but also be added using the processes Wade has in mind for 2.</p>	
4. "Brief" reports of research findings for practitioners		

B. Building capacity for contributing to practice in meaningful ways.

Initiative	Status	Who's Involved?
1. Producing one or more 1-Tip essays on topics relevant to supporting educational practice	<p>Shim has indicated that 1 of 6 1-Tip essays per year could be on a topic related to professional learning.</p> <p>Shim and Perry, with input from PL Committee members, will generate a list of senior scholars who could potentially contribute</p>	Shim and Perry
2. Working with the Webinar Committee to host the Spring webinar on research-practice links	<p>This webinar is scheduled for March 22</p> <p>Speaker = Alysia Roehrig</p> <p>This webinar will explore steps for forming partnerships along with challenges faced and lessons learned.</p>	Kitsantas and Perry
3. Producing a series of podcasts	This is project for next year	Nussbaum with Greene (?) and George

C. Hosting and supporting networking events on researcher-practitioner collaborations, including effective professional development/learning.

Initiative	Status	Who's Involved?
Cohosting an APA Collaborative Session: Applying Psychological Science to Teaching, Learning, and Well-Being in Schools	This workshop is a collaboration of APA's CPSE, BEA, and numerous APA Divisions (10, 15, 16, 45). The format will be small group structured problem-solving discussions aimed at finding ways to	<p>Peggy Van Meter and Rayne Sperling are among the organizers.</p> <p>Perry is a discussant with Jacqueline Eccles.</p>

	apply psychological science in schools.	
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Proposing a symposium for the 2019 APA conference	The EC could create space for this in next year's program, or invite proposals in the call for submissions. One goal should be to help educate our members on effective professional learning and research-practice partnerships, and other mechanisms for impacting practice. A second goal might be to create a mentoring network for individuals interested in this type of work.	
Surveying practitioner groups, perhaps conducting focus groups	Now that we have heard from our mostly academic membership, the Committee would like to hear from practitioner groups. What do they perceive we can do together? For example, can they assist us in publicizing our research or building local research-practice partnerships? What are their ideas for affecting practice?	
Supporting forms of research and/or community engagement that adhere to best practices for professional learning (e.g., Research-Practice Partnerships a la Coburn & Penuel; Communities of Practice/Professionals), perhaps through mini-grants.		

## Recommendations

1. Given Division members' enthusiastic support for initiatives that increase our visibility and relevance in the broader educational community, **we ask the EC to identify support for and engagement in professional learning initiatives as a core value of the Division.**
2. Related to 1 above, **we would like the EC to support the PL Committee to continue its work for, at least, an additional year.** This will allow the Committee to continue mapping [with input from the EC] what professional engagements the Division can reasonably support with existing and new structures.
3. Finally, the PL Committee currently includes EC members and Chairs from relevant committees within the Division (e.g., Membership and Webinar). These individuals have been extremely dedicated to this initiative, but they also have considerable commitments elsewhere in the Division. **Sometime in the future (perhaps not yet), we likely want to move toward appointments from the broader membership to provide leadership for specific projects..** Given the enthusiasm expressed in the member survey, it likely will not be difficult to recruit individuals with time and talent for this work.

## **Survey Summary: Division 15 Members' Attitudes Toward Supports for Educational Practice**

Sharon Nichols, Chair, Ad Hoc Committee on Policy

Nancy Perry, Chair, Ad Hoc Committee on Professional Learning

In Fall 2017, the Professional Learning (PL) Committee worked with the Policy Committee to survey Division 15 members about whether and how they would like to see the Division engaging in policy and practice initiatives. With respect to practice, we asked the following five questions.

1. How important is it for Division 15 to support educational practice through activities such as professional learning initiatives and research-practice partnerships? (Members responded to a 5-point Likert scale.)
2. Are you currently applying your research expertise to influence practice (e.g., serving on a board; supporting professional learning and development; involved in a research-practice partnership)? Tell us about your current involvement in supporting educational practice.
3. Would you be interested in working on Division 15 initiatives that seek to bridge theory/research and practice?
4. What are the main challenges for Division 15 members to engage in supporting educational practice?
5. What might we as a Division do to support members who value this form of scholarly and professional engagement?

Below is a summary of members' responses.

### **Survey Results Based on PLC-Related Issues**

#### **General Summary:**

In the survey, we asked respondents to share their beliefs regarding the importance of Division 15 supporting educational practice through professional learning initiatives and research-practice

partnerships. We asked about what types of projects respondents are currently engaged in to support educational practice, what kinds of barriers they encounter, and what suggestions they have for Division 15 decision makers to support their work in this area. Between 45 and 67 of the 73 respondents to these series of questions (located at the end of the larger Policy survey). The range of the number of respondents varied (per question).

The vast majority of respondents indicated their strong support of the Division encouraging/supporting educational practice through professional learning initiatives and/or research-practice partnerships (85% of respondents indicated it was important or very important, only 2 respondents indicated not important). Forty percent of respondents indicated they are already doing this type of work; however, the type of work in which they were engaged varied. Most discussed projects that were research-based (they were engaged in research partnerships with practitioners, or other scholars doing work in schools with the goal of working in schools to influence practice). Others had a different idea of the notion of research-practitioner influence and explained they were doing things such as disseminating their findings with practitioners, attending local school board meetings, or giving talks/workshops to local practitioners.

As it relates to perceived/actual barriers to this kind of work, a majority indicated time, resources, and support as the primary barrier. Many also indicated they don't seek out this work because it isn't valued at their local institution (or even more broadly, and isn't a part of tenure). A few indicated other issues including barriers by local policies or practitioners who don't see the work as relevant or useful.

When asked what the division can do to promote this kind of work, respondents had a range of suggestions. Among the most frequently cited include: publishing the work (blogs, videos, policy briefs, journal articles), providing programming that supports the effort of this work (webinars, awards, travel funds, establishing committees), and providing opportunities for scholars to network, meet, and collaborate on these efforts.

Based on members' responses, the PL Committee generated the following conclusions:

4. The majority (85%) of respondents support initiatives that build bridges between research and practice.
5. Respondents perceive time, resources, and the extent to which community engagements are valued by their institutions are the main barriers to doing this work.
6. Members suggest the Division can support their engagements in research-practice initiatives by: recognizing the work in publications (e.g., as blogs or briefs) or through awards; providing programming that builds capacity in our members to engage with community partners in meaning ways (e.g., webinars); and providing support for direct researcher-practitioner collaborations (e.g., small grants, networking opportunities).
7. The PL Committee can provide leadership in defining what high quality professional learning activities include and education about how best to articulate those with scholarship in the field

of educational psychology such that partnerships between researchers and practitioners are mutually beneficial.

## **Ad Hoc Advisory Committee on Educational Policy**

### **Report to EC, AERA 2018**

**Members:** Sharon Nichols (Chair, UTSA), Ron Astor (USC), Michael Middleton (CUNY, Hunter),  
David Berliner (ASU, Emeritus), Benjamin Brock (Temple)

The Ad Hoc Policy Committee, under the charge of President Nussbaum, has been engaged in exploratory activities aimed at identifying ways Division 15 could be more engaged in the educational policy arena. The first step was to generate and distribute an exploratory survey to gauge members' relative interest in these activities and to assess ways in which they might be involved. The survey was organized into two main policy sections: one that asked about policy statements and one about policy briefs. This report is a general summary of those findings and concludes with a few action items for next steps.

#### **Summary Overview of Policy Section:**

Members were asked to provide feedback on Division 15's role in policy-related activities. We asked them to talk about advocacy activities (generating positions STATEMENTS), versus dissemination activities (generating policy BRIEFS). In both cases, we asked them about the relative importance of each activity, the policy focus of them (national, state, versus local), and for feedback regarding ideas for topics, vetting, and dissemination.

What follows is a basic summary of results. More detailed breakdown is available upon request.

#### **Position Statements (evidence-based documents laying out a particular argument for or against some policy—policy advocacy)**

A majority of respondents believe it is important to participate in relevant educational policy initiatives (90% of respondents thought it was important/very important). When it comes to the type of issues we should weigh in on (take a stand on), answers varied widely. The more commonly stated issues were general (anything that impacts kids, teachers, students, issues of diversity) or having to do with any topics for which we have evidence/data. A small minority worried about us becoming too political and emphasized that we should only select topics for which we have evidence (i.e., don't select topics for political reasons only and especially if the evidence is not there). There were many potential topics suggested for position statements, with most not listing a specific topic, or those who endorsed several topics, but all of which emphasized that we should only put out statements for which we have data. Second to data was the concern over some aspect of testing/standardized testing.

Members seemed to rank in order of importance that of national, then state, then local policies to weigh in on. Although most seemed to emphasize a national/state perspective, there were several who made a case local issues as a priority.

### **Policy Briefs (evidenced-based document laying out pros/cons, problems/solutions—in the realm of policy dissemination and analysis)**

A majority of respondents believed it would be important to participate in this kind of activity, with approximately 86% saying it was important or very important. We asked members what topics we might include in policy briefs. Most suggested general ideas (anything that helps education, kids, teachers), emphasized the role of evidence/data in our selection of topics, or offered it should be based on general relevance, member expertise, or possibly based on what the executive committee wants. Similar to position statements, most emphasized the national lens, with some viewing state or even local policies as most important.

We asked about how these types of documents (i.e., policy briefs) might be vetted. Most said some type of blind peer review process, with others offering we should have a smaller committee, or empanel a body of experts of some sort (policy or on the topic being described). A small number suggested the Executive Committee be in charge of (or included) in the vetting (i.e., one person said EC should make all decisions, others suggested a peer review process that includes the EC). We also asked about the timing of briefs. Most thought the best time would be right before voting on legislative issues, just before elections, or during the height of relevant judicial discussions. A few offered we should create a standard timing of quarterly, monthly, yearly, etc.

A majority of respondents believed we should have a standing policy committee and they were glad we were having this discussion. There was clear support for these activities even if there were differences in how it might be done or what the products would be. Although a very small minority of comments cautioned against becoming too political (be sure we stick to data, don't put out too many briefs/statements else risk undermining our credibility as a scientific group), most were supportive of Division 15 entering into the sphere of political discourse.

### **Recommendations:**

1. Policy Briefs: Division 15 should put out quarterly policy briefs.
  - a. Based on members' expertise, topics solicited from survey.
  - b. Policy briefs should be educative—provide what we know is best evidence on topic and help relevant audience (depending on topic) with best practice/pros/cons on the topic. Audiences might be voters, educators, or policy makers. Just depends on topic and timing. If it is before election, might relate to something being debated. If it is before the school year, something to help educators prepare for classrooms.

- c. **ACTION PLAN:** Division 15 puts out its first policy brief sometime in the Fall of 2018. The goal is to test drive the process and lay out a set of steps for the policy committee to follow to work on this.
- 2. Position Statements: Division 15 should put out position statements on relevant “hot topics” that are relevant to member expertise. These might be done more on an ad hoc basis.
  - a. **ACTION PLAN:** Ad hoc committee continues discussion of position statements regarding relevant topics, format, and distribution.
- 3. Continue to work with the Professional Learning Committee to maintain (and grow) a database of members who have volunteered their contact information and areas of expertise to serve as a resource for the Division’s work on policy and professional learning.

## APA Coalition for High Performance.

Members of the Coalition have been working on an edited book, *The Handbook of High Performance: Developing Potential Into Domain-Specific Talent*, to be published by APA. The book focuses on talent development in field of sport, the performing arts, academic domains and the professions. The book manuscript has been reviewed by outside reviewers and by an APA editor and chapters are undergoing final revisions before publication. The expected publication date in fall of 2018.

**Liaison Report from Board of Educational Affairs, APA Spring Consolidated Meetings  
Fall 2017**

**Peggy Van Meter, Division 15 Liaison**

This meeting was held at a distance. Historically, two in-person consolidated meetings have been held each year. The current plan is to have the fall meeting be held at a distance and the spring meetings will be in person. This change saves a significant amount of money.

**Board of Educational Affairs**

Sharon Berry is the new chair of BEA.

*Workforce Education, Karen Stam, Director*

Workforce Education has developed a new data tool that provides information about the number of psychology degrees awarded. The information is broken down by variables such as the type of degree, discipline, and year. Tool can be found at [apa.org/workforce](http://apa.org/workforce)

*National Standards for High School Psychology, TOPPS*

APA's national standards for high school psychology have not been revised in several years. TOPPS had a summit over the summer to work on revising these standards. Recommendations for updated standards will be available soon. New standards will emphasize the teaching of psychology as a science. TOPPS requested funds to support another summit for next summer to continue this work. BEA voted to send this request to the APA Board.

*Guidelines for LGBTQ students, Wise*

APA Division 44 has asked BEA to develop guidelines and resources for LGBTQ students who are attending non-affirming faith-based colleges. There is a primary issue around the reporting of sexual assault on these campuses. Division 44 is requesting to do an initial examination of APA current policies and resources and determine additional needs. No vote was needed and this effort is moving forward.

*Psychological Assessment, McCabe*

Psychology graduate students need consistent, improved training in psychological assessments. There is a request to develop guidelines for education and training. Assessments will be broadly defined and include both personality and cognitive assessments. BEA voted to form a task force to develop these guidelines.

Children, Youth, and Families forwarded a proposed resolution on physical punishment of children. BEA voted to move the resolution forward to the Council.

*Commission on Accreditation, McCutcheon*

11,000 programs have been reviewed for accreditation with 1,000 more to be done. The new standards of accreditation are being applied and allow for more flexibility.

**Panel Report: Application of Psychology in Schools and Education**

Division 15 submitted a collaborative proposal with the Coalition for Psychology in Schools and Education (CPSE). Proposal includes Divisions 7 and 16. CPSE is reviewing applicants for the first round of badges from the Top20 program.

**Liaison Report from Board of Educational Affairs, APA Spring Consolidated Meetings  
March 23 – 24, 2018  
Peggy Van Meter, Division 15 Liaison**

**Plenary session**

Primary speaker was Arthur Evans, APA CEO.

APA has recently approved accreditation for Master's degrees that are offered in the same areas for which there is currently an APA PhD accreditation. This does not have a direct impact on Division 15, but is seen as a significant new direction for the organization.

Dr. Evans stated five goals for APA. Two goals are most relevant for Division 15. One goal is to increase the visibility of APA. This goal is consistent with President Henderson-Daniels's call for Citizen Psychologists and the applied work of Division 15. The second goal is to increase Dr. Evans discussed the influence that APA has in filing amicus briefs with the court; these briefs are convincing because they are based in science. This goal is consistent with discussion about the desire to have psychology classified as a science within STEM conceptualizations that occurred later in the Board of Educational Affairs meeting.

APA is beginning a new round of strategic planning. The new plan will go into effect in 2019 and will last for five to seven years. This plan will be focused on high-impact, significant outcomes. The remainder of the plenary session was spent in an activity designed to inform the strategic planning process. Attendees were asked to consider the question of what APA would need to accomplish in order to achieve the goal of being highly effective; how one would know that the goals were achieved. Each table spent 30 minutes answering this question in small group discussion. Attendees were asked to share ideas with Dr. Evans and the board.

**Board of Educational Affairs**

Dr. Sharon Berry chaired the meeting.

*Accreditation*, Ann Springer, Deputy General Counsel for APA:

Presentation to clarify the roles and responsibility for accreditation. APA is only the accrediting body for psychology that is recognized by the Department of Education. Clarified that accreditation has to be separate/insulated from governance issues to ensure that the accreditation body is acting on behalf of quality programs and not the interests of the organization; e.g., cannot block other programs to limit competition.

Questions were asked about the new Master's accreditation process. Springer emphasized that it is early in the process. Other organizations have been offering accreditation at the Master's level for many years and questions were raised about how APA is working with these groups. Springer stated that APA recognizes the need to coordinate with other accrediting bodies but do not yet know who, what, or how.

The increase in the number of online graduate programs has raised questions about how residency requirements should be considered for these programs. There is a need to ensure that the most advanced knowledge about quality education is being used.

They are looking at ways to revise the training processes to prepare people for accreditation site visits. The current process is onerous and acts as a barrier to participation.

*Education Directorate Update; Deputy Director gave update*

Clarified and updated the mission for BEA. BEA is responsible for recommending educational policy for APA to the Board of Directors and helping to set priorities in relation to education. BEA oversees the Education Directorate which includes the Coalition for Psychology in the Schools and Education.

Raised the topic of BEA's role in the new Master's level accreditation process. The board approved the accreditation for Master's degrees in areas in which accreditation already applies (clinical, counseling, school, and combinations thereof). BEA will take the lead in developing the accreditation standards for this and will coordinate with other APA bodies (e.g., Masters in Psychology and Counseling Accreditation Council, MPCAC ).

There is a push within the Education Directorate to provide information and develop a sense of professionalism in psychology. The Education Directorate has gotten the addition of the Center for Workforce Studies to work on this issue. Efforts aimed at educating graduate students and psychologists.

*Publications*

Publications are seen as one way to increase the visibility of APA and APA membership. Publications allow for outreach.

Database search systems (e.g., PsycInfo) are doing well.

APA's Magination Press publishes children's books that address psychological issues. There is a push to increase the accessibility of these books; e.g., put in waiting rooms at doctors' offices. These books and/or publisher could be relevant to Div 15 people who are interested in socio-emotional development, classroom management, maltreatment.

*Accreditation Update*

Discussion about the accreditation process. Main topic was about the problems caused when there are two possible accrediting bodies, programs can choose either or both.

*Chief Communications Director; Alicia C. Aebersold, APA Chief Communications Officer*

Alicia Aebersold is new to this position. APA has numerous communication channels all operating simultaneously (e.g., social media, blogs, news releases). Important for communications to make sure that the complex work we do gets out to those who need to know about it.

The effectiveness of APA communications can be increased by thematically aligning the work that is released; coordinating releases so that you build a theme. She also believes that APA needs to be quicker in releasing communications. Speed and getting it right need to be balanced but cannot allow fear of making a mistake prevent the release of critical communication.

An APA member can contact the communications office if there is something he or she would like to get out. Communications office can help APA members write op-ed pieces or pieces for trade publications.

#### *Government Relations Office; Studwell*

Main efforts have been focused on the federal budget and tax plan. APA has been engaged in extensive lobbying work to maintain funding for health and human services initiatives. Lobbied representatives to prevent graduate student tuition stipends from being taxed. Engaged several APA members with visits to congressional representatives.

Identified graduate psychology programs are the main focus, but also listed psychology in schools (teaching and learning) as a major area of concern.

#### *Liaison Reports*

Liaison reports were given for the Board for the Advancement of Psychology in the Public Interest (BAPPI), Board of Professional Affairs/CAPP, Training Council/CCTC, Council on Accreditation.

Board of Scientific Affairs is working on a statement about the importance of science and psychology's place in that. This statement should be coming out and posted for comment soon. Expectation that this will be a relatively strong statement.

Continuing Education Council is addressing best practices in distance education for continuing education. There is a special issue of an APA journal on this topic.

Council on Early Career Psychologists is currently doing strategic planning. That plan will include an emphasis on how they can get people involved in leadership positions

Teachers of Psychology in Secondary Schools is working on having psychology as a science rather than being housed in social studies. Using the argument that teaching emphasizes the science of psychology. Students should get science credit rather than having to take psychology as an elective in high school.

#### *APA President's Report; Jessica Henderson-Daniel*

Discussed her Citizen Psychologist initiative, reiterated the value of engaging psychologists in all areas of their communities. We need to be in the room and at the table when decisions are being made. The goal is to have generations of psychologists who do their day jobs but then spend time giving back with their skills and knowledge in other ways. For psychologists to not just publish articles but be engaged in the work to influence policy and the world.

She created an award that is being given to APA members to recognize their engagement as Citizen Psychologist. Gave some examples of recent winners and said we should be looking to involve all divisions to get the range. A curriculum that can be used during training (graduate school) is being developed so that people can see how this engagement can happen from early on. Incorporating this into training is seen as a way for this initiative to be sustainable.

*APA CEO's Report, Arthur Evans*

Addressed the strategic planning process. Chair Berry asked how BEA can support this process. Evans emphasized the goal of raising the visibility of what psychology does and what we have to offer in public and policy decisions. He pointed out that we need to make sure the public understands what we do, know, what we can bring to the table.

Celeste Malone (BEA member) asked him about how we can get APA more involved in education. She told him about the collaborative session that Division 15 developed in coordination of the Coalition for Psychology in Schools and Education (CPSE) Evans agreed that this is a good example of the type of work we should be doing. He cited CPSE's Top 20 principles as a good example of how we can take the knowledge from research and develop direct applications. [Follow up questions from another board member illustrated the difficulty in getting APA members to think about psychology in education as the application of psychology to education rather than the education of psychologists. These questions revealed that her understanding of psychology in the schools was promoting psychology classes in high schools so that people will better understand what psychology is and may be more likely to reach out to a psychologist if the need arises in the future.]

In further discussion, the idea was shared that one way of promoting the science of psychology would be to get psychology included in children's science museums.

*President-elect's Report, Rosie Phillips Bingham*

Main initiatives relate to the use of psychological science to solve real world problems. Identified the opioid epidemic and poverty as the two main issues we should be focused on. With respect to opioid addiction, psychology can contribute to efforts to identify alternative pain management, treatment for addiction, and so on. Although poverty rates are decreasing world wide, but in the US it has stayed the same or gotten worse. Psychologists need to change the conversation around poverty by addressing the myths and causes of poverty.

**Breakout Panel Session**

*Application of Psychology to Schools and Education, Andres de los Reyes, chair*

Session held with Rena Subotnik, Director of the Coalition for Psychology in Schools and Education (CPSE). Discussed the collaborative APA session developed by Division 15 as a major initiative to increase the visibility of CPSE within APA and to promote CPSE's efforts to address the needs of schools. Discussed the plan for the session and ideas on how to run the session. Discussion focused on questions of how to keep the conversation going and build on this session from year to year.

CPSE administered a Needs Survey to school personnel. Response rate has been extremely poor; hoped for 2,000 responses but currently have slightly more than 100. Methods to increase response rate that were discussed include reaching out to local education organizations, Mechanical Turk, and using personal contacts.

CPSE has also Discussion about the Badge System

- Tied to Top20.
- How do we increase schools' use?
  - Did a mapping exercise to tie this with outcomes
- There are 4 schools that have already gone through this – 5 applied, 4 were awarded.
- Things that might help
  - Local news to promote; schools said some model applications would be helpful (but we also said to be helpful, these schools need to look typical)
- We really picked up talking about us taking more responsibility for the nominations
  - Researchers who are doing work in schools, talked about how it could be incorporated into practicum/placement experiences so that graduate students
    - Would this be a thing that Alex could do in the Program Evaluation course?
  - Rena had some concerns about the workload involved with reviewing the applications. A bunch of us made the point that we all have to do service work anyway so this could just be another part of that.

### Panel Reports

- Application of Psychology in Schools and Education
  - Reported on our collaborative session, badging/Top 20
- Graduate and Postdoctoral Education in Psychology
  - CTCC (what does this stand for?)
  - Looking for ways to break down silos and get better cross-disciplinary work; discussion about whether there is a need for an additional APA body (another division?) that could address the needs of teaching in psychology (graduate training specifically >> this really is about training of clinical doctoral students)
  - Concern is also about setting policy for education
- Continuing Education and Life-long learning
  - Report on the development of new methods for delivering some CE credits, etc. Discussion really relevant to clinical practice

## Graduate Student Affairs Committee

Since APA, we have focused our efforts on planning for the 2018 Claire Ellen Weinstein Graduate Student Seminar. As a committee, we have emailed regarding surveying the existing Division 15 graduate students to enhance offerings at the seminar. We drafted and released a new call for seminar applicants. With Wade's help, it was distributed widely on Division 15's social media, as well as posted on related outlets, such as the AERA Motivation SIG graduate student Facebook page, and sent individually to all student members listed on the Division 15 roster. Our deadline is March 18th, and as of March 17th we have received 17 applications. We expect to receive roughly 20 and plan to review them and have decisions on seminar attendees before AERA.

## Appendix B: Committee Consolidation Proposal

### APA DIVISION 15

#### Committee Consolidation Proposal

March 25, 2018

Submitted by: President Michael Nussbaum

During the 2017 Fall Retreat, the Division 15 Presidential Line Officers were charged with reviewing the division's existing committee structure and making recommendations on how to streamline the structure, so as to improve efficiency and communication.

The four presidential line officers (Michael Nussbaum, Bonnie Meyer, Gale Sinatra, and Helenrose Fives) met online three times to complete this task. Based on our review, I am making the following five recommendations:

1. ***Create a standing General Outreach Committee.*** This committee would be responsible for planning Webinars, Psychology Today blogs, and podcasts, thereby combining some existing committees. The committee chair would be authorized to create subcommittees or project teams for various task, and for determining the appropriate size and duration of the subcommittees or project teams. The committee could also solicit additional members for other outreach projects.
  - This committee could also address projects proposed by the Ad Hoc Professional Learning Committee, and form associated project teams with additional members. There was no consensus among line officers on this issue.
  - The Membership and International Committees would remain separate committees.
2. ***Maintain an Educational Policy Committee.*** Please see report of the current committee.
  - Another option is to combine recommendations #1 and #2, and form a Policy, Outreach, and Professional Learning Committee.
3. ***Make the Finance Committee a subcommittee of the Executive Committee (EC), and reduce the size of the former.*** The intent is to improve communication between the Finance Committee and the EC (for example, allowing face-to-face meetings). This is important because of the complex nature of financial discussions and the importance of coordinating the goals of the Finance Committee with those of the EC. There does need to be an institutional structure to make sure the division's investment portfolio is reviewed on a regular basis, but it does not require more than one or two people to do this.

I specifically propose drafting bylaw changes and changes to the Policy and Procedures (P&P) Manual to:

- Reduce the committee to a minimum of two people appointed by the President (a chair and one member), with the option of appointing additional members if they have specialized expertise in finance or economics.
  - The chair would have to be an EC member. The committee could be co-chaired by non-EC member if they have specialized expertise. Member(s) could be EC or non-EC members.
  - To balance the needs for continuity and flexibility, specify in the P&P that appointments to the Finance Committee be for two years, with an option for renewal for 1-2 additional years. (For example, an incoming VP could serve as chair for two years, or an incoming Treasurer-line officer for three years). [Note, the Finance Committee proposed last year that the chair always be from the Treasurer line, but I am unsure why we need to limit our options so much.]
4. **Eliminate the Memorial Award Committee.** We recommend that this committee be eliminated because (a) it does not bring many benefits to existing members, and (b) it is highly subjective as to who is deserving of this award and who is not.
  5. **Revise the Organization Chart to reflect logical groupings (see table below).** This would make the organization chart easier to cognitively process and administratively manage, especially for incoming Presidents, as well as everyone else.

<b>Table 1</b>	
<b>Proposed Committee Groupings</b>	
<b>Awards and Grants</b>	
	Thorndike Award
	Snow Award
	Dissertation Awards & Grants
	Early Career Grants
	(International Member Grant, part of International Committee)
	(Poster Awards, part of Program Committee)
<b>Communication and Community</b>	
	Membership
	General Outreach (Combines Webinar & PT Blogs, add Podcasts)
	Educational Policy (make standing committee)
	International
	(Consider whether to include Professional Learning, and where?)
<b>Member Development</b>	
	Graduate Student Affairs
	Early Career Development
	Nominations
	Fellows
	Membership?
<b>Ungrouped</b>	
	Executive Committee (EC)

	Publications
	Program
	Finance (subcommittee of the EC)

Note: The ad hoc committees on Strategic APA Relations and Media Editorial Board (inactive) would not be continued. All other suspended ad hoc committees would be eliminated from the roster.

## APA Council of Representative (COR) Meeting March 2018

### Report to Division 15 Executive Council

Avi Kaplan and Sharon Nichols

Division 15 Representatives to COR

On March 8-10, 2018, the APA COR held its meeting in Washington DC. The meeting was the first to be presided by the new APA President Jessica Daniels.

Administrative items of **low relevance** to Division 15 and its members:

The COR:

1. Rescinded a 1991 Resolution on the Use of Dolls in Forensic Evaluations
2. Adopted Guidelines for Psychological Practice with Girls and Women
3. Adopted Clinical Practice Guideline for the Behavioral Treatment of Obesity and Overweight in Children and Adolescents
4. Adopted a Resolution on Pregnant and Postpartum Adolescent Girls and Women with Substance-Related Disorders
5. Adopted Guidelines for Psychologists Regarding the Assessment of Trauma for Adults

Items of **indirect relevance** to Division 15 and its members:

1. The COR discussed the inclusiveness of multiple methodologies (beyond RCTs) for inclusion in development of practical and clinical guidelines. This will be discussed further in the COR meeting during the APA annual meeting in August, 2018.
2. The COR approved APA's pursuit of accreditation of master's level programs in health-related psychological practice.
3. The COR discussed issues of voting transparency and considered a motion to publicize votes-by-name of COR and Boards and Committees. The vote about this motion was postponed.
4. The COR received a presentation about the APA Multicultural Guidelines (2017; <http://www.apa.org/about/policy/multicultural-guidelines.pdf>). The Guidelines present an ecological conceptual approach and a set of guidelines that provide a framework "from which to consider evolving parameters for the provision of multiculturally competent services...[including] practice, research, consultation, and education" (p. 7)

Items of **direct relevance** to Division 15 and its members:

1. The COR voted to reorganize the structure of APA. Currently, APA is a 501(c)(3) organization with an accompanying, APA Practicing Organization (APAPO), which is a 501(c)(6) organization. While both are non-profit, the latter has a different tax status and is allowed to lobby and has few restrictions on funds for such a purpose. Currently, members can join one and/or the other organization with separate dues. The shift will effectively create an umbrella organization (APA Institute of Psychology, or APAIP) that will house both organizations, and member dues will be paid to APAIP and divided in order to allow a broader reach in the political arena (e.g., loosens the restrictions for lobbying for candidates who support science, public education, and mental health). Dues amount will not change for 3 years. This shift opens up greater opportunities for members/divisions to get more involved in advocacy/policy pursuits.
2. The COR received a report about continuing efforts of the Council Diversity Work Group (CDWG). The CDWG has been working for the past couple of years to collect data and suggest strategic directions to promote issues of diversity in Council and APA generally, focusing on three areas: Policy and procedure shifts, diverse representation and participation, and diversity training and cultural shift. Some of these have less relevance to Division 15 (e.g., diversity of COR, diversity training for the COR) while others have higher relevance (e.g., the incorporation of diversity in the Division's mission, its leadership, and its membership).
3. The COR voted to adopt as APA policy *Guidelines on Core Learning Goals for Master's Degree Graduates in Psychology* to be instated until March 2028. The guidelines are intended to provide departments a set of learning goals and outcomes for master's level education. APA doesn't see this set as a closed set, but intended "these guidelines to serve as a critical starting point for meaningful conversations on the core knowledge and skills that we would like our Master's level graduates in psychology to possess when they graduate."

The list of goals and indicators appear below. The goals refer to five general domains: knowledge, scientific thinking, communication skills, values, and professional development. Each of the goals hosts a list of more specific student learning outcomes or indicators that demonstrate different ways students may achieve the outcomes. The set is general, and several of the goals and possible indicators cater to MA degrees in psychological practice, like counseling, and do not necessarily apply to Ed Psych.

### GOAL 1 - KNOWLEDGE BASE IN PSYCHOLOGY

Goal	Indicators
<b>1. Characterize the nature of psychology in science and practice</b>	Identify current concerns regarding the status of psychology as a discipline and professional practice
	Describe historical development and contemporary concerns of relevant area of concentration
<b>2. Deepen comprehensive knowledge of psychology's core foundation content domains (Affective, biological, cognitive, developmental, and social aspects of behavior; advanced integrative knowledge of basic discipline-specific content areas; Psychometrics; Quantitative &amp; Qualitative methods; Research</b>	Identify prevailing psychological perspectives and Orientations
	Summarize key figures, central concerns, and methods that cut across content domains
	Predict the kinds of questions and methods that emerge from different content domains
	Explain complex behavior by integrating concepts from different content domains
	Synthesize psychological perspectives reflecting the relevant influences of the social, political, and historical context
	Able to use statistical methods to answer research questions

<b>methods; Learning and Motivation)</b>	Understand/evaluate statistical methods in journal articles, such as their appropriateness to answer a research question and for the type of data collected
<b>3. Display focused expertise in area of concentration</b>	Evaluate and synthesize core foundation research literature in area of concentration
	Describe scientific, theoretical, and contextual bases of area concentration
	Articulate systemic influences of individual and cultural diversity in scholarship and practice of related to area of concentration

## GOAL 2 - SCIENTIFIC MINDEDNESS

<b>Goal</b>	<b>Indicators</b>
<b>1. Demonstrate psychological literacy</b>	Identify researchable questions at appropriate level of complexity
	Access/navigate relevant databases to gather pertinent peer-reviewed data
	Evaluate quality of sources using critical thinking
<b>2. Formulate plausible psychological explanations for behavioral phenomena</b>	Integrate an appropriate range of psychology concepts to explain behavior
	Identify and rule out alternative explanations
	Recognize and defend against biases (e.g., personal, cultural, cognitive) that might distort conclusions
<b>3. Engage in innovative and integrative applications to solve problems</b>	Apply specialized expertise to solve problems in applied research, consulting, and/or innovating
	Make decisions informed by convergence of evidence in literature
<b>4. Incorporate sociocultural factors in scientific inquiry</b>	Employ research and professional interventions that take into account individual and cultural diversity and its complexity
	Design interventions for specific age groups and target populations, considering intersecting identities

## GOAL 3 - ETHICAL AND SOCIAL RESPONSIBILITY IN A DIVERSE WORLD

<b>Goal</b>	<b>Indicators</b>
<b>1. Behave in accordance with the ethical standards of the discipline</b>	Articulate psychology's core values that support formal ethics codes
	Describe the relevant professional and ethical codes as necessary for career and professional goals
	Embrace Code of Ethics as guidelines for managing ethical conduct (e.g., Maintain confidentiality where conditions warrant)
	Recognize potential conflict areas between formal code and personal values
<b>2. Make defensible ethical decisions</b>	Articulate personal process for making ethical decisions
	Describe ethical expectations and challenges typical of area of concentration
	Address legal and ethical challenges in area of concentration
	Observe appropriate boundaries in area of concentration
	Seek appropriate consultation on ethically compromising matters
<b>3. Deepen understanding of self</b>	Articulate how ones' own biases and social relationships and assumptions affect one's ability
	Describe dimensions of own identity, how they may intersect, and how they influence interaction
	Demonstrate understanding and limits of one's role
<b>4. Strengthen personal integrity and interpersonal effectiveness</b>	Take responsibility for own actions
	Exhibit concern for the welfare of others
	Demonstrate honesty and integrity, even in difficult situations
<b>5. Exercise values that reflect commitment to diversity</b>	Describe how culture and context and developmental processes shape behaviors, ways of thinking, and expression of emotion
	Anticipate the impact of within-group differences and multiple intersecting

	identities on interaction
	Interact effectively and sensitively with diverse others
	Recognize and acknowledge how discrimination and oppression may adversely influence interaction

#### GOAL 4 - COMMUNICATION

Goal	Indicators
<b>1. Express ideas effectively by writing and speaking in multiple formats</b>	Follow project instructions (e.g. time or page limit)
	Adhere to APA style in authoring scholarly material and presenting research (including grammar and formatting)
	Present ideas in clear, coherent, and well organized manner
	Align expression of ideas with the specific mode of the communication
	Anticipate or adjust details of communication to meet the needs of audience
	Adapt ideas for different contexts and different audiences
<b>2. Interact effectively with others</b>	Collaborate collegially with others, including effective team work
	Give affirming and critical feedback to others
	Respond constructively to feedback from others
<b>3. Use technology effectively</b>	Use technology to enhance professional and personal communication
	Assess strengths and limitations of specific technologies as tools for professional and personal communication
	Demonstrate ethical and responsible use of technology as a tool for professional and personal communication
	Discuss impact and importance of social media as a tool in professional psychology
	Describe cautions, pitfalls, downsides, and personal and professional vulnerabilities when using social media

#### GOAL 5 - PROFESSIONAL DEVELOPMENT

Goal	Indicators
<b>1. Exhibit continuous self-reflection and self-regulation in the context of professional work</b>	Continuously and accurately self-assess performance quality in professional settings
	Accept and use feedback in a constructive manner to improve performance
	Accurately identify gaps in own knowledge and abilities and work to improve them
	Identify impacts of one's professional role on own health and well-being
<b>2. Identify appropriate professional career options based on accurate assessment of knowledge, skills and abilities</b>	Develop a realistic individual development plan for a professional career
	Display appropriate interview skills
	Identify multiple career paths, trajectories and training requirements
<b>3. Apply knowledge base and scientific thinking skills in professional settings</b>	Identify and solve problems in professional settings by using content knowledge and scientific reasoning
<b>4. Observe professional workforce standards</b>	Demonstrate professional conduct and appropriate communication across professional settings
	Adhere to organization protocols taking into consideration ethical issues, standards, and/or principles in psychology
<b>5. Enhance professional identity</b>	Represent oneself appropriately based on training and level of education
	Display emerging identity with psychology and in area of concentration
	Participate in appropriate professional organizations

	Pursue appropriate continuing education opportunities
	Maintain current knowledge of the field by reading appropriate professional journals
<b>6. Exhibit refined project management skills</b>	Incorporate individual and cultural diversity perspectives into project planning and implementation
	Work effectively alone or with teams to accomplish professional tasks
	Manage project work timeline to accommodate contingencies
	Accept responsibility for failure to meet expectations and develop recovery strategy

Appendix C.

# 2018 Election Slate

## APA Division 15 - Educational Psychology

### Vice President

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### Members-at-Large

*(Two to be elected)*

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