



NEWSLETTER FOR EDUCATIONAL PSYCHOLOGISTS

FALL 2020 EDITION, EDITED BY SHARON K. ZUMBRUNN

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DESIGN BY WADE GEORGE

BALANCE AND SUSTAINABILITY:

CONTINUING OUR MISSION IN TIMES OF CHALLENGE AND EASE

A MESSAGE FROM PRESIDENT MICHELLE M. BUEHL

I am honored, humbled, and, to be honest, still a bit dumbfounded to be serving as Division 15 President for the 2020-2021 year. When I was asked to run for the position in January of 2018, it was not necessarily a position I had considered at this point in my career. Sure, I had been promoted to full professor a few years before, but I did not (and still do not) feel like a senior member of the community. In 2018, I was finishing up a maternity leave with a then five-month-old daughter and a three-year-old son at home. I was about to step into new leadership roles within my own institution, serving as Division Director and Academic Program Coordinator—not so much because I craved administrative responsibilities, but because they were tasks that someone needed to do and I thought I could do them. Similarly, I did not have a grand vision to be leading a national professional organization. However, I have long viewed Division 15 as one of my academic homes and felt a sense of commitment to ensuring the continuation of its work. I also knew I would be following in a line of leaders who had the Division on a good track and who were actively engaged in work to highlight the relevance of Educational Psychology for policy and practice. So, I agreed to run. If nothing else I would get to work with people I enjoyed and respected and I could support work I viewed as important.



Once elected as Vice President, I knew that I would need a theme to guide my presidential year. The first thought that came to me was one of “Balance and Sustainability.” I saw this applying at the levels of individual scholars and Division 15 as an organization.

At the individual level, one approach—perhaps overly simplified but relevant to me—is to consider what is needed to maintain a sense of balance between one’s personal and professional lives. Another is to think more deeply about how to maintain a sense of balance among teaching, research, and service and how that changes throughout one’s career. Division 15 has a long history of supporting developing scholars. Indeed, one of my first service roles to Division 15, and one that gave me great satisfaction, was as a co-chair in the Graduate Student Seminar. In recent years, greater attention and support has also been devoted to early career scholars beyond graduate school (e.g., Early Career Research Grants). But, what is needed to sustain and drive one’s passion and support one’s development beyond the early career stage? This led me to start pondering what Division 15 could do to provide mid-career mentoring, including support for members considering administrative leadership roles and the mentoring needed to change research lines and/or develop new research skills and areas of expertise. Also, as one Division 15 member recently reminded me, retirements and deaths have resulted in members needing to identify and cultivate new mentor relationships as they move throughout their careers. Indeed, this year was marked by the deaths of past leaders and active

members of Division 15 (i.e., Jim Greeno, Carol Connor, and Stuart Karabenick) and I personally attended virtual retirement events for two of my graduate school professors.

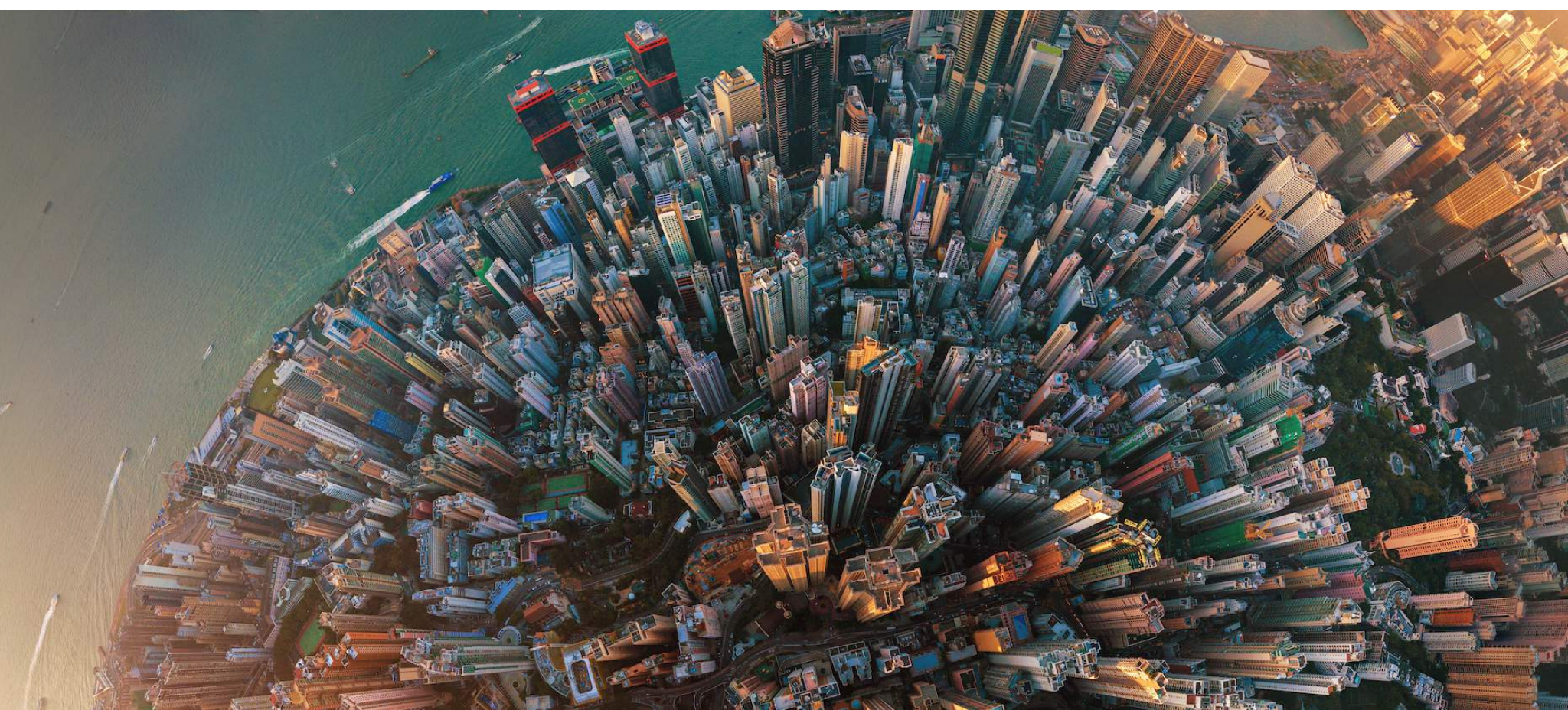
In addition to balance and sustainability at the individual level, these ideas are also relevant to Division 15 as an organization. I recall Eric Anderman's presidential address in which he presented ten challenges to educational psychologists, many of which involved disseminating our work to a broader audience and making more of an impact with respect to policy and practice (Anderman, 2011). In recent years, Division 15 has worked to speak more to issues of policy and practice, as evidenced by our blog series (*Psychology Today*), policy and practice briefs, and current efforts to cultivate a new journal dedicated to educational psychology in policy and practice. But, we also need to maintain what has been our hallmark of theoretically grounded and methodologically strong empirical research. Thus, there is a need to maintain our balance as an organization, keeping our center strong while continuing to reach out in interesting and needed ways. In terms of sustainability, key issues include how do we grow and diversify our membership—including racial and ethnic diversity—as well as educational psychologists acting in non-academic and tenure track roles? How do we support our members to develop the motivation and skill to

become involved in Division 15 leadership, be appointed as Fellows, and engage in the many Division 15 committees? And, how can Division 15 as an organization help to address the institutional barriers that hinder individuals from engaging in the outreach activities that are needed to impact policy and practice? These are all ideas I was pondering.

Then, COVID-19 and the deaths of George Floyd, Breonna Taylor, and Amaud Abery happened (or became known).

The global pandemic has varied implications for all facets of our lives, including basic concerns about health, safety, and economic security for ourselves and loved ones; new ways of teaching, working, and interacting with each other; the demands of childcare and remote schooling with limited support; and social isolation. The tragic events and protests of 2020 also brought greater attention to long-term and deep-seated racism and social inequities, and has served as a call for action that—hopefully—will result in long overdue change. We are also on the verge of a contentious national election and there are reminders in every news cycle of the consequences of climate change.

Against this backdrop, we are all engaged in our unique daily personal activities and



demands. With young children at home—along with teaching, mentoring, research, and administrative responsibilities—I know I have felt stretched in ways like never before, and I assume the same is true for others (but perhaps in different ways), exacerbating and further highlighting the need for balance and sustainability. We are all overworked and overwhelmed. And yet, the work of Division 15 is relevant *right now* in so many ways and there is so much we, individually and collectively, can contribute.

I don't know exactly what I will get done this year. But, I do know that we can support each other and work our way through this together. My intention is to keep Division 15 on its current course—supporting developing scholars; disseminating research through traditional publication outlets such as *Educational Psychologist* as well as podcasts, webinars, and blogs; honoring and supporting the work of our members; continuing to make strides with respect to policy, practice, and racial and social inequities; and serving as an academic and intellectual home for all of us. I would also like to see some action related to mid-career mentoring and leadership development, as well as consideration of how we can address the institutional barriers that prevent our members from engaging in the work that will sustain them and allow for consequential impact. Some of this has continued under the guidance of our Early Career Educational Psychologists committee, led by Christine Bae and DeLeon Gray, as they put on fantastic early career events remotely this year. Past-President Helenrose Fives, her program chairs (Nicole Barnes and Jamaal Matthews), and Wade George hosted an awesome virtual conference that provided an opportunity to exchange ideas and connect with each other in the best way possible during this unusual year. If needed, we can do it again—but, we will see what happens in 2021.

As overtaxed and overworked as we all may feel, my senior associate dean recently reminded my college that doing good on behalf of others can be a source of satisfaction and sustenance in hard times. Do you have ideas of how Division 15 can do this as an organization? Let me know via this [Google Form](#) and I'll bring your best ideas to the Executive Committee for consideration at our Fall Retreat.

Sincerely,

Michelle M. Buehl, Division 15 President

2021 Division 15 Executive Roles Available

Nominate or Apply to Run Today!

As volunteer organization, Division 15 relies on the contributions of members like you to continue in its mission. As such, we urge you to consider a leadership role in Division 15 by running for a slot on our Executive Committee!

We have four positions open for our next election:

Vice President (Four-Year Term)
Member-at-Large (Three-Year Term)
Treasurer (Three-Year Term)

Self-nominations are welcome, although only Division 15 members who are *also* members of APA are eligible to run for office. Please reach out to Helenrose Fives, Past President and Chair of our Nominations Committee, at: fivesh@montclair.edu

RACE: A DISCUSSION OF DIVISION 15 ACTIONS & OPPORTUNITIES

A REPORT OF MEETINGS HELD SATURDAY, AUGUST 8TH

The American Psychological Association made the decision to move the 2020 program to a virtual format, offering Divisions space for poster presentations to be stored and active links to any “live” Division programming. The Division 15 Program Co-Chairs, Nicole Barnes and Jamaal Matthews, worked closely with Wade George to reimagine our program in a virtual environment. However, there is more to the Division 15 convention experience than the formal programming such as the Graduate Student Seminar, Early Career Educational Psychologists Social and planned workshops by the Policy Committee and the Committee on Race and Diversity. The committee chairs for these groups made decisions about holding virtual events or tabling plans for next year (we hope). Of note, the (then ad hoc) Committee on Race and Diversity had planned an in person interactive workshop on the intersection of race and educational psychology research. The decision was made to postpone this event for a year.

However, we also experienced a global pandemic that further exacerbated the unjust racial disparities evident in US education, health care, and wealth. In addition, the continued assault on Black people in the US by the police emerged to the forefront again. On March 13, 2020 Breonna Taylor was killed in her home by police implementing a no-knock warrant. On May 25, 2020 George Floyd was killed by a police officer’s knee to Mr. Floyd’s neck for 8 minutes and 45 seconds as others stood by watching. These events led to a surge in Black Lives Matter protests and a media spotlight on racism in the United States. The program committee determined that a discussion on race in and around educational psychology could not be delayed. We added a special session to the Division 15 program titled *Race: A Discussion of Division 15 Actions & Opportunities*. The very simple goal of this session was to provide a space for members of Division 15 to just talk about race and educational psychology.

We started as a small self-organizing group of 6 Division members who brainstormed both the logistics and topics for this discussion. From this initial group additional members joined evolving to a group of 49 volunteers who refined discussion topics (see notes below) then facilitated, managed, and took notes during the session. In all there were 14 Zoom rooms with over 52 participants engaging in active discussions of race focusing on issues related to: the teaching of educational psychology, research in educational psychology, and the Division 15 community. Discussions were, for the most part, facilitated by graduate students and/or early/mid career scholars. Each discussion room had a designated notetaker so that key ideas, questions, and resources could be shared beyond the individual discussions.

While we did have some technological difficulties the resulting session was impressive. Approximately 101 Division members achieved the goal of *talking* about race and educational psychology. Clearly talking is not sufficient; we need action. But to decide on actions we need to talk and then share our ideas. In the following pages are summaries of the discussions that occurred - offered to spread the ideas and resources generated in this session as an early step towards action.

- Helenrose Fives, Past President

DISCUSSION SUMMARIES

Reimagining The Use Of Statistics For More Equitable Agendas

Akane Zusho, Carlton Fong, Christie Lawson

Sometimes we think, “Race is messy, so maybe I won’t include it.” Mistakes like this are important to acknowledge as we move forward. Policy still relies on quantitative data, but when numbers are divorced from the people they represent, the numbers can become oppressive and disconnected from the story. Borrowing from qualitative approaches, quantitative story-telling is a promising solution. With any research approach, we must examine our purposes, intentions, goals, and positions. Positionality in quantitative research risks battling the Goliath of objectivity, but maybe it is worth the risk, and maybe now is the time.

Applying What We Know To What We Do: Culturalizing And Animating Educational Psychology

Revathy Kumar, Susan Hany, Narmada Paul

Our session was quite lively. There were four attendees not counting the presenters. All attendees have and are doing research within public school classrooms. Our discussion was centered by this shared experience. It was mentioned several times that there is a disconnect between teachers who are predominately white and the student body which is increasingly diverse. Teachers, themselves are aware of the mismatch and are looking for guidance on how to respectfully acknowledge and engage their students. All attendees believe that EDP should be used and is uniquely positioned to build preservice and practicing teachers’ cultural scripts and schemas. Sarita Shukla said that when we discuss culture, we need to acknowledge that we are allowing for the “complexifying” of context and life experiences. Susan Hany and Revathy Kumar asked for feedback on their EDP translational theory to practice which animates EDP by culturalizing EDP theories. All agreed there is a need to contextualize EDP for preservice teachers as well as practicing teachers and EDP instructors. The enacting of reflection on culture and EDP theories was especially well received. Terri Thorkildsen stated that the need for self-awareness is central to teacher education and key to eliminating cultural bias. It was pointed out several times throughout the session that culturalization of Educational Psychology is a necessity.

Culturalizing Undergraduate Educational Psychology Courses: A Fireside Chat

DeLeon Gray, Brooke Harris-Thomas, Jason Wornoff, Taylor Cummings, Sergio Castro

Our discussion was framed by the desire to move beyond the field’s tendency to make race an add on when it comes to our educational psychology courses and research. Recognizing the inadequacy of this practice, the group discussed pedagogical mindsets and practices to create classrooms that rightfully center race in considerations of the adequacy of common educational psychology theories and frameworks. Whether challenging students to think critically about widely accepted theories or providing important contextual information surrounding the development of these theories, the group’s approach to facilitation was through an empowering of educators to do their own work first.

Talking Race With Preservice Teachers

Ellen Usher, Carly Champagne, Ishwar Bridgelal, Lindsey Hubbard, Krystal Bush

Discussing elements of race, racism, privilege, and power are not mere checkboxes to address in our syllabi, but rather the foundation of how we conduct our classes and build our curriculum. When our courses are the first place white students’ worldviews are challenged, students with minoritized identities may be placed at a further disadvantage when expected to present and defend their identities to dominant group students. Through current events, story-telling, and providing space and time for our students to be uncomfortable, we can begin to bridge the gap

between checkboxes and foundational change. We are still left with the question: If our people aren't represented in our tools, why are we using them?

“C’mon, I’m a GOOD person!”: A Transparent Discussion Unpacking Implicit Bias

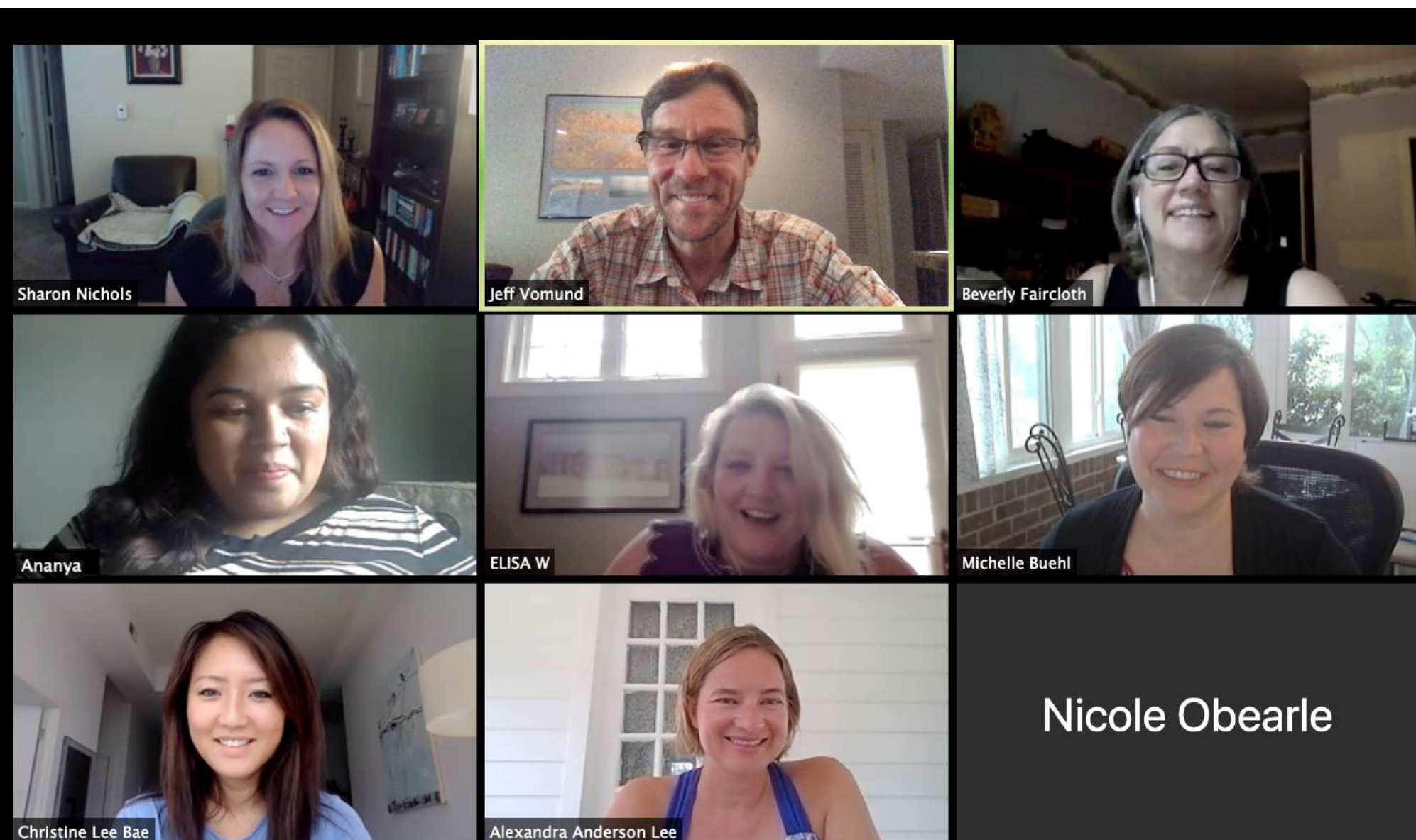
Erin Riley-Lepo, Kimya Jackson, Ashlee Lester

This discussion focused on the role that implicit bias plays in our daily lives and work. The session was attended by approximately 10 scholars who reflected their own personal biases and the importance of admitting their influence in our daily lives. The session ended with an open brainstorming conversation about how to reflect on our personal biases as researchers, teachers, teacher educators, and community members. This conversation then moved from reflection into action, with the group discussing ideas of how we can actively check our biases and their implications in our work with colleagues and students. The conversation was honest and raw, but ultimately cut short.

Brainstorming Division 15 Actions to Address Race and Diversity

Sharon Nichols, Bev Faircloth, Michelle M. Buehl, Elisa Wolf

Participants in our brainstorming session discussed actions to address race and diversity within Division 15 and APA. Recommendations included: Improve student recruitment and retention by a) expanding undergraduate and masters level opportunities and understanding of benefits and process of obtaining PhD in educational psychology, b) increasing scholarships and fellowships, c) improving program, research, and publication mentoring; Support BIPOC scholars by a) valuing non-traditional research in promotion and tenure, b) increasing mentorship, and c) providing financial support for tasks related to inclusion; Address methods by a) challenging existing constructs, b) requiring positionality statements in quantitative research, c) acknowledging other ways of knowing, d) better addressing and disseminating the practical significance of research, e) “weighting” publications based upon stakeholder collaboration, f) increasing teacher collaboration, and g) decentering Whiteness. In all areas, inclusive collaboration is key.



Expanding Notions of Rigor in Educational Psychology Research

Ashley Pollitt, Sherol Southerland, Makana Craig, Paul Schutz

“Rigor” in educational psychology tends to be conflated with complexity, challenge, and the method or *process* of research. This is exemplified by textbooks that uphold randomized controlled trials as the gold-star of research. In turn, researchers tend to favor experimental designs, chase hot research topics, or perhaps more problematically, overlook research that could give voice to people, contexts, or subjects that are meaningful but better suited for non-experimental designs. Non-experimental research can be rigorous in its respective designs, but the bigger issue is that notions of “rigor” ought to be expanded to include “meaningfulness” as well.

Beyond a Demographic Item: Making Race Meaningful in Educational Psychology Research

Kelly Rodgers, Jacourie Clark, Camille Lewis, Alysia Roehrig

Why is race-focused and race-reimagined research important in educational psychology?

- Racial identity concerns how people make meaning out of their experiences, and how they interact with their environments
- Research usually centers European-American experiences, which can't be universalized
- We must have more regard for cultural differences and not assume that people of different cultures will behave or think the same in every context

How can we make this kind of research more normalized in the field?

- Make research focused on minority groups more common
- Consider differences within minority groups
- Use qualitative methods to get a better understanding of underrepresented experiences

Inclusion: The Underlying, Overlooked Theoretical Framework

Alyssa Emery, Catina Venning, Nicole Barnes

Led by Catina Venning, a civil rights attorney, educator, and a doctoral student at Virginia Commonwealth University, a group of engaged scholars examined Inclusion: The Underlying, Overlooked theoretical framework. Reckoning with Educational Psychology's historical roots in exclusion, our collective goal was to move beyond restricting the use of the term inclusion to special education contexts, and instead use it to mean full participation from all people in our society in our research and our daily lives. As a group we agreed that educational psychologists need to do more if our goal is inclusion. As researchers we need to show that we value the people we are studying and refrain from assuming and perpetuating the stereotypical or deficit based models that dominant the literature. Importantly, we agreed that patting ourselves on the back too soon can hinder the important work that needs to be done to push inclusive practices forward. Instead, we need to commit to sincere reflection that might unearth uncomfortable truths. Hearing, listening, honoring and respecting all perspectives ensures people are accurately represented in our work and in our interactions.

Using Your Privilege: Conducting Research in Communities of Color

Katie Philp, Merve Turan, Nakia Grant

Our discussion considered the responsibilities of researchers, particularly those who are white, when conducting research in and with communities of color. The group highlighted the importance of listening to BIPOC individuals and of independently ‘doing the work’ to understand issues related to privilege and power. The group felt white researchers can successfully conduct research projects with communities of color and can leverage institutional and social privilege to reduce the burdens placed on BIPOC communities and colleagues of breaking down systemic barriers. However, we must continually check our own assumptions and biases to ensure the work represents reality for the communities involved.

Publishing and Power: How Predominantly White Developed Countries Shape Research and the Need to Spread the Wealth

Antonio Gutierrez de Blume, Tolu Jegede

On August 8, Dr. Antonio P. Gutierrez led the panel titled “Publishing and Power: How Predominantly White Developed Countries Shape Research and the Need to Spread the Wealth” with contributions from Dr. Ann Kim and Dr. Doug Lombardi. The panel examined the relationship between publication, power, and research agendas. Dr. Gutierrez de Blume raised questions about the limited access to research in Latin American countries compared to other white developed countries. Other points of interest included the disparities in the number of doctoral degrees awarded to whites and people of color, the role of international voices in research, ways that Latinx and black voices could be included in a public discourse on research, and the importance of people of color in their contributions to research.

How Do We Create Pathways To Support Antiracist Work In D15?

Jessica DeCuir-Gunby, Marcus Johnson, Taylor Roloff

In our conversation, “Pathways to Antiracist Work,” two questions guided our discussion, including “How do we create pathways to support antiracist work in Division 15?” and “What are we committed to actually doing?” We identified multiple dimensions to addressing antiracist work, including division leadership, committees, membership, publications, educational policies, and grants. A theme that emerged across our discussion, was the need for Division 15 to be both cognizant and transparently-communicative about our efforts and our members’ works that address diversity, equity, inclusion, and antiracism. Diversifying membership emerged as one of Division 15’s greatest challenges; diversifying editorial boards for educational psychology related journals was a desirable pathway the Division could pursue; and enhancing our inclusion of graduate students throughout Division 15’s efforts featured greatly in our discussion.

The Impact of Microaggressions and How To Combat Them from an Educational Perspective

Laura Reid Marks, Ashley Zollicoffer, Ari Emanuel-Wright

In this session, the moderators discussed micro-aggressions, which are brief and commonplace daily verbal, behavioral, or environmental indignities that communicate hostile, derogatory, or negative racial slights and insults toward people of color. In response, the attendees provided examples of instances when they engaged in a micro-aggression toward another person and instances when they were victims of a microaggression. Lastly, the moderators discussed micro-interventions, which are the everyday words or deeds that communicate to micro-aggression targets and allowed the audience to share micro-intervention strategies they utilized.

Warning! Assumptions Ahead: Identifying and Questioning Assumptions in Educational Psychology

Kristine Cash, Andria Cole, Shondricka Burrell

Even in scholarly circles, academicians and others make assumptions (statements assumed to be true without proof). During our discussion, we identified four main assumptions in education psychology: 1) There is something wrong with students who experience educational differences, 2) implicit bias/white privilege does not exist, 3) cultures are monolithic, and 4) children of color (and their parents) do not value education. Suggestions to address these misconceptions include: 1) Embedding discussions of implicit bias and systematic racism in teacher education programs, 2) engaging in personal conversations to address erroneous perceptions, and 3) encouraging school districts to proactively diversify the teaching staff.

A PROPOSED BYLAWS CHANGE

*TO **REVISE** THE NAME OF DIVISION 15'S CAREER AWARD*

HISTORY & CONTEXT BY CLARK CHINN:

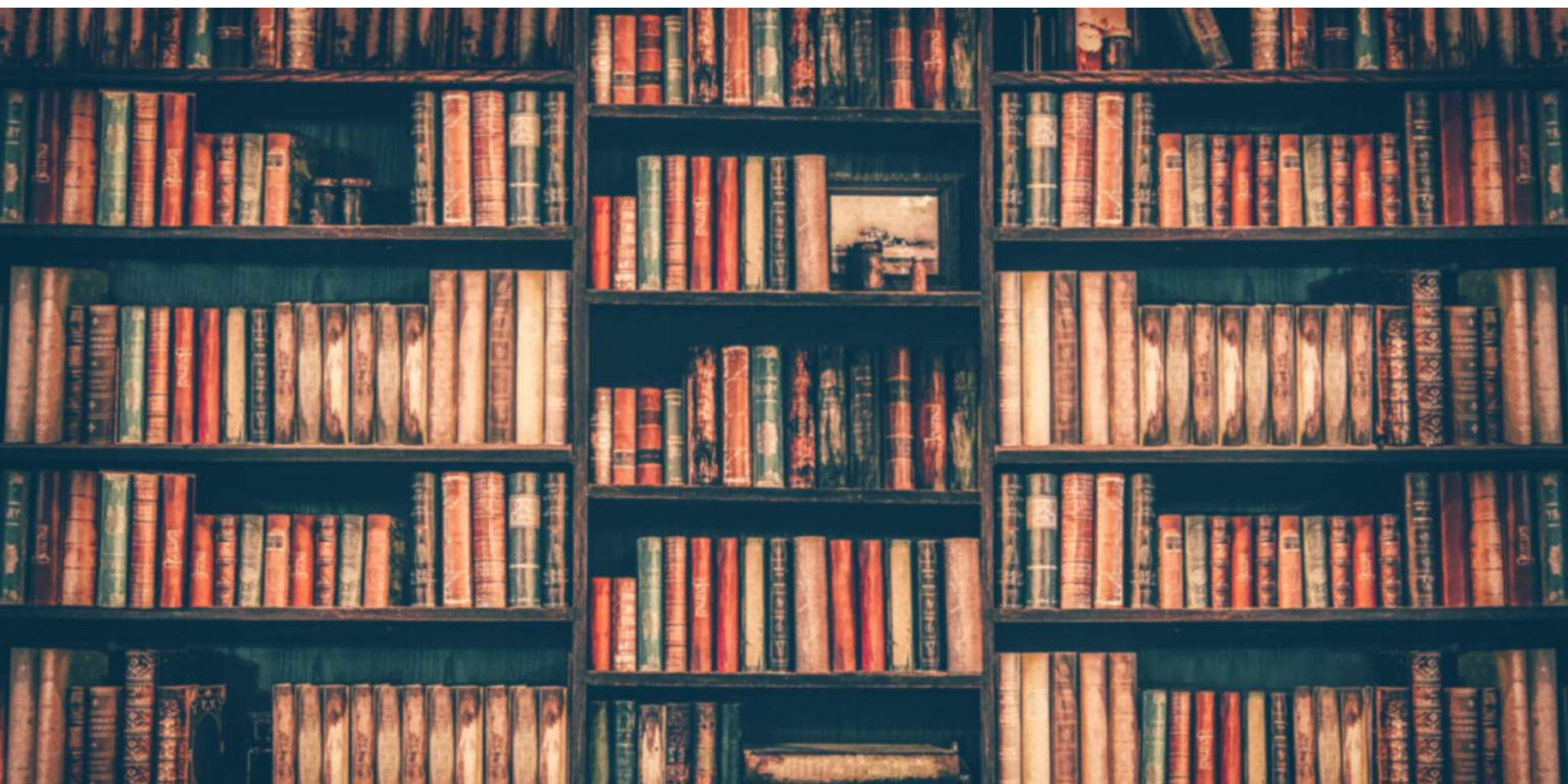
In the autumn of 2019, the Thorndike Award committee was asked by Division 15's Executive Committee to make a recommendation about the appropriateness of retaining Edward L. Thorndike in the name of the division's award for career contributions.

Since last autumn, the committee has been working toward providing a recommendation on this issue during the summer of 2020. Our work has certainly been spurred by the Black Lives Matter protests this year and the hope for change engendered by them.

In short, the committee's recommendation is that the name of the committee be changed. We believe that, despite his undoubted positive contributions to the field of educational psychology, Edward L. Thorndike's beliefs and values on several core issues are so inimical to the beliefs and values of the field today that the name of the award should be changed.

We summarize three lines of argument for recommending a name change. First, like many scientists and psychologists of his day, Edward Thorndike was a supporter of the eugenics movement. Second, Thorndike explicitly took positions on race that minimized the capabilities and motivations of people of color. Third, Thorndike took positions on the role of women that similarly minimized the capabilities of women. These positions were not confined to minor works or to private positions that were distinct from his prominent writings. Rather, Thorndike articulated these positions prominently in major works for which he is renowned.

We briefly summarize some of the evidence that we have used to reach our conclusions about the three areas in which Thorndike's views make it unacceptable to have the division's highest award named after him. In short, Thorndike was a contributor to the "science" of racism and sexism and should not be the namesake of the division's award.



Eugenics

Thorndike supported eugenics. He wrote in the 1913 edition of *Educational Psychology: Briefer Course*: “Selective breeding can alter man's capacity to learn, to keep sane, to cherish justice or to be happy. There is no more certain and economical a way to improve man's environment as to improve his nature” (p. 13; quoted in Marks, 2018, p. 37). Although Thorndike did not accept all tenets of eugenics, he was generally supportive of the movement, writing in 1916 that he welcomed “the studies of the Eugenetics Laboratory and appreciates the devotion that inspires them...” (Thorndike, 1916, p. 429; see also Fallace, 2016). In his 1913 article “Eugenics: With special reference to intellect and character,” Thorndike (1913d) articulated a general defense of eugenics, defined as “the improvement of mankind by breeding,” and discussed issues relating to how the improvement of mankind by breeding might be accomplished. One conclusion was that eugenics in the case of intellect, morals, and skill “should soon be in every primer of psychology, sociology and education, and be accepted as a basis of practise by every wise family, church and state” (Thorndike, 1913d, p. 131).

Race

Thorndike's views of humans and education were suffused with racist stereotypes and a general commitment to the principle of biological determinism. Fallace (2016) characterized Thorndike's views in this way:

“In his discussion of racial difference in the third volume of *Educational Psychology*, Teachers College psychologist, Edward Thorndike, expounded his ideas about the significance of heredity and individual difference and how these factors manifested themselves in the different races. Thorndike did not dismiss the significance and importance of education and environment, but he thought that racial, heredity and individual traits significantly limited the impact of these other factors. As Thorndike (1913, p. 309) explained:

We may even expect that education will be doubly effective, once society recognizes the advantage given to some and denied to others by heredity. That men have different amounts of capacity does not imply any the less advantage from or need of wise investment. If it be true, for example, that the negro is by nature unintellectual and joyous, this does not imply that he may not be made more intelligent by wiser training ... It does mean that we should be stupid to expect the same results from him that we should from an especially intellectual race like the Jews.”

Women

Thorndike's views of women similarly stemmed from his belief that women's and men's behavior were strongly shaped by genetic inheritance. In *Educational Psychology: Briefer Course*, he wrote, “Women in general are thus by original nature submission to men in general” (Thorndike, 1913a, p. 93). He also believed that “there are far more eminent intellects among men than among women...” (Thorndike, 1917, p. 97). Such differences had educational consequences for Thorndike. In the same book, he wrote, “To be effective, nurture or education must allow for the forces of nature. To teach boys and girls without paying heed to the equipment of instincts and capacities which they

already possess apart from teaching would be as foolish as to sail a boat regardless of the direction of the wind or to build a house regardless of the material at hand” (p. 21)

Thorndike’s eugenic aims also shaped his views of proper roles for women. He viewed employing women as teachers as potentially harmful to society because it prevented “gifted and devoted women from having and rearing children of their own flesh and blood” (Thorndike, 1912, p. 159). This risked lowering the quality of the human gene pool.

Recommendation

We expect that, like us, most Division 15 members will find these viewpoints to be abhorrent. These beliefs and values expressed by Edward Thorndike are deeply antithetical to those of educational psychologists today. We are not arguing that the field should ignore Thorndike’s positive contributions as a founder of educational psychology—although we would argue that the field should also come to grips with the facts that racist and misogynist positions were central to his thinking and that he justified these positions on what he claimed to be scientific grounds. We recognize that a comprehensive appraisal of individuals’ contributions and views should take the context of their times into account. But the highest award in the division should not be named after an individual with central beliefs and values that are condemned by educational psychologists today.

Your Ballot for This Change

APA will be emailing all eligible, voting members in the next two weeks with a form to vote on this change. Those without addresses on file will be mailed instead. We appreciate this opportunity to hear back from our members—thank you for participating!

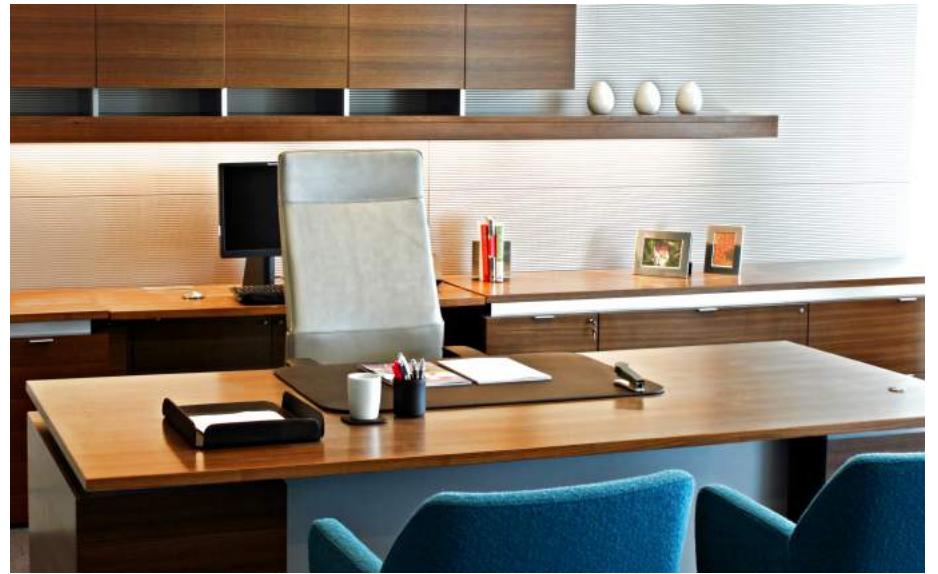
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CALL FOR INAUGURAL EDITOR FOR A NEW DIVISION 15 JOURNAL

WORKING TITLE, "EDUCATIONAL PSYCHOLOGY: POLICY AND PRACTICE"

Division 15, Educational Psychology, of the American Psychological Association, seeks applicants for Editor or Co-Editors of a new Division 15 journal, tentatively titled, *Educational Psychology: Policy and Practice (EP:P&P)*. The new editor(s) will serve as the Inaugural Editor(s) and as such will refine the mission of this new journal and oversee the launch of this exciting new endeavor for the Division. The five-year term will begin in 2021. The first issue of *EP: P&P* is tentatively slated for publication January 2022. **Applications and nominations are due by January 1, 2021.**



Mission: The mission of *EP:P&P* is to advance the impact of educational psychology in the public sphere as well as to inform educational policy and/or practice. *EP:P&P* will serve as a peer-reviewed outlet for scholarship that applies the science of educational psychology to phenomena and issues of direct relevance to educational policy and/or practice. *EP:P&P* publications are of interest both to educational psychologists interested in applied research and to stakeholders interested in educational policy and practice, including policymakers, administrators, educational practitioners in K-12 and higher education, and the public.

Qualifications: Key qualities sought for the position of editor(s) include a record of scholarship conducting original research as well as a record of translating research for policy makers or practitioners. Editorial experience, organizational skills to oversee the editorial process and meet deadlines; ability to work effectively with the Editorial Board, reviewers, authors, and others involved in the publication process are required. As the inaugural editor(s) will play a significant role in shaping the new journal, the ability to articulate a compelling vision for a new journal is essential. Specific ideas for the inaugural issue are welcomed. Editors are also expected to have sufficient time and resources to devote to editorial duties. Membership in Division 15 is required.

Responsibilities: Major responsibilities of the inaugural editor(s) of *EP:P&P* include refinement of the journal's mission, recruitment of sufficient high quality manuscripts for a high impact launch of the new journal, recruiting a diverse well qualified Editorial Board, managing the manuscript review process, working effectively with authors, ongoing solicitation of high-quality manuscripts and proposals for special issues from authors and guest editors, and building *EP: P&P*'s reputation to become a high impact journal in the field.

Application process: Applications should include a curriculum vitae, and a 3-4 page statement expressing interest, summarizing qualifications, presenting a vision for the journal, and indicating feasibility for service with respect to institutional support for devoting time and resources to editorial duties. Co-Editors should have a record of working effectively together. Please email applications to Dr. P. Karen Murphy, pkm15@psu.edu, Chair of the Division 15 Publications Committee by **January 1, 2021**. Applicants will be reviewed by the Division 15 Publications Committee immediately after the deadline submission date.

THE 2020 VIRTUAL APA CONVENTION

AN IRREGULAR YEAR WITH GREAT RESULTS



In the summer of 2020, the COVID-19 pandemic prompted extensive social distancing and made the prospect of an in-person APA Convention impossible. To this effect, Division 15 planned an extensive online conference spanning three days of highly interactive events.

While this year's event was different than any of us could have ever imagined, we're excited about the quality, breadth, and depth of sessions our members created. We worked hard to preserve these contributions via videos, documents, and more. Enjoy!

VIEW THE ARCHIVE

Executive Committee Meeting Minutes

Find full minutes for the Spring Meeting [here](#).



- Some special issues of *Educational Psychologist* will be converted to books through a new contract with the Division and Routledge.
- A new journal is in the development process.
- Dr. Thomas Good is the recipient of Division 15's Career Achievement Award for 2020!
- A small grant has been proposed to support timely and normative research on COVID-19 (reviews now in progress).

2020 AWARD RECIPIENTS

Congratulations to this year's slate of recipients!



Keven Wong, PhD

Paul R. Pintrich Outstanding
Dissertation Award



Logan Fiorella

Richard E. Snow Award for
Early Contributions



Tom L. Good

Division 15's Career
Achievement Award

Calling All Students for Our New “Student Section” of NEP!

NEP's Editorial Team is Accepting Proposals for Short, Original Pieces

We are pleased to introduce a section to be added in future issues of The Newsletter for Educational Psychologists that will feature current students of educational psychology. NEP/15 is for all members of Division 15, and we hope to capture student reflections, experiences, or interviews in this new recurring feature written by one or more students in the field. As we work within and outside of Division 15 to expand psychological knowledge and theory connected with education, the experiences of our Division 15 graduate students will continue to change as well. How is the student experience in becoming a member of this community different than it was for your professors or mentors? What experiences have particularly shaped your understanding of educational psychological knowledge and theory? What do you think the field should know?

We invite current student members of Division 15 to submit a 50-word proposal by January 1, 2021 through [this link](#).

Proposals chosen for future NEP/15 publication will be contacted for a 600 to 800 word length feature article in the upcoming year.

