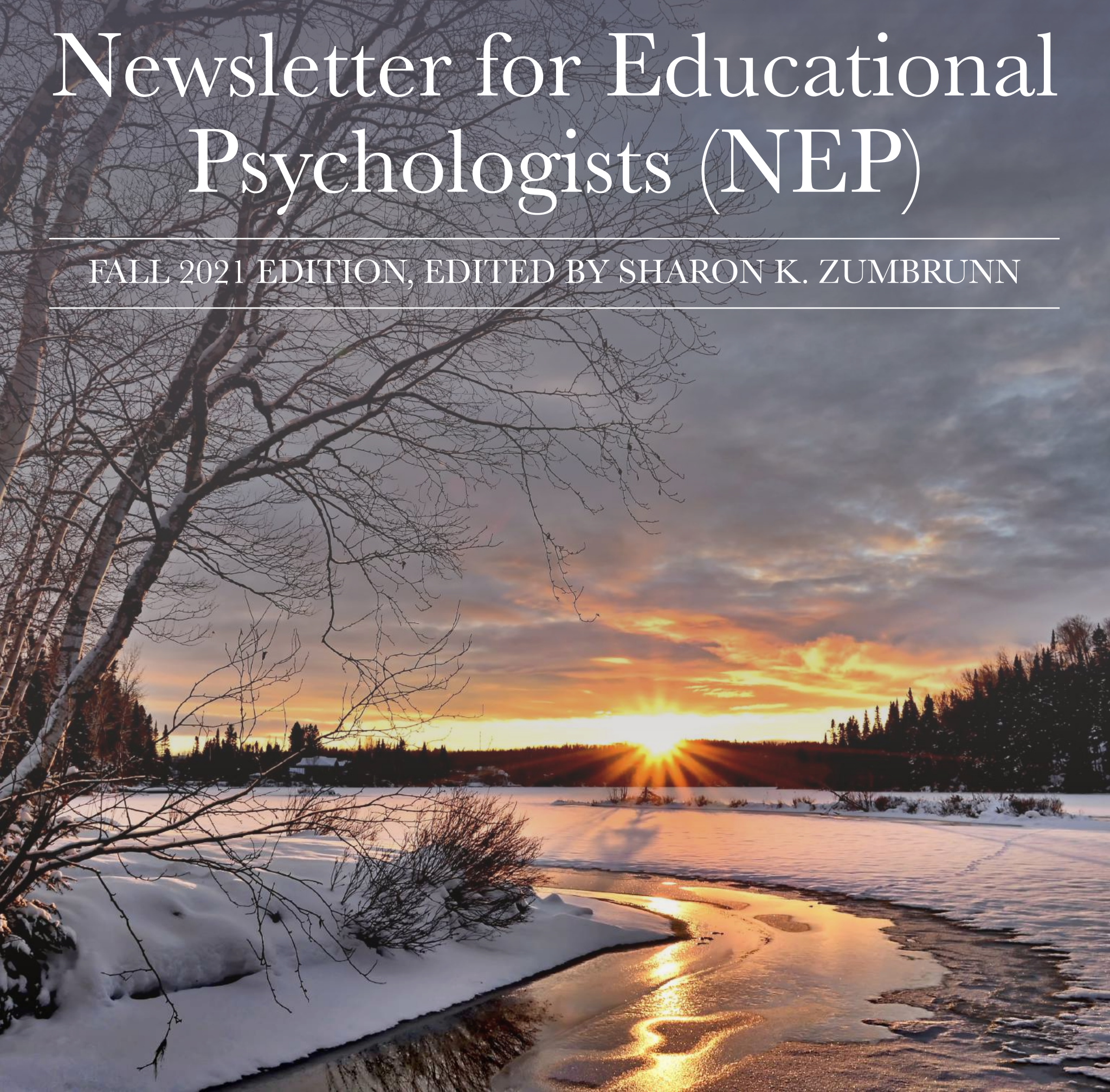


Newsletter for Educational Psychologists (NEP)

FALL 2021 EDITION, EDITED BY SHARON K. ZUMBRUNN



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DESIGN BY WADE GEORGE

Presidential Update

From Dr. Avi Kaplan

How are we doing?

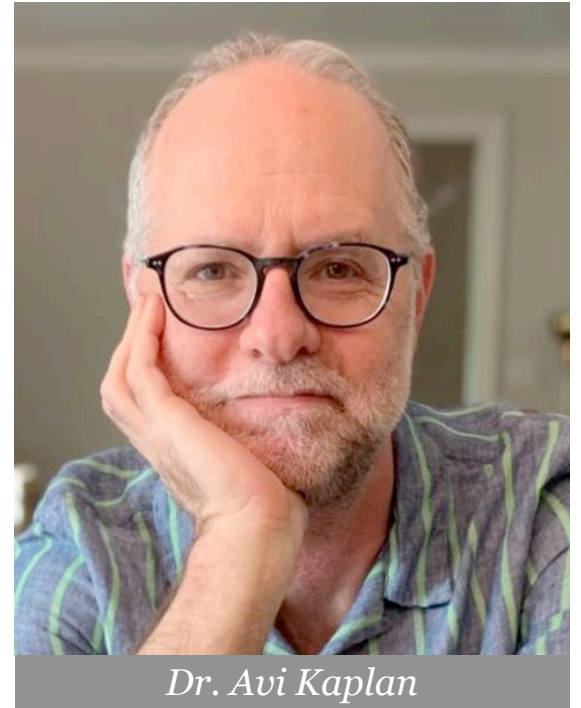
No; really! This is not a flip “how’r you doin’?” It’s also not a customer service “Please tell us how we are doing.” And, despite the persisting circumstances, it’s also not “how are we all doing at this period of uncertainty, challenges, and disruption?” (even though that question would also be appropriate). Rather, this “how are we doing?” is one question of a set about us, educational psychologists: How are we doing? What are we doing? Why are we doing? Where are we doing? Who is we, who are doing? Who are we doing it for? And, should we be doing “it” differently?

I don’t know about you; but I’ve been pondering these questions about educational psychology, and about myself as an educational psychologist, since graduate school (which was 25 years ago!). Consider the seemingly simple question “what do educational psychologists do?” I find answering this question quite challenging. There’s no one single way of “doing educational psychology” (thankfully!). Educational psychologists do many different things. But then, what is it that we all share? Is it a particular body of knowledge? A professional purpose? A contextual focus? An epistemological stance? A set of values? An organizational role? A set of practices? An audience? Not one of these would characterize all educational psychologists.

To be sure, I don’t leave those who ask me the question “what do educational psychologists do?” without an answer. I adopt a facial expression that (I hope) insinuates confidence, and I say something like “Oh, well, heh heh; educational psychology concerns the application of psychological science to educational phenomena with the goal of studying and promoting people’s learning, motivation, development, social-relationships, achievement, and overall wellbeing; and, in turn, advancing psychological science.” But that answer is still quite ambiguous, and leaves people nodding hesitantly and asking for concrete examples, which are challenging to choose among all the very different possibilities.

I admit, there’s a great advantage to the ambiguity of educational psychology! It allows for a diversity that has contributed to the breadth and richness of our field. It also allows many of us an almost unparalleled professional flexibility. Reflecting on my own career as a university-based educational psychologist, I have had the extreme privilege to collaborate with anyone about anything that had to do with learning, motivation, or development. So far(!), I have engaged in topics that spanned motivation to self-regulated learning to intergroup relations to identity formation; in subject domains that included literacy, STEM, social studies, teacher education, and counseling; in contexts that ranged from schools and universities, to professional and leadership development, to public science events and museums. I do research using different methodologies, I teach, I facilitate workshops, I conduct program evaluations, and I consult individuals and teams. Educational psychology is an immensely broad and diverse umbrella for “doing.”

But the ambiguity of educational psychology also poses substantial challenges. One challenge is that the world increasingly seeks clear definitions. Those of us in academia often hear prospective students, and more



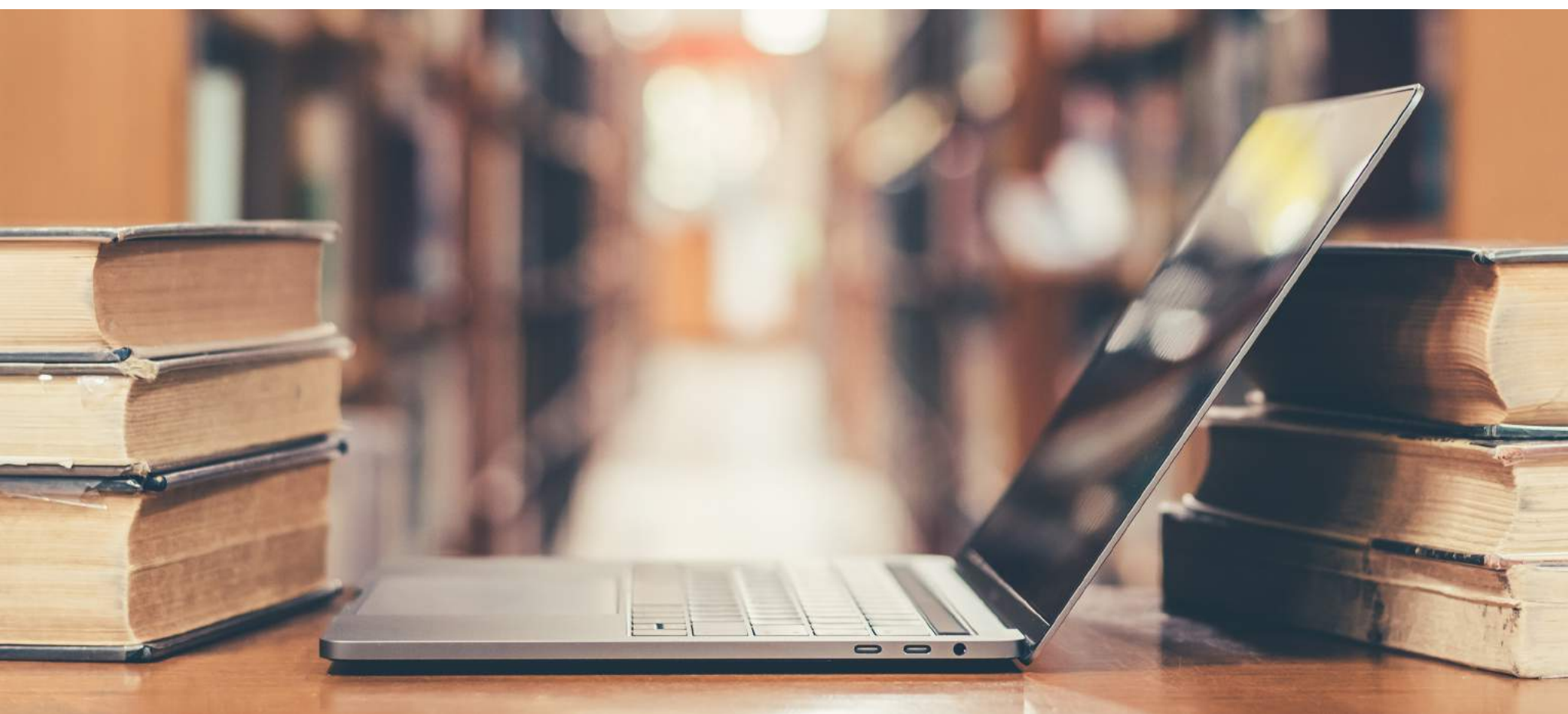
Dr. Avi Kaplan

troublingly, our own administrators and colleagues, asking what is educational psychology? And, unfortunately, it is not uncommon for university administrators to decide for themselves what educational psychology is, and how relevant it is (or is not) to the institution. This can have undesirable consequences for us as individuals, for our professional community, for our organizations, for educational psychological knowledge, and for the learning, motivation, and development of people in educational contexts.

Even more challenging are the potential implications of this ambiguity to our own sense of community, and to our collective identity and action. What is it that makes educational psychology unique among its sister fields and anchors our professional identities? Could we identify collective core values for educational psychology to guide our actions? Are there consensual boundaries for professional topics or practices that demarcate our field? In her Division 15 Presidential Address this past August, Helenrose Fives characterized educational psychology to be in a state of “identity crisis.” Having identity questions is not something completely new for our field. Questions about what educational psychology is—and should be—have persisted throughout its over 100 years of existence. But it isn’t a surprise that the sense of ambiguity has been heightened in the past two years, with both the pandemic and the long-overdue growing awareness to structural racism and other inequities upending traditional ways of “doing.”

These are great challenges. But, while I do not discount the angst in the current collective state of our field, as an identity scholar, I view identity crisis as an opportunity for growth. Certainly, our community is already engaging in identity re-formation initiated by previous division presidents and other leaders. This is apparent in the enhanced division’s emphasis on the relevance and impact of educational psychology to educational practice and policy, and the constructively critical evaluation of the role of race and diversity in our community and scholarship. Building on these directions, I see this moment of disruption also as an opportunity for a broader, community-wide, identity exploration—a proactive, collective, participatory process of generating and gathering information, reflecting, considering, conversing, and negotiating values, beliefs, goals, self-definitions, and actions pertaining to educational psychology as a values-informed applied scientific field—who we are, who we want to be, and what we want to do; individually, institutionally, and communally.

We began such a process in October with a set of participatory workshops that highlight partially overlapping segments of our community—career stages (graduate students, early career, mid-career, and senior educational psychologists), and professional foci (research-focused, teaching-focused, and practice- and policy-focused educational psychology). In each workshop, members have engaged in connecting with each other, sharing experiences and goals, seeking similarities and differences, and proposing directions for



the future. We plan to share the insights from these workshops and build on them in designing future activities for members' participation in further exploration of our collective identity. In parallel, our division committees have been reflecting on value-informed constructive practices to enhance committees' composition, audiences, goals, and actions. We hope to build on these activities to promote synergies among our committees across the division. And we plan to create further opportunities, for anyone who wants to participate, to engage in mutual and supportive interactions across the diversity of career stages, professional foci, roles, and positionalities in our community.

A thriving educational psychology professional community requires people with different roles, stages, foci, and characteristics to support and complement each other in working to actualize the community's values and mission. Please bring your experiences and voice to the collective conversation about central questions concerning who, what, why, where, and how we do what we do as educational psychologists, what we want educational psychology to become, and how we could move towards this collective vision.

In solidarity,

Avi Kaplan
President, Division 15

Call for Executive Committee Nominations & Applications

Division 15 seeks nominations (including self-nominations) for Vice President, Treasurer-Elect, and Representative to APA Council. Nominations will be reviewed by the Nominations Committee in preparation for a division-wide vote in the spring. The duration of these terms are:

- Vice President (4-year term for entry role in the Presidential line, 2022-2026).
- Treasurer-Elect (3-year term for entry role in the Treasurer line, 2022-2025).
- Representative to APA Council (3-year term, 2022 - 2025)

The Vice President role is the initial role in our expanded Presidential line to four years. This expansion is designed to better pace the workload of the President. The new Vice President will become President in 2024-25.

The three-year Treasurer line includes one year for the Treasurer, one year for the Treasurer-Elect, and one year for the past Treasurer. The Treasurer-Elect processes reimbursements and payments, deposits checks, and keeps running balances updated. The Treasurer assists with budget preparation and management, prepares tax forms, and monitors advances, and the Past Treasurer chairs the Finance Committee and assists the Treasurer and Treasurer-Elect as needed.

The Representative to APA Council role is responsible for bringing the ideas and concerns of Division 15 to APA's Council of Representatives. More details may be found [here](#).

Please see the [Policy and Procedures Manual](#) for a complete description of each officer's duties. Only Division 15 members who are also members of APA are eligible to run for office.

Please send nominations (including self-nominations) to Michelle M. Buehl, Past President, at mbuehl@gmu.edu.

Call for Convention Proposals

Due no later than December 17, 2021 at 5:00 p.m. Eastern Time

Division 15 invites submissions for the 2022 annual APA convention **to be held in-person August 4-6 in Minneapolis, MN, as well as a “Virtual Convention” event a week prior**. The virtual event will consist primarily of division-sponsored programming. However, it will also include a poster-session to accommodate presenters who will not be able to attend the conference in-person. To indicate your preference for a virtual poster presentation, simply include the word “VIRTUAL” at the end of your presentation title in your submission in the APA system.

The 2022 Presidential Theme for Division 15 is Exploring Educational Psychology’s Identity. The theme highlights the evolving nature of educational psychology, and the people and contexts that reflect changes regarding where, why, by whom, for whom, and how educational psychology is “done.” The theme aims to facilitate constructive conversations about currently emerging changes and about desirable future changes that emphasize the way educational psychology as a field frames the professional identities of educational psychologists. Proposals may address any aspect of educational psychology, including but not limited to research questions and research paradigms, academic and applied professional roles, the training of educational psychologists, and the cultural-political context of educational psychology. Presentations that center questions rather than answers, and discussion rather than lectures, are particularly encouraged. APA and Division 15 members and non-members are invited to submit their work for presentation in the Division 15 Program for the 2022 APA Convention.

Submissions may fall under the following formats:

- Individual Presentations: These submissions should reflect a single project, study, or paper with 1 or more authors. All individual presentations will be submitted as posters into the system. Once the conference platform is finalized, we will work to allocate accepted proposals into appropriate formats that are still to be determined (e.g., structured poster sessions, paper sessions).
- Symposia: A symposium submission should include 3-5 papers that are organized around a common theme or area of interest. A symposium should include a chair for the session and a discussant who will set the context and offer background for why this conversation is important. Preference will be given to symposia submissions that closely align with the conference theme and that emphasize an exchange of ideas between the audience and speakers.
- Critical Conversations: Proposals for critical conversations (formerly called Discussions) should include 1 or more brief presentations designed to provide the information needed for the audience to effectively participate in the discussion. The session should include a chair who will moderate the discussion and ensure that the bulk of the time is spent in conversation with the audience.
- Skill-Building Sessions: Skill-building sessions should offer practical experience to help participants increase their understanding and skills in a particular area of current interest in the field of educational psychology. Activities and discussions should be woven into the session plan to help attendees truly apply learnings to their work. Session topics might include (but are not limited to) demonstrations of various methodologies, interviews, assessment techniques, statistical, or scientific approaches
- Data Blitz: Data blitz sessions feature up to six fast-paced brief reports on hot topics, with individuals presenting for no more than five minutes each on various research areas. Data blitzes should provide an interactive experience for the audience, and organizers should allocate time (e.g., 10 minutes for every three presentations) to support audience engagement. Interactive experiences could include posing questions that require audience participation or organizing the data blitz around a particular theme that offers an opportunity for audience and speaker integration and discussion.

All proposals must be submitted through APA’s convention portal at <https://convention.apa.org/proposals>

Please contact Division 15’s Program Chairs Annette Ponnock (annette.ponnock@yale.edu) and Courtney Hattan (cahatta@ilstu.edu) with convention questions!

Call for Proposal Reviewers

Assignments to Be Made in January | Reviews Due in February

The December 17th deadline for submitting research to the APA 2022 Convention is fast approaching! As such, Division 15 is looking for qualified graduate students, researchers, and practitioners to serve as submission reviewers. If you have reviewed for Division 15 previously, we thank you for your service and hope that you will consider serving in this important role again for the 2022 Convention!

[To volunteer, please complete our official APA 2022 Request for Reviewers form.](#)



Calling All Students for Our “Student Corner” 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 September 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.

Student Corner Piece

Conducting Motivational Interventions in Educational Contexts: A Brief Interview with Dr. Avi Kaplan, by Ying Wang

Dr. Avi Kaplan is an educational psychologist and a professor at Temple University. His research interests focus on student and teacher motivation and identity development, with a particular interest in the role of the environment in these processes. His recent research involves the application of the complex dynamic systems approach to identity and motivation, and employing collaborative design-based interventions that focus on promoting educators', students', and museum visitors' motivation and identity exploration around the curriculum. Dr. Kaplan is a Fellow of Division 15 of the American Psychological Association and of the Association of Psychological Science. He is the former editor of the *Journal of Experimental Education*, and serves on the editorial boards of the *Educational Psychologist*, the *Journal of Educational Psychology*, and *Contemporary Educational Psychology*. He is also the current president of Division 15. I was privileged to have a conversation with Dr. Kaplan to discuss his experience with and his insights on conducting educational and motivational interventions. What follows are edited excerpts from our conversation.

Wang: You had schools that came to ask for help with motivational interventions, which is probably not very common. How did you form partnerships with your collaborators?

Kaplan: I don't think that it happens very often, but sometimes it happens that an organization will seek out a scholar to collaborate with. It is more common that an educator, who is usually a current or former student, will contact me to consult about a challenge, and that could lead to a collaboration in an intervention. My main strategy for forming collaborations has been to go to schools and other educational organizations and say, "I'm interested in identity and motivation – what people and organizations do and who they are. What are your current concerns or questions about what you do? What are the issues that you are most interested in working on now?" And I just listen. Then, I suggest how I could support them with my research skills. Basically, what I do in creating this partnership is let them know that I'm not there just because I want to work on what's interesting to me; instead, I'm going to work on what's interesting to them. Though, inevitably, whatever issues they're interested in will involve identity and motivation. Sometimes, people would say that they are interested in a topic in which I have no expertise, for example, reading. I am not a reading expert. So, I would look to bring another collaborator who is a reading expert to work with us. But the change in the reading instructional practices and whether it would motivate the faculty and students—these are issues in identity change and motivation of the staff and students. Therefore, identity and motivation change are almost always involved.

A useful, productive, and constructive partnership starts where the partners are. To be sustainable it needs to enhance the partners' agency and competence. Just coming to a school, giving teachers materials, and telling them what to do does not enhance their agency. If the educators and teachers are not part of developing the intervention, collecting and interpreting the data, and expressing their perceived reality, beliefs, values, and goals, the intervention is much less likely to be sustainable. For me, motivational interventions are about the partners owning the practice and the change. The process needs to start with the partners' concerns, goals, and perceived reality. Concerns, goals, and perceived reality can have some similarities across contexts, but they are always also unique. This is why I don't think that any single intervention can be generalized exactly as it is across all contexts and be expected to have the same effects. The theoretical principles are the same and can be generalized, like the principles of promoting agency and self-relevance; but the concrete aspects of the intervention are not necessarily generalizable, and that includes the specific focus, frequency, particular issues, and actual practices

in the intervention. These will need to be unique to each context, or at least be evaluated and endorsed as relevant to the new context by the people in that context. I find it ironic when the motivational interventions themselves don't apply motivational principles in the partnership, such as enhancing the agency and competence of the administrators and practitioners who are expected to apply the intervention. It is not constructive to tell teachers in a PD that they should support their students' autonomy when the teachers themselves don't have a lot of autonomy in designing and implementing that intervention. I make a strong effort to apply in the collaborative team the same motivational principles that I would like the administrators and teachers to apply with their students. In my projects, these follow four principles that we call the PRESS principles – Promoting self-Relevance, triggering identity Exploration, supporting a sense of Safety, and Scaffolding identity exploratory strategies.

Wang: What does conducting educational interventions mean to you?

Kaplan: I think that the basis of educational interventions is integrating the improvement of practices that promote participants' well-being and informing the theory. In my perspective, practice is not separate from theory. If you collect rich data during the intervention, it becomes a case study of the processes you are intervening with. This is similar to Kurt Lewin's idea that in order to understand something, you should try to change it. This is also a principle in Implementation Science, where implementing an intervention involves investigating the implementation, which then informs the theory of the process you are intervening with. For me, every attempt to intervene is an opportunity for a case study that can teach about the theoretical process we are intervening in. Because I believe that context is inseparable from the processes we intervene with, using the intervention as a case study for contributing to the theory is an opportunity to make the theory more ecologically valid.

The 2021 Division 15 Podcast Series in Review

The Division 15 Podcast Series, hosted by Dr. Jeff Greene, has concluded its 2021 slate of episodes. Guests this year included:

- Dr. Robert Slavin
- Stephan Mende
- Dr. Kathryn Soo McCarthy & Dr. Danielle McNamara
- Hunter Gehlbach & Carly Robinson
- Dr. Matthew C. Makel
- Dr. Jessica Kay Flake
- Dr. Gale M. Sinatra and Dr. Barbara K. Hofer
- Dr. Allison Zengilowski & Dr. Brendan Schuetze
- Dr. Nikki Lobczowski
- Dr. Sara Rimm-Kaufman & Dr. Krystal Thomas

We encourage members and non-members alike to enjoy this series via their preferred listening route of SoundCloud or iTunes. Links to all past episodes (as well as source material) may be found on [our website](#).

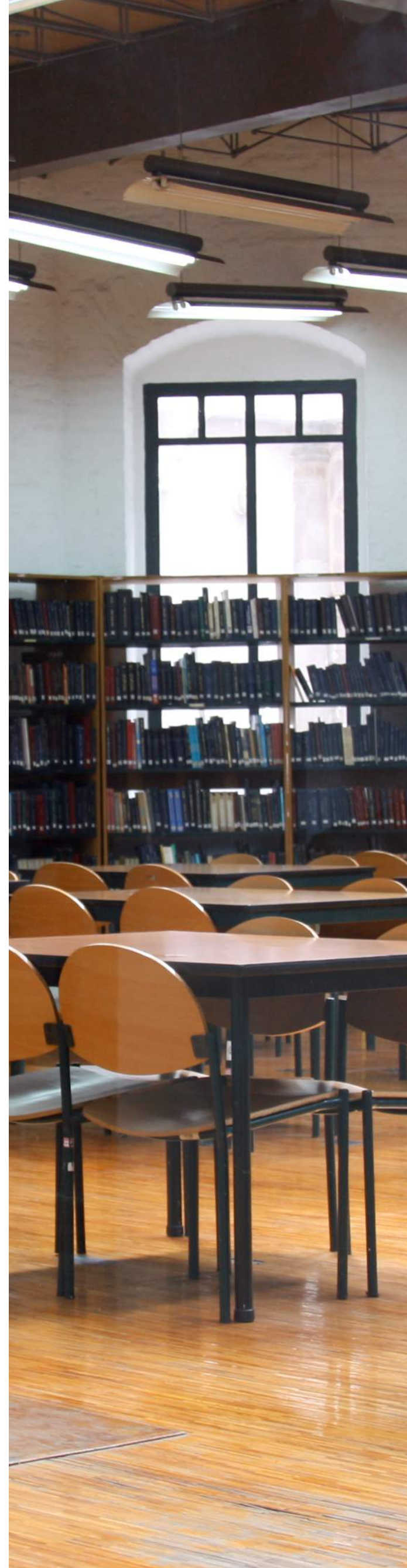


Wang: What is your takeaway or a lesson learned through your experiences in conducting educational interventions? What would you do differently?

Kaplan: I think that the most impactful lesson that I learned is that, while educational contexts may look similar, each and every context is actually unique. This means that, while there are general theoretical principles, such as motivational and identity development principles that can guide the design of interventions, the concrete practices that would promote motivation, identity, and learning in each context may be different. This lesson has led me to understand effective interventions as based in a collaborative design process with the people in the context, so that the intervention fits as much as possible the characteristics of the context and of the people in it.

The change anticipated from these interventions does not necessarily happen quickly. Motivational contexts are complex and dynamic, so they change all the time, often in unexpected ways. Both motivation and the environment are “moving targets.” So, the design process is not a one-shot thing; it is iterative. Initial designs are rarely optimal. We start with an initial design for the intervention, and evaluate and learn from it, and then modify it to fit better to the emerging context, and evaluate and learn from it again. This lesson also implies that motivational and educational interventions need to be humble. My lesson is: be humble, focus on the agency and competence of the partners, engage in a cyclical design process, learn as you go along, and anticipate unexpected things. Interventions are not mechanical. They don’t operate according to simple and deterministic cause and effect mechanisms. They are complex processes. The intervention is just one force among many others that move an educational system in a particular direction.

What I would do differently is be clearer about setting expectations. One of the challenges in this work is the expectation in our current culture for simple and quick fixes. Unfortunately, these expectations are shared by policymakers, funding agencies, administrators, parents, educators, and students. What I would do is set up expectations that this is not going to be a quick fix, but that it is going to be meaningful for everyone involved. When more people listen to each other and understand the factors and the intervention processes involved, their agency is higher, they are more likely to own the process, and they are more likely to engage in figuring out who they are, why they are doing this, what their context is, and what their values, intentions, and goals are for themselves and for others. And when people own the intervention like this, change is more likely to be sustainable. And when their circumstances change, which is inevitable, they have better resources to figure out how to intervene again.



New Division 15 Education Practice Brief:

How White, Middle Class Teachers Can Apply Psychology to Teach Students Who are Different From Them

by Dr. Sara E. Rimm-Kaufman & Dr. Krystal Thomas

Virtually all teachers and educators want their students to reach their fullest potential. However, the human mind is imperfect and all people (even educators) carry biases that can prevent their students from succeeding in school and beyond. This practice brief offers strategies for teachers to address the unconscious biases they may carry.

[Read the Brief Here](#)

If you have suggestions for topics to be addressed in future Division 15 Practice Briefs, please contact Alysia Roehrig at aroehrig@fsu.edu.



Join the Division 15 Webinar Committee!



Do you want to have a hand in showcasing the important voices in the world of educational psychology? If so, please consider serving on the **Division 15 Webinar Committee**.

Division 15's mission is to "expand psychological knowledge and theory relevant to education." The webinar is one important way to expand knowledge and theory to a broad audience. The webinars are recorded and distributed through social media channels, which is a critical way to gain presence. Webinars are often seen live by hundreds of people from across the globe, so it is a powerful way to help show the world what topics educational psychologists wrestle with. As a committee member, you will work collaboratively to determine the messages that the webinar will communicate, through the speakers who will be invited and the topics that will be discussed. Educational psychology as a field is large and diverse, so we are looking to recruit specifically for a diverse group.

Call for Fellows Nominations

APA 2022 Selection Year

APA's Division of Educational Psychology (Division 15) seeks applications for Fellow status of the division. Fellow status is awarded to members of the division who, in the judgment of their peers, have made a distinguished contribution to the field. Distinguished contributions include educational psychology scholarship and applied work with national impact that reflects the current core values of the division of scientific progress; diversity, equity, and social justice; and promotion of educational psychology's impact on educational policy and practice. The division's evaluation of merit for Fellow status relies on a combination of some of the following indicators of recognition for distinguished contributions:

- Publications that reflect a substantial contribution to educational psychology scientific knowledge and methods.
- Documented impact on educational policy or practice that reflects the division's values.
- Leadership positions in major scientific or professional organizations.
- Editorship of scholarly outlets relevant to the field of educational psychology.
- Nomination for, and receipt of, awards for excellence in teaching, scholarship, policymaking, or practice.

Applicants may be those seeking an initial Fellow status in Division 15, or Fellows of other divisions seeking Fellow status in Division 15. To be considered for Fellow status in the division, candidates must have been a member of Division 15 for at least one year prior to the application. Fellows of other divisions who would like to be considered for Fellow of Division 15 must submit a letter addressing how they meet the criteria for Fellow of Division 15, along with a CV. Those who are already fellows of other APA Divisions should not use the APA portal; instead, they should contact Fellows Selection Committee Chair, Dr. Anastasia Kitsantas (akitsant@gmu.edu).

All applications for initial Fellow status must be completed and submitted online to APA **by no later than December 10, 2021** at: www.apa.org/membership/fellows/index.aspx.

Application materials include: a self-statement, CV, and three letters of endorsement from current Fellows (at least two of who are Division 15 members). Please note the following resources:

- Instructions for preparing and uploading the application materials can be found [here](#).
- Helpful suggestions for writing the self-statement and letters of endorsement can be found [here](#).
- A sample letter of endorsement can be found [here](#).
- Other information, including a list of current fellows, can be found [here](#).

If you are preparing to submit your application or have any questions, please contact the division's Fellows Selection Committee Chair, Dr. Anastasia Kitsantas (akitsant@gmu.edu).

Division 15 Congratulates New Fellows (2021 Selection Year)!

Paula Olszewski-Kubilius

Jessica DeCuir-Gunby

Michele Gill

Elizabeth Linnenbrink

E. Michael Nussbaum

Scott Plous

2022 Call for Award Nominations

The Paul R. Pintrich Outstanding Dissertation Award

The Paul R. Pintrich Division 15 Dissertation Award is given to an individual who finishes his/her doctoral dissertation within the previous two calendar years from when the award will be announced, and who is a member of Division 15 at time of nomination. The dissertation must be in the area of educational psychology, broadly defined. The award consists of a plaque, a check for \$2000, and a program time slot for an invited address at the annual meeting. Find the full call and past recipients [here](#).

Applications & Nominations Deadline: January 28, 2022

Chairs: Daniel Dinsmore (daniel.dinsmore@unf.edu) & Heather Haverback (HHaverback@towson.edu)



The Richard E. Snow Award for Early Contributions



Given annually, this award is named to a scholar who has completed their doctoral work within the past ten years, has made significant research contributions to the field of educational psychology, and who is a member of Division 15 at the time of consideration. The award consists of a plaque, a check for \$2000, and a program time slot for an invited address at the annual meeting. Find the full call and past recipients [here](#).

Applications & Nominations Deadline: January 14, 2022

Chair: Andrew Elliot (andye@psych.rochester.edu)

The Division 15 Career Achievement Award

This award is the highest honor given by Division 15 and is reserved for senior scholars with substantial contributions to research in educational psychology (past recipients may be found [here](#)). Nominations should state the name of the nominee and should include a letter of nomination (up to 3 pages of text) describing why the nominee deserves consideration for the award, together with the nominee's current CV. Please send your nomination to the Career Achievement Award Chair, Clark Chinn.

Nominations Deadline: January 24, 2022

Chair: Clark Chinn (clark.chinn@gse.rutgers.edu)



Executive Committee Meeting Minutes

Spring 2021 Executive Committee Meeting (Remote)

Find full minutes [here](#).

- Dr. Daniel Schwartz was selected as the recipient of the Career Achievement Award for 2021.
- The Division 15 Fellow Committee is working to make final decisions about the selection.
- The Executive Committee voted to approve several changes to the Bylaws. Additional changes to the Bylaws will be discussed at a future meeting.
- A procedure for changing membership dues was approved.
- The use of travel funds for the Executive Committee were discussed and changed in light of the virtual conferences this past year.
- The incoming journal editors for Educational Psychology Policy and Practice will receive support as they continue working for this new journal until the contract stage officially begins.
- The Graduate Affairs Committee will receive a stipend for the seminar participants.
- Several new initiatives to highlight the values of the Division were discussed. More research and outside support will be sought and these ideas will be introduced at a later date.
- QuickBooks was adopted as a way to gain efficiency for the Division treasurer and bookkeeping.
- A policy will be developed about whether or whom the division endorses in future elections.
- The ad hoc Practice Committee indicated that they would like to become a standing committee.
- The resolutions including definitions of human rights, racism, gender identity/sexual identity from APA will be shared with division members.
- The APA 2021 Convention will be fully virtual and mostly on Zoom. Seventy-seven percent of the submissions were accepted (of the 205 poster submissions and the 8 symposia).

APA 2021 Executive Committee Meeting (Remote)

Find full minutes [here](#).

- The recipient of the Pintrich Award was approved.
- The Policy and Procedure Manual was revised to reflect the requirement of a nomination letter and CV for the Career Achievement Award. Award criteria, the role of the Executive Committee in award nominations, conflict of interest procedures, and other policy changes will be discussed at a future meeting.
- The Executive Committee continued the discussion on various items in the bylaws document that need to be revised to be clear and consistent with the APA lawyer's recommendations.
- "Onboarding" for incoming Executive Committee members was discussed.
- Inaugural editors for the division's new journal are exploring possible publishers.
- Jonathan Hilpert, Treasurer, reported on the budget, which included 12% growth since last report.
- The Executive Committee discussed the Race and Diversity Committee request for \$6000 for an in-person event at APA 2022.
- Recipients of the Early Career Grants were approved.
- The Division has had strong performance in communications, yet areas of improvement remain for the Job Board, Psychology Today, and Facebook.
- Educational Psychologist (2020 Impact Factor: 9.541) will have three upcoming special issues in the coming year: Do Teachers' Emotions, Motivation, and Self-Regulation in the Classroom Affect Students' Educational Outcomes?; Parental Role Construction Leading to Parental Involvement in Culturally Distinct Communities; and Educational Responses to a Pandemic: Diverse Lenses on Improving Online Learning Theory, Research and Practice.
- Michelle Buehl, President, overviewed events related to the APA 2021 virtual conference and Division 15's three days of programming.
- The ad hoc Practice Committee will remain an ad hoc committee until they are able to submit a proposal to become a standing committee.
- A division policy on candidate endorsements and the endorsement of position statements is being drafted.

