

Newsletter for Educational Psychologists (NEP)

WINTER 2022 EDITION

EDITOR: SHARON K. ZUMBRUNN | CO-EDITOR: COURTNEY HATTAN

- | | | | |
|---|--|----|--|
| 1 | Message From President Beverly Faircloth | 7 | 2022 Convention Reflections by Courtney Hattan, Annette Ponnock, & Avi Kaplan |
| 3 | Call for 2023 Convention Proposals | 10 | Call for 2023 Award Nominations |
| 4 | Call for Proposal Reviewers | 11 | Call for State Policy Liaisons by Michael Nussbaum, Jenni Redifer, & Matt Bernacki |
| 4 | Executive Committee Meeting Minutes | 12 | Consider Serving Division 15 |
| 5 | Student Corner Piece by Qiling Wu | | |

DESIGN BY WADE GEORGE

Presidential Update

by Beverly Faircloth

As I have begun the adventure of serving as President of APA Division 15, I have been impressed by the thoughtfulness, depth and breadth of the initiatives and impacts I see around the DIV 15 community. The Presidential Theme for this year (Educational Psychology, In the Room Where It Happens) aims to affirm and amplify our diverse membership and the work we undertake, in line with our mission, vision and goals. As such, this theme poses interesting questions. For example, continuing our work on understanding our multiple identities as Educational Psychologists involves continued work on questions such as “What is Educational Psychology?” and “Who are Educational Psychologists?” This year’s theme suggests expanding those questions with: “Whose voices are missing in our community and what are we doing about it?”; “What barriers have we allowed, even unintentionally, and how can we dismantle them?”; and “What impact are we having and how can we amplify it?” Happily, interactions across the Division reveal important work addressing each of these inquiries. At this year’s Executive Committee Fall Retreat, I commented that we are in need of a Where’s Waldo?-style map of so much good work. I would like to showcase some of the hallmarks here, in hopes that you will find them encouraging as well.



Dr. Beverly Faircloth

We started the year with a Psychology Today blog in which Francesca Lopez posed the pivotal question: “Can Educational Psychology Inform Education for The Greater Good?” Reminding us that education is never “a-political,” she explains that by ignoring that fact, we risk serving as an accomplice to the marginalization of many communities. Dr. Lopez serves as a standard bearer this year by summing up her year-opening blog with, “To harness educational psychology for the greater good, the field must abandon the pretense that research and education are neutral. Both have the power to create systems that oppress and marginalize—and have done so for decades. But they also have the power to liberate and contribute to the greater good.”

Our upcoming Psychology Today Blog will showcase the important work of our Race and Diversity Committee under the leadership of chair, Christy Byrd, and her excellent team. As an example, I hope you did not miss this month’s collaboration between this DIV15 committee and AERA’s Motivation SIG: a workshop series entitled “Calling in Educational Psychology Researchers: A Workshop Series on Multicultural and Critical Approaches in Pursuit of Responsible Scholarship.” Compelling, instructive, encouraging and skillfully interactive, this moment served as the best possible evidence that we are better together., especially where it really matters. Be on the lookout for follow-up workshops, as well a “Division 15 Caucus” planned by this committee to foster discourse across our diverse membership focusing on “Decolonizing the Educational Psychology Curriculum” (which will be reflected on at our annual meeting).

The Executive Committee’s Fall Retreat provided two days for the EC to wrestle together over issues facing Division 15. Several exciting endeavors were explored and approved. Be on the lookout for an “Ed Psych Campaign” (sponsored by the Membership Committee with guidance from Avi Kaplan) addressing the question, “What is Educational Psychology?” for a wide range of audiences. In addition, the Practice

Committee is hard at work on a “Profiles in Educational Psychology” series addressing widely “Who Does Educational Psychology?”, with a special focus on a wide range of DIV15 members involved in Applied Ed Psych. And in an effort to expand the reach and impact of our work, the EC approved funding for PR support for multiple efforts to both train members in aspects of policy/advocacy, and expand the placement and influence of the work we produce.

As you likely recognize, this moment in Division 15’s history is remarkable in the evolution of our dedication to and impact on vital issues such as equity, diversity and social justice, community engagement, policy, practice, and advocacy. We find ourselves at a zenith in this trajectory, as we seek to launch the Division's new journal: Educational Psychology for Policy and Practice (E3P). One of the

main events for this year is the negotiation of a publishing contract for this new journal. As I write this, an exemplary Division 15 Negotiation Team is working closely with an attorney skilled at this work. The team anticipates completing their report and submitting it to the Presidential Line of the Executive Committee in January.

Stay tuned for more throughout this productive year. I look forward to working hand-in-hand with you, as I genuinely believe we are better together. Don’t forget to submit proposals (Deadline Jan 10th) and plan to attend our 2023 annual meeting in Washington, DC, where much of this work will be showcased and celebrated. Our Program Co-Chairs, Sharon Zumbrunn and Gwen Marchand, are hard at work planning a great event, as we continue to strive to affirm and amplify DIV15’s community and impact.

Calling All Students for Our “Student Corner” of NEP!

Now Accepting Proposals for Short, Original Pieces



The NEP Student Corner features current students of educational psychology. NEP is for all members of Division 15, and we hope to capture student reflections, experiences, or interviews in this 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 March 1, 2023 through [this link](#).

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

Contribute to Division 15's 2023 Convention Presence

To Be Held In-Person August 3-5 | Washington D.C.

Division 15 invites submissions for the 2023 annual APA convention to be held in-person August 3-5 in Washington, D.C. **Division proposals are due no later than January 10, 2023 at 5:00 p.m. Eastern Time.**

The Presidential Theme for Division 15 is **Educational Psychology, In the Room Where It Happens**. This theme highlights the evolving and vital nature of educational psychology, to better reflect where, why, by whom, for whom, and how educational psychology is practiced and needed. Thus, the theme aims to facilitate constructive conversations and steps to expand and support both our community and our impact. This invites attention to emerging and needed changes (e.g., Whose voice is missing and what are we doing/going to do about it?). Such attention to how we frame the professional identities of educational psychologists aims to facilitate both stronger inbound trajectories (What barriers have we allowed, even unintentionally, and how can we dismantle them?) and stronger outbound trajectories (What impact are we having and how can we amplify that?). Proposals may address any aspect of educational psychology, including but not limited to research questions and research paradigms, academic and applied professional roles, our role in policy, 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 2023 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.
- **Online-Only Poster Presentations:** Division 15 members have an opportunity to select online-only presentations which will be included formally in both APA and Division 15 programs. Accepted presenters will upload a PDF poster and record a short, pre-recorded video description of their research. All work for such proposals will be managed directly through APA's convention system.

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

Those with questions about proposal formats or who have novel ideas about presentation formats should contact Division 15 Program Co-Chairs, Sharon Zumbrunn (skzumbrunn@vcu.edu) and Gwen Marchand (gwen.marchand@unlv.edu).

Serve Division 15 as a Convention Proposal Reviewer!



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 2023 Convention!

Reviewers play an important role in shaping the convention program. Division 15 Program Co-Chairs will consider each reviewer's feedback to determine which proposals are accepted for the 2023 APA Convention.

To volunteer, please complete the [APA 2023 Request for Reviewers](#).

Given the deadlines set by APA, submissions will be assigned in early February and reviews will be due back in early March.

Thank you in advance for your service to our division! Please contact Division 15's Program Chairs Sharon Zumbrunn (skzumbrunn@vcu.edu) and Gwen Marchand (gwen.marchand@unlv.edu) if there are any questions or if you have problems submitting the reviewer form linked above.

We hope you will consider taking on this important role to assist with building another spectacular Division 15 program for APA 2023!

Executive Committee Meeting Minutes

APA Convention Meeting | August 2022

Find full minutes [here](#).

- Mitchell Prinstein, APA's Chief Science Officer, shared that the mission of his office is to support applied psychologists in connecting with the public.
- EC unanimously approved a revised budget for the Policy and Practice Committee.
- EC Discussion: Providing monetary support for graduate students who supported the program co-chairs during the convention. Avi will draft a policy.
- EC Discussion: Ethical guidelines for those who are nominated for division awards. Tabled for further discussion.
- Budget update by Doug, Stephen, and Wade.
- EC Discussion: Developing infrastructure to support program co-chairs (e.g., past co-chairs mentoring new co-chairs).



Struggling to Thrive: An International Student's Identity Negotiation

by Qiling Wu

Student Corner

In 2020, on my birthday, I was admitted with a full Research Assistantship to the Ph.D. in Education program with a concentration in Educational Psychology at Temple University. Due to COVID-19, I spent the first semester learning online from China. While this presented challenges—a 12-hour time difference meant that my alarm clock would wake me at 5am for class, and my Internet access could be blocked anytime for political reasons—the similarity of graduate education systems in the U.S. and in China led to my first international student experience to be almost identical to my previous graduate student experiences, except that it was in English. Although I noticed some nuanced cultural differences, such as the emphasis on pronouns, and the important role of peers in class, I felt comfortable in my graduate student identity.

All this changed once I arrived in the U.S. Following a semester pause due to HR employment restrictions, I stepped on U.S. soil on April 8th, 2021 and immediately experienced identity tensions. As a second-semester Ph.D. student who immigrated from an East-Asian country just a week before, the scariest assignment was to instruct 22 American sophomores in a Child Development class. My teacher role identity was suddenly filled with tensions between my self-perceptions of low language proficiency and cultural familiarity, my goals of high professionalism, and my action possibilities—what was I going to do (for more on the dynamic systems model of role identity, see Kaplan & Garner, 2017). I shared my anxiety with my supervisor Dr. Annemarie Hindman: “What if I do not understand my students’ questions? What if I cannot give answers with professional languages?” I spontaneously adopted a performance-avoidance goal: to not perform badly in front of my students. My corresponding strategies were to recite my well-prepared scripts, and to avoid interactions with students. Not surprisingly, students were not engaged, and I soon felt even more uncomfortable.

But sometimes being uncomfortable is productive. Identity tensions can be triggers for identity exploration and change. I decided to be brave: I threw away my scripts (though it took me until the end of the semester to do so), and tried new strategies with butterflies in my heart—I improvised. And, something amazing happened; my students started to respond in surprising ways. They made personal connections, sought feedback, and raised challenging questions. My attention shifted from my scripts to my students. Through this experience, I grew more confident and less anxious, and found that my teacher identity was becoming more coherent, with alignment of my goals, strategies, self-perceptions, and beliefs about students and the U.S. university context. My identity received a particular boost when my student commented: “My friend took your course last semester and you are his favorite teacher. So, when I saw your name, I was like, OMG, I must take her class.” My identities were continuing their negotiation: Maybe a Chinese doctoral student can become an excellent instructor in a U.S. university!

While I was negotiating tensions between my identities as a Chinese international student and a U.S. college instructor, another negotiation was taking place with my researcher identity. In the summer of 2022, I worked on a social studies teacher professional development project run by Drs. Abby Reisman from the University of Pennsylvania and Tim Patterson from Temple. My other supervisor, Dr. Avi Kaplan, is a co-PI on this project, and he brought me into the research group. Despite the repeated assurances of the professors that I was making excellent contributions, I could not help but think: Qiling, you look like a fool. I felt as if I could barely understand 20% of the conversation. When the scholars were building on each others' comments, I was not even sure what the question was, and I was afraid to interrupt and ask what seemed to me to be fundamentally silly questions (although a fellow doctoral student assured me that they were "very good questions"). Even when I did understand, I felt that I could not contribute ideas because I was so used to not challenging people in authority. Compared with other doctoral students on the team, I felt like an ignorant know-nothing and contribute-nothing idiot who was embarrassing my advisor.

Again, I decided to be brave. "In China, we went for training for ... 4 days and got driver... license," I said in our first happy-hour gathering, anxiously generating this irrelevant and grammatically-incorrect sentence, which made me feel even more shameful. I immediately wanted to dig a hole and bury myself. And, again, this was a beginning of a positive identity process. It took time, but eventually – three months after joining the project – I reflected on a few reasons for my tensions: lack of background knowledge on the project, disciplinary knowledge gap, and my international student positionality. My anxiety and shame were due to me erroneously attributing my difficulties to low language proficiency and academic competence. I realized that the project offered me a safe space to explore my researcher identity, and it hastened my pace of catching up with high-level research skills practiced in the project. My learning grew, and I also started to express ideas via Zoom chats, which allowed me an alternative strategy for making contributions. My different identities were being integrated a bit more: I guess a struggling international doctoral student like me can still be on the right track and become a good researcher in the U.S.

This is me, a Chinese international doctoral student in the U.S., negotiating identities that I brought from my home country with new ones that I'm developing here in the U.S. Through my identity negotiations, I'm forming new ways of being in new roles that also incorporate who I am in familiar roles. It's an ongoing process! I am grateful for my ongoing doctoral study experiences at Temple University under the supervision of Drs. Annemarie Hindman and Avi Kaplan.

If you are also negotiating your identities as international students, I would love to hear your experiences. Please email me at: qiling.wu@temple.edu.

References

Kaplan, A., & Garner, J. K. (2017). A complex dynamic systems perspective on identity and its development: The dynamic systems model of role identity. *Developmental Psychology*, 53(11), 2036.

Strategizing for Member Interaction, Social Justice, & Identity Exploration

Making Transparent the Design of the 2022 Division 15 Convention Program

By Courtney Hattan, Annette Ponnock, & Avi Kaplan

The annual APA convention is an opportunity for our Division members to share research, engage in thoughtful conversations, and build community. As the 2022 Division 15 Program Committee, we—the Program Co-Chairs (Courtney and Annette), Division President (Avi), and our ever-supportive Executive Director (Wade)—were thinking about how to design a program that adds value to the convention experience. The context was somewhat unique. It was to be the first in-person convention after two years of virtual meetings. Although COVID-19 has subsided some, we knew that many people were still

reluctant to travel. Still, while our members have become more comfortable with virtual programming during the pandemic years, we were also eager for the in-person experience. Additionally, the increasing reckoning with systemic racism, together with Avi's Presidential theme of Educational Psychology's collective identity exploration, called us to reconsider traditional formats in the Division's annual conventions. So, we were pondering strategies that would allow us to integrate the main goal of providing members the opportunity to present their research with the goals of promoting identity exploration and social justice, while harnessing the in-person experience as well as the accessibility afforded by virtual meetings. This was the result—[Division 15 2022 Convention Program](#). And below we describe our strategies.



Left to Right: Courtney Hattan, Avi Kaplan, & Annette Ponnock

Strategy 1: Virtual Days as well as In-Person Convention

The traditional convention program includes both member-generated content presented in posters and symposia, as well as Division sponsored sessions that include award sessions, committee programming, the presidential address, and a business meeting. Before the pandemic, all these sessions competed over the number of slots allotted to the Division by APA's Central Convention Programming. With the support of the Division's Presidential Line, we decided to enhance access and expand our program by adding two Virtual Days to the in-person convention. We considered the affordances and limitations of virtual sessions relative to the in-person sessions, and we decided to hold much of the Division's Committee Programming online and allow member-generated content to be in-person; although, this was not the case across the board. We applied the value priorities of accessibility, social justice, and the presidential theme to make decisions about offering sessions virtually or in-person. For example, we reserved virtual space for poster

presenters who could not attend the In-Person Convention. Another example is the Division's Race and Diversity Committee programming, which included one session online and the other in-person. And the President held one presidential session online and two presidential sessions in-person. We were balancing several criteria and considerations when allocating sessions to these different modalities of presentation. Primarily, we preferred to place sessions that included high levels of member interactions in the in-person convention to build on the affordances of that experience. Overall, shifting Division-generated content to the virtual days opened up more session slots for member-generated content during the in-person convention.

Strategy 2: Expanding the types of sessions

In prior years, member generated content for Division 15's annual convention program was limited to posters and symposia. We felt strongly that the in-person convention should build on the face-to-face opportunities to increase the active dialogue among members. So, we decided to expand the Division's call for submissions to include all options that APA offers, including critical conversations and skill-building sessions. The members responded with enthusiasm! We were so very pleased to receive many proposals for such interactive sessions, and the in-person program was filled with sessions that emphasized members' active, constructive, and critical conversations.



Pictured: Division 15 convention session with standing room only (and overflow into hallway).



Pictured: Division 15 conference session with small group breakout discussions.

Strategy 3: Value Criteria for Acceptance of Member-Generated Proposals

Of course, the Division 15 Convention is a peer-reviewed, rigorous scientific venue for research dissemination, and the criteria for acceptance reflected this. Also, despite the added space in the virtual days, space was not limitless, and we needed to apply criteria for selection even among proposals that were evaluated highly. In making decisions we followed several factors:

- 1 The first criterion was relevance to Division 15's content area of Educational Psychology.
- 2 Our second priority was the quality of the proposal as evaluated, primarily, by the peer reviewers. When reviewers were split in their recommendations, we considered the reviewers' expertise and experience, and also read the proposal ourselves to interpret the reviewers' comments and recommendations.
- 3 We then evaluated the contribution of the proposals to the diversity of the program. This included considering the contribution of proposals to the breadth of topics in the program, and to the breadth of research groups and geographic locations, in an effort to maximize diversity of voices and traditions of training in the scholarly community.
- 4 We then prioritized topics that had clear connection to issues of equity and diversity. Aligned with the Division's emphasis on anti-racist efforts, we decided that it was important to highlight these values by prioritizing them in the annual convention.
- 5 Our next consideration was relevance to the presidential theme—Educational Psychology's collective identity exploration. As this is not a currently common research focus for our members, this criterion was mostly applied to session proposals (i.e., symposia, critical conversations, and skill-building sessions).
- 6 Lastly, we considered the state of completion of the research. This is not to say that we only accepted proposals that had fully complete studies. However, degree of completion was important, as it is easier to evaluate a study's quality when data are fully collected and analyzed.

Our convention was successful thanks to the member's high-quality scholarship, and to the reviewers' thoughtful and timely comments. Building a Convention Program is a community effort that involves balancing multiple worthy values. We are grateful to be part of an incredibly vibrant, committed, and collegial group of scholars who push the boundaries of Educational Psychology in value-oriented directions.

2023 Division 15 Awards

Call for Nominations & Applications



The Paul R. Pintrich Outstanding Dissertation Award

Applications & Nominations Deadline: January 20, 2023

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. Find the full call and past recipients here.

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

The Richard E. Snow Award for Early Contributions

Applications & Nominations Deadline: January 8, 2023

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. Find the full call and past recipients here.

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



The Division 15 Career Achievement Award

Nominations Deadline: January 31, 2023

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.

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

Consider Becoming a State Policy Liaison

by Michael Nussbaum, Jenni Redifer, & Matt Bernacki

As most of you know, Division 15 has developed a number of research-based policy briefs to inform federal, state, and local decision making. A challenge we face, however, is how best to disseminate the briefs to stakeholders, especially state and local ones. Much educational policy is formulated and funded at the state level and implemented by state and local actors. Consequently, our recent policy briefs make numerous recommendations for state and local policy makers pertaining to issues such as professional development (e.g., for personalized learning), teacher evaluation, state-wide data collection (e.g., on incidents of weapon use), statewide accountability systems (emphasis on test scores versus equity), and making strategic financial investments (e.g., in technology).

Targeting local policymakers--school board members, superintendents, and principals--is also key in effecting change in schools. This presents an additional challenge in some states where the number of school districts is vast; California, for example, has over 1,000 local education agencies. State policy makers, however, can help disseminate the knowledge contained in briefs, or the briefs themselves, down to the local level. Also, school boards, superintendents, principals, and teachers typically have professional organizations that represent them at the state level; these organizations are state-level actors that can also help with knowledge dissemination down to the local level.

It therefore makes sense strategically to target dissemination efforts to stakeholders at the state level. Division 15 currently has members in all fifty states. Therefore, our members can play a vital role in the dissemination effort. This is where the state policy liaisons come in.

The state policy liaisons are an informal group of members organized under the auspices of the Division 15 policy committee. The group currently consists of seven members, covering the states of Kentucky, Nevada, North Carolina, New Jersey, Ohio, and Pennsylvania. During the last year, the liaisons sent out emails containing the links to the policy briefs to stakeholders, mostly at the state level, but—at the liaison's discretion—also to some to the larger school districts in their state. Overall, an average of 34 organizations were contacted per state.

We are therefore recruiting for more policy liaisons, especially for the 43 states currently without a liaison. There are several benefits of becoming a state policy liaison. First, it is a service activity that can be listed on your CV or annual evaluation. Second, it can help you become better known to the policy makers in your state. They sometimes reach out for additional information, and the liaison can refer them to authors of the brief but also answer their questions based on their own knowledge of the research, if appropriate. State policy-makers and agencies are often appreciative of the briefs liaisons send, which makes serving as a liaison a rewarding service opportunity.

The time commitment to serve as a state policy liaison is minimal. There are a couple hours of upfront work in compiling an email list, depending on how extensive of a list each liaison creates. The number of organizations to put on the list is up to the liaisons. Emails can then be sent out in blocks to those on the list; there is no need to personalize the letters, although liaisons can do so if they wish. Emails are typically dispatched after a new policy brief is released, once or twice a year. Liaisons can choose when exactly to send the emails, depending on their schedule. BTW, to minimize the time commitment, there are no regular meetings involved, most of the work is conducted by email. Current liaisons find this role to be a rewarding way to positively impact state and local education policy, and we welcome others to join us!

If you are interested in becoming a state policy liaison, or would like more information, please contact Michael Nussbaum at nussbaum@unlv.nevada.edu. There is also a recording of the orientation session that we held last year which can be made available upon request. Please consider being a liaison and making a difference in the world of policy.

Coming Soon: The Division 15 Call for Executive Committee Member Nominations



Division 15 is preparing a Call for Nominations for open Division Officers positions, to be released in January. We encourage you to consider self-nomination for these important and rewarding roles:

- **Division Treasurer** – a 3-year position
- **Division Secretary** - a 3-year position
- **Division Representative to APA Council** – a 3-year position
- **Division Vice President*** – a 1-year position to be followed with the positions of Vice-President, President, and Past-President (one year per role)

Stay on the lookout for this call, to be released in the month ahead. If you have questions regarding each position, please contact Past President Avi Kaplan (avshalom.kaplan@temple.edu).

**Vote to be held for this position unless the membership votes to approve a bylaws change to the presidential line.*

