President’s Message

The Executive Committee (EC) had a very productive mid-year meeting in Tempe, Arizona on March 3rd. We focused on reviewing reports submitted by each Officer and Standing Committees, discussing revisions to the Bylaws, and identifying and defining other initiatives that could move our Division forward.

**Reports**

Members of the EC were impressed by all the activities and work being done in our Division.

The Program Committee has finalized the Division 5 program for the 2012 APA convention including a poster session that is dedicated to students and early career psychologists. In this issue of the *Score,* there is an article titled “Upcoming Division 5 Sessions at the 2012 APA Annual Convention” on page 13 which provides a good description of the program. I hope you’ll attend the Convention.

The Membership Committee worked hard on recruiting new members but had to report that the number of members continues to be static or declining. However, they are hopeful that the new Section on Qualitative Methods will attract more new members in 2012 and increase our membership.

The Elections Committee has identified excellent candidates for the elected positions and has finalized slates.

The Awards Committee has selected recipients for the Division 5 Awards—Awards which celebrate outstanding accomplishments in our fields. They also provided suggestions to the 2012 Awards Committee that may improve the efficiency and uniformity of the submission and decision process.

The Fellows Committee has identified individuals deserving of Fellow status and sent that list to the APA Fellows Committee for review and approval. Hopefully we will be able to announce the new Fellows at the APA Convention during the Division 5 Annual Business Meeting.

The past and new APAGS representatives are working on a draft of a student/mentor manual to support the mentorship program that was established some years ago. The goals of this program were to identify and encourage graduate students to join our fields and the Division. The manual will help clarify expectations and roles for both students and mentors and provide suggestions to enrich the experience.

*continued on p. 11*
The Score is the official newsletter of APA Division 5—Evaluation, Measurement, and Statistics—and is published quarterly in January, April, July and October. In keeping with this mission, the Score publishes the division's business meeting minutes, committee reports, and announcements.

In addition, where appropriate and space permits, short articles (800–1000 words) on technical issues and professional activities of Division 5 members, or on topics of current interest may be accepted. Brief announcements and calls for presentations related to conferences or meetings of particular interest to Division 5 members may also qualify. Submissions should be sent to Score Editor, Julie Lackaff: julie.lackaff@pearson.com.

Submission deadlines are one month prior to publication: March 1 for the April issue, June 1 for July, September 1 for October, and December 1 for January.

The Score is published solely online and distributed via e-mail notification. Division 5 members receive the e-mail notice through the Division 5 DIV5ANN email listserver (see the box below).

Guidelines for advertising appear elsewhere in this issue. Paid advertisements are solicited from a variety of sources and are not officially endorsed by Division 5.

Guidelines for the “What’s New?” column are provided with the column.

Urgent announcements should be submitted to the Division 5 e-mail lists, described in the box below.

E-mail Lists

Keep up with the absolute latest Division 5 news through its two e-mail lists.

DIV5 serves as a vehicle for discussion among members on topics related to evaluation, measurement, statistics, and assessment.

DIV5ANN is used exclusively for announcements from Division leadership, such as convention or workshop information or policy changes. This is a “one-way” list that does not support listwide replies (that is, it is not structured to support discussion).

To subscribe to either or both lists, send the following message to

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(change “John Doe” to your name)

If you have any questions, contact Mark Daniel at Mark.Daniel@pearson.com.
Bylaws Amendments Pass: Qualitative Methods Becomes a Section in Division 5

At the Division 5 Annual Business Meeting on Friday, August 5, 2011 in Washington, DC, members were presented with a petition to amend the Bylaws to add a section on qualitative methods. After discussion, the vote was called. The membership supported the petition.

To add a section and fully integrate it into the Division Bylaws required minor changes to nine Bylaws. In all cases, these changes simply included qualitative methods into the text where the other Division 5 fields were listed.

Because Bylaws amendments need to be approved by Division 5 Fellows, Members, and voting Associates, APA Division Services sent ballots to 820 Division 5 voting members in January. Voting closed 2/17/2012. APA Division Services counted the votes and reported that 245 members voted and 62% of those voting approved the amendments to the Bylaws. Keith Cooke, Manager, Division Services Office reported that the response rate of 245 votes was a high response rate based on other bylaws votes he has done.

As a result of the vote, Qualitative Methods is now a Section of Division 5, joining the other two Sections: Assessment and Evaluation, Measurement, and Statistics.

A Note of Thanks From Your Division 5 Council Representatives!

A. T. Panter and Deborah Bandalos

Greetings to all Division 5 members and student affiliates! Having just returned from our 2.5-day Council of Representatives meeting in Washington DC, we wanted to send you our sincere thanks for assigning your apportionment ballot votes to Division 5. Our division has yet again earned two seats on the Council, a significant accomplishment. These seats are absolutely critical for letting our strong Science voices be heard among a majority of practitioners. While not every topic before Council directly impacts our Division, there are many that do; we are committed to representing the ideas and goals of the Division when we can. Having two seats on Council is not a given. During this past meeting we learned of a few divisions that lost their seats and representation in this governing body. We have strength in our numbers. In the next issue we will provide a summary of the activities during the latest Council meeting. But for now, please know that we greatly appreciate your commitment to this outstanding division and for ensuring that our voices are heard.

Internship

The Human Resources Research Organization (HumRRO) is pleased to sponsor paid internship opportunities for Educational Measurement and Assessment graduate/doctoral students* who demonstrate academic achievement and research promise.

For more information and application materials visit our website at www.humrro.org

* or students in closely related fields

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Dr. Lesa Hoffman, 2012 APA Division 5 Awards Chair

On behalf of the 2012 Division 5 Awards Committee, it is my pleasure to announce the winners of the following Division 5 awards.

The Anastasi Award, sponsored by the College Board and Fordham University, Graduate School of Education in memory of Dr. Anne Anastasi, is presented each year to honor an individual who has made outstanding contributions to assessment, evaluation, measurement, research methods, and/or statistics and who shows promise of continued outstanding work. The 2012 winner is Dr. Jelte Wicherts. Dr. Wicherts received both his master’s degree (2002, cum laude) and PhD degree (2007, cum laude) from the Psychological Methods group at the University of Amsterdam. He has published on a wide range of topics related to individual differences, statistics, and measurement. His research interests include group differences in IQ, measurement invariance, stereotype threat, the Flynn Effect, structural equation modeling, IRT, errors with statistics, and data sharing. He is (co)author of 46 publications in various peer-reviewed journals, including Intelligence, Proceedings of the Royal Society: B, Journal of Personality and Social Psychology, Learning and Individual Differences, Structural Equation Modeling, Behavior Research Methods, Psychological Methods, PLoS ONE, and Nature. He has reviewed for 28 different journals and is an editorial board member of Intelligencer. From 2007-2012 he was an Assistant Professor at the Psychological Methods group, and in May 2012 he will become an Associate Professor at the Department of Methodology and Statistics at Tilburg University.

The Jacob Cohen Award for Distinguished Contributions to Teaching and Mentoring, initially endowed in memory of Dr. Jacob Cohen by Lawrence Erlbaum and currently sponsored by Taylor & Francis publishing, is presented each year to recognize an individual with demonstrated excellence in teaching and mentoring within the areas of Division 5, or who shows substantial promise for such contributions. The 2012 winner is the joint nomination of Dr. Charles M. Judd and Dr. Gary H. McClelland.

Dr. Charles M. Judd is a College Professor of Distinction in the Department of Psychology and Neuroscience at the University of Colorado Boulder. He received his PhD from Columbia University and has previously been a faculty member at Harvard University and at the University of California Berkeley. Dr. Judd is a past editor of the Journal of Experimental Social Psychology and the Journal of Personality and Social Psychology and has published widely both in social psychology and on issues of data analysis in psychology. Dr. Gary H. McClelland is a Professor in the Department of Psychology and Neuroscience at the University of Colorado Boulder. He received his PhD from the University of Michigan and is one of the founders of the Society for Judgment and Decision Making. Dr. McClelland has been an innovator in statistics education, publishing the first commercial interactive online statistics textbook (SeeingStatistics.com). He has published widely in judgment and decision making, behavioral economics, and on issues of data analysis in psychology. Together, Dr. Judd and Dr. McClelland have taught the year-long graduate-level data analysis course in the Department of Psychology and Neuroscience at the University of Colorado Boulder for the past 29 years. They are also the co-authors of Data Analysis: A Model Comparison Approach (first edition 1989: Harcourt, Brace, Jovanovich; second edition 2008: Routledge, with C. S. Ryan).

The Distinguished Dissertation Award recognizes a distinguished dissertation that was completed in the previous three years and addressed a topic in assessment, evaluation, measurement, research methods, and/or statistics. The 2012 winner is Dr. Zhushan “Mandy” Li. Dr. Li is currently an Assistant Professor in the Department of Educational Research, Measurement, and Evaluation at Boston College. Her 2010 dissertation, Loglinear Models as Item Response Models, was conducted at the University of Illinois Urbana-Champaign (UIUC) under the guidance of Dr. Carolyn Anderson, Dr. Hua-Hua Chang, Dr. Jeffery Douglas, Dr. Louis Roussos, and Dr. Jimming Zhang. She has also won the 2011 AERA Outstanding Quantitative Dissertation Award for this work. Dr. Li is originally from China, where she received a bachelor’s degree from Shanghai
KU Summer Institutes — Stats Camps 2012 Now Enrolling

June 4-8, 11-15, & 18-22, 2012 ● 9:00 a.m. - 5:00 p.m.*
Holiday Inn Convention Center ● Lawrence, Kansas

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June 4 - 8, 2012:
1. Structural Equation Modeling: Foundations and Extended Applications (Todd D. Little & Noel A. Card, instructors)
2. Randomized Controlled Trials (RCT) for Clinical and Behavioral Settings (Amber Watts & Chantelle Dowsett, instructors)
3. Modeling Relationships with Binary, Nominal, and Ordinal Responses (Carol M. Woods & Pascal R. Deboeck, instructors)
4. Data Analysis with R (Paul E. Johnson & Pascal R. Deboeck, instructors)

June 11 - 15, 2012:
5. Structural Equation Modeling: Advanced Longitudinal Modeling (Todd D. Little, lead instructor)
6. Foundations of Meta-Analysis (Noel A. Card, instructor)
7. Foundations of Test Development and Validation (Carol M. Woods, instructor)
8. Modern Missing Data Treatments and Designs (Wei Wu & Mijke Rhemtulla, instructors)

June 18 - 22, 2012:
10. Social Network Analysis with Siena (Christian E. G. Steglich, instructor)
11. Mediation and Moderation: Modern Methods and Approaches (Andrew F. Hayes & Kristopher J. Preacher, instructors)
12. Modeling and Data Analysis with Mplus (Rens A. G. J. van de Schoot, instructor)

Comments from Past Participants:
"I would like to take a minute to write a quick note to thank you for a wonderful class. I really learned a tremendous amount. Great workshop, nicely paced, good balance between theory and the practicalities of doing SEM. Definitely worth the cost and, more important to me, worth my time."—Megan R. Gunnar, Distinguished McKnight University Professor, Institute for Child Development, University of Minnesota

"Although I have been involved with structural equation modeling (SEM) for many years now, I am still an inveterate SEM course taker. Without question, of all the courses I have ever taken, the courses presented at the KU Stats Camp have to be the best ever – hands down! Virtually everything about them is superb – material presented is thorough and well documented, slide content is always clear and very readable, pacing of the presentation is carefully monitored to match internalization of content, allotment of time for questions and extended discussion is generous, assistance with application of statistical techniques is ongoing, and - as if that were not enough, participants are provided with an abundance of supportive resources by way of key references computer input/output files, visual and audio copies of the presentation, important reading materials, and guides to understanding critical statistical and SEM concepts. In my view, the Summer Stats Camp at KU is an absolute gold mine of information."—Barbara Byrne, School of Psychology, University of Ottawa

"The instructors and blue shirts have an unmistakable dedication to research methods and data analysis of the very highest quality-but are remarkably balanced in their very obvious efforts to connect with others on a professional and personal level as very likable and real people."—Anonymous comment from a past participant

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*Friday afternoons are reserved for consulting on projects and participants are welcome to depart for travel.*
2012 Division 5 Award Winners

(continued from page 4)

International Studies University. She also earned a master’s degree in statistics during her graduate studies at the UIUC. Her current research focuses on developing methodology in latent variable models, item response theory, estimation methods, and cognitive diagnosis models with applications in educational measurement and quality of life research.

The Samuel J. Messick Distinguished Scientific Contributions Award, endowed by The Educational Testing Service in memory of Dr. Samuel J. Messick, is presented annually to honor an individual who has a long and distinguished history of scientific contributions within the areas of Division 5. The 2012 winner is Dr. Alan S. Kaufman. Dr. Kaufman has been a Clinical Professor of Psychology at the Yale Child Study Center in the School of Medicine since 1997. He earned his PhD in Psychometrics at Columbia University under Robert L. Thorndike and worked closely with David Wechsler at The Psychological Corporation revising the WISC and developing the WISC-R. Dr. Kaufman's landmark 1979 text Intelligent Testing with the WISC-R helped integrate psychometrics with clinical assessment; his “intelligent testing” approach, books, and research have greatly impacted clinical practice, especially Wechsler interpretation. With his wife Nadeen he published the Kaufman Assessment Battery for Children (K-ABC) in 1983, now in its second edition (KABC-II), and other widely used tests such as the KTEA-II and KBIT-2. The K-ABC started the trends of developing intelligence tests from theoretical foundations and providing an array of validity studies in the test manual. Both the K-ABC and KABC-II have substantially reduced ethnic differences and have been translated and adapted throughout the world. Graduate students who worked with Dr. Kaufman and his wife to develop the K-ABC include the following luminaries: Bruce Bracken, Jack Cummings, Patti Harrison, Randy Kamphaus, Jack Naglieri, and Cecil Reynolds. Dr. Kaufman also won the APA Senior Scientist Award in 1997 (Division 16) and gave the NASP Legends in School Psychology invited address in 2005.

Students’ Corner

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The “Other Side” of Academic Conferences

Joshua R. Polanin

Spoiler alert: My favorite part of academic conferences is not always the paper presentations. There, I said it. Certainly I enjoy learning about my colleagues’ and peers’ work, but rarely have I left a conference excited to return to my work solely based on the presentations.

What am I doing at and why do I attend these conferences, you may ask. Good questions; two I hope to answer in the next few paragraphs.

But before I proceed, let’s discuss the basics. Foremost, if you are a graduate student with faculty aspirations (or general research aspirations) you need to attend at least one academic conference per year (preferably more). The benefits of attending far outweigh the negatives.

First, the positives. It starts with the application process. Approximately 6 months to 1 year in advance, academic conferences will “call” (ask) for paper and poster proposals. These proposals are usually 500-1000 words in length and summarize the research you intend to present. Sometimes the research has yet to
be conducted, other times it is ongoing; rarely, it is research already completed. Whatever the case, the proposal provides the conference reviewers a context for your proposal. (Side note: It is useful to read calls for proposals closely because they often will describe specific research contexts appropriate for the conference. Matching your proposal to this context increases your odds of acceptance.)

Why is writing a conference proposal, usually an unpaid venture (at least directly), a positive? I can think of a number of reasons. If you plan to pursue a faculty research position, your university (and research community) will expect you to present at these conferences. Research productivity as a faculty member is usually expected and these conference presentations often count toward scholarship. In addition, the reviewers (usually) provide immense and helpful feedback that will bolster the content of your future research. Recently, I received a piece of feedback that dramatically improved an under-review manuscript. Finally, proposal writing is just good practice; perfecting your academic voice is a worthy cause.

From the application process and (hopefully) proposal acceptance, the focus shifts to working on your paper/poster/presentation. If you applied to present a paper, you will be asked to submit the paper approximately 2-4 weeks in advance. This may be modified in advance of the conference, but the session discussant (i.e., person in charge of the paper session) will read the initial draft. These sessions generally last from 45 to 120 minutes with 3-6 papers presented by like-minded researchers. The presentation is where you present your work, and afterwards the audience will critique or ask questions. Most researchers prefer to use a PowerPoint format, but other formats are also becoming more popular.

Presenting your research is a rewarding experience and should not be underestimated. Let’s face it: Most of this work likely occurred in isolation when motivation dwindled. These presentations of 20-30 minutes will bolster the spirit and create new research possibilities.

Of course, preparing and presenting at an academic conference is not all positive and some judgment should be paid to whether attendance will strengthen your career. Presenting research at a conference requires a work increase. Externships, assistantships, homework, or family obligations may simply preclude your attention. Moreover, it may simply be impossible to receive funding to attend. I’ve been lucky: My advisor received a federal grant that allowed me to present and attend. I also searched for and found resources both internally at my university and externally through the conferences. These funding sources will often cover most if not all of the travel expenses. A little patience and lots of perseverance is paramount at this stage.

You may also feel that lack of time prevents a solid understanding of the extant literature or methodological possibilities. This feeling, however, brings us full circle. Here’s the big secret: Not everyone in attendance has fully developed research concepts. The beauty of academic conferences is that the academics you have been reading about to form these half-formed questions will also attend. Do your homework first and then introduce yourself (or better yet, have an advisor or friend introduce you). Be prepared to settle for small pleasantries, but often you will find these conversations intellectually stimulating or downright helpful.

At the larger conferences (e.g., APA this August) there is one axiom: For every highly venerated researcher, there are 10 junior faculty members. I find these community members the most cooperative and supportive because they understand graduate students’ plight. Aside from politely listening, they will assist by clarifying questions and/or developing your research consciousness. These members of the community also know where the jobs are located and how to obtain them. Making a concerted effort to network with these individuals will pay dividends in the future.

To be honest, however, other graduate students are the individuals I turn to most often. We often fill similar roles, participate in like activities, and have parallel experiences; some of my fondest memories derive from the evening relaxations after a long day of conference attendance. I have come to truly enjoy these meetings and often find myself reflecting on our conversations weeks later. To meet these graduate students, I attempt to attend as many graduate student functions as possible. The goal is to network and to learn from others’ experiences. Of course, fellow graduate students will not help you develop detailed constructs, find a job, or even identify that respected scholar; but they will be available to confide in and help you enjoy your time.

After all, enjoying your time at an academic conference should be an essential part of the trip, especially as a graduate student. This time is fleeting and there will be many more trips when presentations or meetings or other graduate students (full circle!) confine the conference solely to work. That time is not now; no, this time is for taking in culture, dining out, and yes, attending presentations from colleagues.

Balance, as in much of life, is essential at these conferences. Reframe the labor into an opportunity and I am confident that you, too, will return energized. And that is the other side of academic conferences.

Three Questions With a Scholar: Dr. Erika Patall

Dr. Erika Patall is an assistant professor at the University of Texas at Austin in the Department of Educational Psychology. She trained at Duke University and received a PhD in Social Psychology. Her research interests include human motivation, autonomy support, academic achievement, learning activities outside of school, and research synthesis. As part of a new addition to the Student’s Corner, she agreed to answer three questions related to this month’s column.
1. During your graduate training, how did you balance the need to publish (in journals, book chapters, or conference presentations, etc.) with the responsibilities of your program?

Certainly key to making your graduate training successful is balancing research endeavors and publishing with other responsibilities in the program. It is important to keep in mind that for students looking to obtain an academic position after graduate school, far more emphasis will be placed on the publications produced than on the grades received in classes or the service provided while in graduate school. I certainly found that it would be easy to spend all of my time on class work or other responsibilities during graduate school. However, knowing that would not be in my best long-term interests, I sought ways to limit the time I spent doing work exclusively for classes. First and most obvious, I attempted to select classes that were intimately tied to my research interests. Second, I tried to use course assignments as opportunities to get my research evaluated. For example, if there was a final research paper for a class, I would use that opportunity to produce a proposal or report of research that was reflective of the work I was trying to publish. There is also good value in learning the art of skimming the extensive reading you may have been assigned for classes. Finally, keeping your research interests streamlined so that projects build on one another can reduce the amount of time it takes to get any one paper or chapter published, leaving more time to deal with other responsibilities you may have.

2. Given the opportunity to evaluate a graduate student for a faculty position, how much would you value conference presentations?

In evaluating a graduate student for a faculty position, I would certainly like to see that the student has actively participated in conferences and regularly presented at conferences related to his or her area of interest. I believe that participation in conferences would indicate that the student cares about being an active member of the scholarship community—a characteristic that I certainly value. However, an active conference vita would not make up for a lack of publications in journals and books. So, it is important that the student not only turn research projects into presentations, but into publications as well. Further, a long list of presentations that never resulted in publications might be evaluated somewhat negatively.

3. What advice do you give to graduate students who attend academic conferences?

I would suggest using conferences as an opportunity to meet other researchers active in your area of interest. After talks you have listened to, hang around and introduce yourself to the speakers and ask them questions. Don't feel shy about introducing yourself to "famous" researchers or people you really respect. Take advantage of events that are specifically geared toward graduate students. Many conferences organize luncheons with well-known researchers and arrange opportunities for graduate students to get mentoring from faculty at universities other than your own. Meeting other graduate students at conferences is also valuable. You are likely to see these same people at conferences regularly for the rest of your careers and some will become your collaborators.

I’d like to extend my gratitude to Dr. Patall for taking the time to share this valuable insight. She is an exciting scholar and I anticipate great future success. Dr. Patall can be reached at erika.patall@mail.utexas.edu.

Are you a member of the community or know someone who would make a great interview candidate? Email me at jpolain@luc.edu with your suggestions.

Advertise in the Score

Advertisements in the Score may be in the form of display advertisements or job announcements. Both types of ads can include graphics and other design features and can be submitted as text or camera-ready display art. Prices for advertisements and size requirements are provided in the accompanying table. Submission deadlines are 45 days prior to publication: February 15 for the April issue, May 15 for July, August 15 for October, and November 15 for January. To advertise in the Score, please contact Associate Editor Nikki Bishop-Kallmeyer at nikkibk1@live.com.

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Notes: Insertion orders for four consecutive issues receive a 15% discount. First sixth page job ad each year free, thereafter $55.
High-Stakes Testing in Education: Science and Practice in K-12 Settings
By James A. Bovaird, Kurt F. Geisinger, & Chad W. Buckendahl. Published in June 2011 by the American Psychological Association ($69.95, $49.95 member/affiliate).

Educational assessment and, more broadly, educational research in the United States have entered into an era characterized by a dramatic increase in the prevalence and importance of test score use in accountability systems. This volume covers a selection of contemporary issues about testing science and practice that impact the nation’s public education system, including local and state assessment development, assessing special populations, charter schools, and the role of college placement and entrance examinations. Also featured is a section focusing on validation practices, defining, and interpreting resulting test scores. Specific topics include the role of examinee motivation, obtaining and making decisions based on validity evidence, evidence of consequences, and considering contextual sampling effects when evaluating validity evidence.

APA Handbook of Research Methods in Psychology
Edited by Harris Cooper. Published March 2012 by the American Psychological Association (3-volume set: $695, $395 member/affiliate).
The three-volume APA Handbook of Research Methods in Psychology features descriptions of many techniques that psychologists and others have developed to help them pursue a shared understanding of why humans think, feel, and behave the way they do. The earliest chapters in the handbook address the broadest questions related to research designs. These involve both (a) which research designs are most appropriate for which question and (b) how to think about the ethicality and feasibility of the designs that address the question and the measures available. Next, handbook chapters describe the types of data that psychologists most often collect and how to determine whether the measurement techniques are the best ones for the research purpose. Later, the chapters return to issues of research design and present a panoply of options, further divided along more nuanced distinctions in their objectives. Chapters on techniques for data analysis follow, again with special attention to the fit between design, measurement, and analysis. Finally, issues and choices to be considered when writing up research to share with the community of psychologists are discussed in the handbook’s concluding chapters.

An Introduction to Statistical Concepts (3rd Edition)

This comprehensive, flexible text is used in both one- and two-semester courses to review introductory through intermediate statistics. Instructors select the topics that are most appropriate for their course. Its conceptual approach helps students more easily understand the concepts and interpret SPSS and research results. Key concepts are simply stated and occasionally reintroduced and related to one another for reinforcement. Numerous examples demonstrate their relevance. This edition features more explanation to increase understanding of the concepts. Only crucial equations are included.

Flash Programming for the Social and Behavioral Sciences
By Yana Weinstein. Published March 2012 by Sage (Paperback: $33).

Adobe Flash is one of the most popular languages for animated web content, and recently social and behavioral scientists have started to take advantage of it to collect data online. This book is a unique, step-by-step guide to using Adobe Flash to develop experiments and other research tools. Each chapter presents a set of techniques required for one aspect of programming an experiment, with students following instructions in italics and working through the code included in the text. Most chapters end with an exercise to put the newly learned techniques into practice. No previous knowledge of programming is required, though general computer literacy is assumed. Basic programming principles are introduced throughout the book in the context of solutions to specific research problems.

Have you published a new psychological test or testing product; a book on advanced statistics, measurement, or evaluation; an interesting website or other Internet group related to measurement, statistics, or evaluation; or a computer program useful to Division 5 membership? If so, we would like to include an announcement of about 100 words in this column. We would also appreciate any suggestions, or feedback, on how this section of the newsletter can better serve the Division 5 membership. Please take the opportunity to share information with colleagues through your contributions to this column.

Please send announcements and/or product literature to Associate Editor Michael Edwards: edwards.134@osu.edu
INTERNATIONAL AFFAIRS

The European Association of Psychological Assessment

Fons J.R. van de Vijver

The European Association of Psychological Assessment (EAPA; http://www.eapa-homepage.org/) is a non-profit organization for people with a university degree (or equivalent) who are working in the area of psychological assessment. Although the vast majority of the members are from Europe, membership is not restricted to European citizens and currently we have members from all continents. The EAPA tries to cover a broad variety of topics, such as diagnostic processes, assessment of personality, intelligence, and behavior, observational and neuropsychological assessment as well as assessment in the different applied fields such as clinical and health, education, work or evaluation research.

EAPA started more than 20 years ago as a largely Spanish-based organization. Notably in the last decade membership and boards have become more international. EAPA pursues the following aims:

- Increase scientific interest in psychological assessment
- Improve the study of psychological assessment
- Improve theories, methods, and the practice of assessment
- Create opportunities for scientific exchanges between professionals interested in psychological assessment
- Intensify exchanges on psychological assessment among Europeans and between Europeans and scholars from other parts of the world
- Maintain exchanges between the EAPA and other associations throughout the world

The Association uses various means to achieve these aims. I would like to highlight six as these may be the most visible for members:


Psychological assessment is experiencing a period of renewal and expansion, attracting more and more attention from both academic and applied psychology, as well as from political, corporate, and social organizations. The EJPA provides a meeting point for this movement, contributing to the scientific development of psychological assessment and to communication between professionals and researchers in Europe and worldwide. The journal presents original papers, reviews, and case studies in all domains of psychological assessment. The editor is Karl Schweizer (Goethe University Frankfurt, Germany). The impact factor has shown an increasing tendency notably in the last three years, being currently 1.82. The journal has been very successful in providing a platform for studies in which assessment is a key component. Many studies that appear in the journal deal with adaptations of existing instruments to new cultural contexts.

2. Biennial conferences

In the odd years EAPA organizes a conference somewhere in Europe. The last one was held in Riga, Latvia (www.ecpa11.lu.lv) and the next one will be held in San Sebastian (Basque Country, Spain). These conferences, usually attended by several hundred people from many countries, provide an overview of developments in psychological assessment through invited addresses, papers, symposia, posters, and workshops.

3. Listserv for both members and non-members

To facilitate communication about assessment issues, we established a listserv (eapa@uvt.nl) for members and interested non-members. In addition to Association news, announcements of conferences, new publications, or other issues are listed for members who find this information worthwhile.

4. Active website (http://www.eapa-homepage.org/)

The website has been revamped recently so that it looks more attractive, and a new webmaster has been appointed to ensure that the site remains up-to-date.

5. Book series

The EAPA Book Series is an initiative of the European Association of Psychological Assessment (EAPA) and Hogrefe Publishing GmbH that aims at producing a series of volumes on state-of-the-art theory and research in psychological assessment in various fields of psychology. Each volume will focus on a topic and will host theory, research, and applications. The book series is expected to be of interest to researchers, teachers, and students of psychology as well as practitioners.

The Editor-in-Chief is Anastasia Efklides from Greece. Publishing in the series is not restricted to EAPA members. Experts in psychological assessment with a good publication record in the field and prior experience in editing at an international level are invited to submit proposals to the Editorial Board. Volume editors can come from Europe or other parts of the world. Each proposal
is evaluated based on its merits and whether it fits into the overall planning of the series. Book proposals can be sent to Tuulia Ortner (tuulia.ortner@fu-berlin.de).

6. Newsletter
The Newsletter has a new editor, Mark Schittekatte (Ghent University, mark.schittekatte@ugent.be), who has recently published his first Newsletter. It can be downloaded (free of charge) from http://www.eapa-homepage.org/about/newsletter/?id=201. The Newsletter is mainly meant for disseminating news about the Association.

EAPA is an association that has always had a strong focus on assessment. Although EAPA has good links with test publishers, there has always been an attempt not to have a commercial focus in the Association. There is a strong feeling in the Executive Committee that EAPA should further the cause of psychological assessment, which amounts to stimulating test development, test practices, and scientific exchange about assessment.

EAPA is a member of EFPA, the European Federation of Psychologists’ Associations (http://www.efpa.eu/), which covers many international associations of psychologists in Europe. EAPA also has good links with the International Test Commission (ITC; www.intestcom.org), which has a more global focus and membership but shares a focus on the interest in the quality of psychological assessment. According to its website, the ITC “facilitates the exchange of information among members and stimulates their cooperation on problems related to the construction, distribution, and use of psychological tests and other psychodiagnostic tools.” EAPA does not have structural links with Division 5 of APA, though there are personal liaisons between members of both Associations. Given the common interest, it would be worthwhile to further explore opportunities for cooperation between Division 5 and EAPA.

Fons J.R. van de Vijver (fons.vandevijver@uvt.nl, fons@fonsvandevijver.org), President, and Itziar Alonso-Arbiol (Secretary General, itziar.alonso@ehu.es)

President’s Message

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The Diversity Committee is continuing their successful partnership with the program for Quantitative Training for Underrepresented Groups (QTUG). The 9th annual program will take place at the University of Central Florida in Orlando, July 20-August 1, 2012.

The Division 5 website is expanding and adding new content and our listservs are keeping us all informed of opportunities and issues.

Our newsletter, the Score, continues to provide us with updated information, interesting articles, and helpful columns.

To enhance our international involvement, Division 5 has appointed Leigh Wang, Chair of the International and Public Affairs Committee, as the Division 5 Liaison to the APA Committee on International Relations and Public Affairs (CIRP).

Bylaws Revision
Early in 2012, many of you voted on proposed amendments to our Bylaws. A summary of that vote and results are summarized in a short article on page 3. That vote was the beginning of a process to update all of our outdated Bylaws. Leaetta Hough, Todd Little, Susana Urbina, and Pat Shroot agreed to serve on an ad hoc committee to review and suggest changes to the Bylaws so that they would reflect current policy and address foreseeable concerns, and to clarify language or edit for stylistic details, such as correction of numbering of sections and consistency of structure and language. Their draft was sent to Sarah Jordan at APA Division Services who, in turn, suggested some wording and additional changes. These suggestions were incorporated into a new draft that was presented to the EC at the mid-year meeting (version 2012). The EC spent most of March 3rd discussing and revising this draft, adapting many of the ideas and crafting other language to describe a more streamlined structure and better defined roles (version 2012.1).

During this discussion a number of salient issues surfaced. First, Division 5 lacks a process that ensures consistent information about the division, its mission, benefits, and services. Currently, conflicting information appears in materials sent from Division 5 and from APA Division Services, and reside on the APA and Division websites. In addition to being confusing to potential and current members, it’s also difficult to update information consistently. Second, the Bylaws do not contain clear statements on the roles and responsibilities, privileges and terms of the Officers, Executive Committee and Standing Committees nor on the rights and privileges of the different classes of members. Further, the current Bylaws do not describe the rights and responsibilities of Sections and the relationship between Sections and the Division. Finally, the Bylaws need a better description of the governance structure and process for amending the Bylaws. The proposed Bylaws (version 2012.1) address these concerns.

During the discussion, the EC also identified a number of initiatives and proposed ad hoc committees to 1) encourage and support the development of the Student/Mentor Manual; 2) identify and contact companies, organizations, etc. that would provide additional benefits for our members, including new discounts or funding of activities/awards; 3) identify and evaluate ways to decrease the cost of the Score while maintaining or growing its appeal; 4) propose a process for identifying Division 5 members who are willing to be nominated to serve on APA’s Boards and Committees and a process for gathering and submitting supporting materials; and 5) investigate alternative placements for Division 5 reserves.

At the conclusion of the mid-year meeting, the EC approved the proposed changes in the draft (version 2012.1), approved sending version 2012.1 to Division Services for review, and to the membership for a vote if Division Services approves of this version.
Bylaws version 2012.1 includes both editorial changes and substantive changes. Editorial changes were made to clarify language or edit for stylistic details, such as correction of numbering of sections within articles and consistency. Substantive changes are summarized below. When version 2012.1 has completed the revision, review, and approval processes, it will be posted on the website for comments prior to being sent to the membership for a vote.

**Version 2012.1**

**Article I. Name and Purpose**
No substantive changes.

**Article II. Membership**

#1. Classes of membership are listed with three classes of members (Fellows, Members, and Associates who are also members of APA) and 3 classes of affiliates (Professional, International, and Student Affiliates who are non-APA members).

#2 through #7. The requirements for membership and the rights for each are described. For example, Article II, #3 states: The minimum standards for Member status shall be membership in the APA and expressed interest in the objectives of the Division as evidenced by application for membership. Members shall have the right to vote, hold office, chair a Division committee, and hold primary membership in a section.

**Article III. Officers**
This Article defines who the officers are, the term of office, and the officer’s duties. The roles and responsibilities of the Secretary and Treasurer are proposed. The Secretary will coordinate all Division activities. The Secretary will be elected by the Executive Committee, have the right to vote, assume responsibility to coordinate and update information about the Division, keep minutes and records, bring issues to the attention of the Executive Committee, maintain contact and collect bi-annual reports from the Standing Committees, and conduct the official correspondence of the Division. The Treasurer will be elected by the Executive Committee, and have the right to vote.

**Article IV. Executive Committee**
This Article specifies the members of the Executive Committee, and their terms, privileges, and duties. An additional change was made to this Article. In addition to the Officers and Member-at-Large, the Executive Committee will also have a Section Representative for each Division Section. This change ensures that each Section has a voice and a vote on the Executive Committee.

**Article V. Advisory Committee**
The Advisory Committee is a deliberative body that consists of the Officers, Members-at-Large, Section Representatives, Division Historian, Early Career Representative, Student Representative, and Chairs of the Standing Committees.

**Article VI. Nominations and Elections**
The substantive changes include election of the Secretary and Treasurer, which will be by the Executive Committee, and election of the Section Representatives, which will be by the voting members of the Section. The members of a Section who are voting members are those who have joined that Section and designate it as their primary Section.

**Article VII. Meetings**
No substantive changes.

**Article VIII. Committees**
The Article lists the Standing Committees, and for each committee, its duties and members of the committee. The Newsletter Editor, the Webmaster, and the Listserv Manager are now grouped as the Communications Committee.

**Article IX. Sections**
This Article has numerous changes including stating that a Section can been organized to represent scientific and professional interests, that Division members may designate a primary Section, that each Section will draw up and maintain its own bylaws and rules of procedure or adopt the Division’s Bylaws and procedures, that each Section shall elect its own officers, etc. The Article also defines the rights and responsibilities of a Section.

**Article X. Dues and Assessments**
No substantive change.

**Article IX. Governance and Amendments**
This Article includes a description of the process for amending the Bylaws.

I would like to thank all Division volunteers who work or have worked on committees or as officers. As our mid-year meeting clearly showed, it is your thoughtful suggestions and conscientious focus on furthering the mission of the Division that make our Division a great voice and home for individuals in the scientific fields of evaluation, measurement, statistics, assessment, and qualitative methods.

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**Calling All Students and ECPs:**
Join the Students and ECPs Facebook page to get up-to-the-minute updates on events and happenings!
Proposal Submission and Review
For the 2012 APA convention, Division 5 received and evaluated 72 poster and 6 symposia proposals. An additional 2-hour symposium was submitted by the president, Marcia Andberg, and automatically accepted in lieu of the invited-address hours allotted to her. President Andberg will also give a traditional presidential address as part of the program. Following peer review, 65 posters and 7 symposia were accepted. Submitters were notified via email of the acceptance or rejection of their submission in late January. The program committee is pleased to recognize the contributions of these individuals who provided reviews:

Celestina Barbosa-Leiker
Ann-Renee Blais
Tim Brown
Angela Bryan
Gary J Burkholder
Li Cai
Gary L Canivez
Hyewon Chung
S. Bartholomew Craig
Ralph De Ayala
Sarah Depaoli
Christine DiStefano
Michael C. Edwards
Fred W Greer
Flaviu Hodis
Lesa Hoffman
Cheryl L. Holt
Sook Kim
Su-Young Kim
Theresa J.B. Kline
Kamiar Kouzekanani
Andrew Lac
Xin Liu
Patricia A. Lowe
Keith A Markus
Scot McNary
Fred Oswald
Kris Preacher
Mark D Reckase

Susan Reilly
Ji Hoon Ryoo
Avron Spiro
Larry Stricker
Terry Tracey
Stephen West

General Program Information About Conference Sessions
Division 5’s convention program includes 2 poster sessions, 7 symposia, a discussion panel, a presidential address, 2 business meetings, an awards presentation, and 2 other social events. Primary conference programming begins on Thursday, August 2, 2012, at 9:00 a.m. and continues through Sunday, August 5, 2:00 p.m. All of the scheduling details (days and times of day) given below should be considered tentative because APA may alter the schedule our division submitted in January.

The two business meetings are an invitation-only Executive Committee meeting (Wednesday evening), and a general business meeting to follow the Division 5 Presidential Address by Marcia Andberg (Friday afternoon). Two symposia that we also highlighted in the APA Monitor on Psychology are President Andberg’s symposium entitled Understanding and Predicting Violent Behavior—A Variety of Pathways, which is co-listed with five other divisions (Thursday morning), and Finding Power and Sample Size for the Most Common Hypotheses in Mixed Models (Saturday morning), chaired by Keith E Muller. Division 5 requested that continuing education credit be awarded by APA for participation in these symposia.

Addresses are also planned by this year’s Division 5 Award recipients (Saturday afternoon). Nazi Rahman, Division 5 APAGS representative, will be moderating a Discussion Panel on Academic Versus Private Sector Careers: The Pros and Cons, which targets students as well as early career Quantitative Psychologists (Thursday afternoon).

Concerning social events, Division 5 contributed to a Happy Science Social Hour organized by Division 3 to be held Wednesday evening at the convention hotel. Division 5 plans to again collaborate with Divisions 12 and 40, on a Meet and Greet breakfast featuring our mutual interest in assessment (Friday morning). The Division 5 Social Hour will again be held in cooperation with Division 14 (Friday evening). Look for the final schedule of all Division 5 sessions from APA. We look forward to seeing you in Orlando, FL!