



**ISPA PRESIDENT-ELECT CANDIDATE  
Dr. Shane Jimerson, United States**

I have agreed to be a candidate for the ISPA office of president-elect and would appreciate your support. ISPA's vitality is dependent on the aspirations, activities, talents, and involvement of its members. Given my commitment to ISPA and school psychology internationally, I view ISPA as critical in our changing world. I believe my enthusiasm, dedication and experience will help us achieve its important missions.

With over 20 years of experience working in schools and with children around the world, I understand the opportunities and challenges that school psychologists face in our work. My experiences as a professional, practitioner, scholar, university professor, and extensive leadership experience at the state, national, and international levels will be particularly valuable as ISPA president-elect.

**Goals for ISPA**

If elected, I will work to enhance the vitality of ISPA by collaborating with its leaders, members and others to:

1. establish a clear, coherent and purposeful 5-year strategic plan,
2. work to increase membership,
3. promote greater involvement of more members,
4. further establish the ISPA journal,
5. actualize further collaborations with, and contributions to, allied professional associations throughout the world (e.g., UNESCO),
6. facilitate ISPA's role in promoting professional standards in school psychology around the world,
7. build on the work of the Accreditation Task Force by making the process accessible to programs that may benefit most from such accreditation, and
8. propose projects and resources designed to further enhance the visibility, reputation and contributions of ISPA.

Summarized below are my current positions, previous service to ISPA, related professional contributions, personal competencies and leadership skills. I believe they have prepared me well for this critical leadership position.

**Current Positions**

I am currently:

- Professor of School Psychology at the University of California, Santa Barbara;
- President of the American Psychological Association's (APA) Division of School Psychology;

- Member of the United Nations Education, Scientific, and Cultural Organization (UNESCO) Higher Education Workgroup focusing on Education For All; and
- Editor of APA's *School Psychology Quarterly* journal.

## **Service to ISPA**

As an active member of ISPA, my service activities include:

- Chair and Co-Chair, ISPA Research Committee (2001-present),
- Co-Chair, ISPA International Crisis Response Network (2001-2007),
- Author, ISPA World Go Round Research Column (2001-2008),
- Committee Member, ISPA International Standards Committee (2004-2010),
- Committee Member, ISPA and SSSP International Research Initiatives Joint Committee (2005-present),
- Organizing and contributing to over 30 symposia, paper presentations, and workshops at 9 ISPA conferences during the past decade,
- Organizing the international school psychology symposium and reception at the NASP convention each year since 2002.

## **Related Professional Contributions and Leadership**

My enthusiasm for school psychology internationally, my leadership experiences within ISPA and other school psychology associations, and the international appointments that I have held can serve as a catalyst to help energize and mobilize ISPA activities.

Recent international initiatives include:

- Lead editor, *The Handbook of International School Psychology*,
- Lead editor, *The Handbook of School Violence and School Safety: International Research and Practice*,
- Lead editor, *The Handbook of Bullying in Schools: An International Perspective*
- Co-principal investigator, Student Engagement International Study,
- Co-founder, International Institute of School Psychology,
- Principal investigator, International School Psychology Survey,
- Co-principal investigator, International Violence Against Children project,
- Collaborative work with more than 300 colleagues in over 80 countries.

Leadership experiences with ISPA and other school psychology associations include:

- American Psychological Association's Division of School Psychology (e.g., President, Vice-President for Convention Affairs),
- Society for the Study of School Psychology (e.g., Secretary, Chair of School Psychology Research Collaboration Conference),
- National Association of School Psychologists (e.g., Chair, International Committee; Chair, Crisis Management Interest Group; PREPaRE Workgroup Member),
- California Association of School Psychologists (e.g., Executive Committee).

International appointments (e.g., visiting professor, external examiner) include:

- Northern Caribbean University, Jamaica,
- University of Hong Kong, Hong Kong,
- University of Lisbon, Portugal,
- University of Manchester, England,
- Aligarh University, India,
- Dhaka University, Bangladesh,
- Katholieke Universiteit Leuven, Belgium,
- University of the Western Cape, South Africa,

- Tallinn University, Estonia,
- Sri Venkateswara University, India,
- Massey University, New Zealand,
- Bahria University, Pakistan.

My leadership skills enable me to:

- plan and work persistently to attain goals,
- mobilize others and work collaboratively with them,
- display creative energy and enthusiasm, and
- communicate effectively.

Below are my responses to each of the questions posed by the ISPA Executive Committee.

*1. Membership in many professional organizations has fallen due to worldwide economic problems. Tell how you as President would increase membership in ISPA? (The President is responsible for membership recruitment.)*

ISPA's vitality is dependent on the commitment of its members. Many important factors must be addressed to increase ISPA membership from the current number of about 350 members. Among these, it is essential to clearly delineate the purpose of joining ISPA, including a thoughtful analysis and articulation of member benefits. A survey of members is likely to yield information important to preparing a strategic plan to further enhance ISPA, meeting the needs of current members and identifying further opportunities to expand ISPA membership.

Encouraging exploration of specific populations that may be particularly keen to further understanding and associating with international colleagues is crucial. When lecturing globally I have noticed an increase in students and young professionals attending my presentations on international school psychology. I believe these individuals are the future of ISPA. Strategically targeting students and faculty in school psychology programs and large school districts throughout the world would likely yield more members and increase active participation. Further, ISPA participation in national school psychology conferences around the world would help increase support and awareness. Having student affiliates in school psychology programs would be another mechanism to increase visibility. Providing a mechanism for becoming a member online would be valuable as well.

Implementing a renewed strategic plan with five to ten core strategies is likely to result in at least doubling the number of ISPA members within the next six years, which would be my goal.

*2. ISPA has made a significant commitment to a new journal - International Journal of School & Educational Psychology. Please describe how you would ensure its success and make it the premier international school psychology journal in a very competitive publishing environment.*

As demonstrated in my professional commitments, I share the commitment to advance the science and practice of school psychology. The *International Journal of School & Educational Psychology* (IJSEP), edited by Dr. Rik Carl D'Amato (University of Macau, Macao SAR, China), represents a tremendous opportunity for ISPA as well as international professionals. Dr. D'Amato is well positioned to establish a strong foundation for the journal. Having already agreed to serve on the IJSEP editorial board, Dr. D'Amato has been incredibly active in 2012 in developing a strong infrastructure for the journal. Dr. D'Amato has

confirmed a talented editorial board and two distinguished associate editors: Beth Doll (University of Nebraska, Lincoln, US) and Gertina J. van Schalkwyk (University of Macau, Macao SAR, China). I had the opportunity to visit with Dr. D'Amato at the University of Macau. He and I worked closely together on *School Psychology Quarterly*, share similar visions for *IJSEP*, and would work well together to make them happen.

Having authored over 250 publications (including 20 books and over 150 journal articles), I understand the importance of publishing and disseminating scholarship. I have worked with numerous publishers and I anticipate that these and related experiences will prove invaluable in facilitating the future success and vitality of this new ISPA journal. My current role as Editor of *School Psychology Quarterly* (published by the American Psychological Association) and previous position as Associate Editor of *School Psychology Review* (published by the National Association of School Psychologists) advantageously position me to shepherd this journal. I have also served as Editor of *The California School Psychologist* (published by the California Association of School Psychologists) and Editor of more than 10 books published by international publishing groups (e.g., Taylor and Francis, Routledge, Sage, Springer Science).

Based on my experiences, it is imperative the ISPA Executive Committee and Dr. D'Amato establish a collaborative relationship that ensures the journal's success and emergence as the premier international school psychology journal. This collaboration should share insights linked to the success of other journals, focus on furthering networks of scholars throughout the world, including the International Institute of School Psychology (of which I am co-director), and encourage authors who have contributed to numerous international handbooks as well as international collaborators to contribute articles to *IJSEP*. Moreover, it will be essential for the ISPA Executive Committee to facilitate worldwide distribution of *IJSEP*.

3. In 2011, ISPA held its annual conference in India to support the beginning of school psychology there. Explain where and how such future initiatives can be undertaken.

My participation in the ISPA 2011 annual conference in India reaffirmed the significance of ISPA continuing to contribute leadership to facilitate the emergence of school/educational psychology around the world. Such efforts require thoughtful planning, collaboration, deliberate actions, and sustained energy. Following my participation at ISPA 2011 and upon invitation from Prime Minister Sheikh Hasina, I travelled directly to Bangladesh, where I participated in numerous meetings with government officials from a host of countries in South Asia, including: Bangladesh, Bhutan, Indonesia, India, Myanmar, Nepal, Papua New Guinea, Philippines, Sri Lanka, and Thailand. Meetings with government officials and professionals representing leadership in public health, social services, and education consistently revealed the important contributions of school psychologists to the development of children, families, schools, and communities.

While I was invited as a distinguished guest to participate in these important meetings, in my opinion I was the recipient of tremendous education. I learned much from discussions regarding infrastructure and systems to support children with developmental disabilities in these diverse contexts. It strikes me that ISPA members have much to offer and learn from countries where school psychology is emerging; thus, I emphasize the reciprocal benefits to every participant.

My 2007 systematic investigation of the 194 Member States of the United Nations revealed evidence of school psychology in only 83 countries around the world; regulations that require school psychologists to be licensed, registered or credentialed in 29 countries; professional associations specifically for school psychologists in 39 countries; university preparation programs for school psychologists in 56 countries; and doctoral preparation

programs in school psychology in only 19 countries. Considering these numbers, many countries and children around the world would benefit from important contributions of school psychologists and ISPA. As a member of the ISPA Executive Committee, I would champion a long-view, embracing both the potential for support and the opportunity to learn from our allied colleagues in countries where school psychology is emerging.

Moreover, I strongly believe that technology may serve as an important means to advance school psychology in countries throughout the world, including emerging countries. I have collaborated to establish networks to facilitate scholarship designed to advance the science and practice relevant to school psychology internationally.

Further efforts that focus on webinars, networks, collaborative scholarship, professional development, and digitally accessible resources afford an opportunity for important contributions to the development of school psychology and ISPA around the globe.

*4. ISPA has now accredited 2 university based school psychology programs. Explain your views on this accreditation initiative and how would you as President go about increasing these numbers.*

I have participated in the ISPA accreditation initiative discussions throughout the past five years. Dr. Thomas Oakland has championed this initiative for decades and Dr. Peter Farrell has provided outstanding leadership in establishing the foundation for this important initiative, including the development of "The ISPA Standards for Accrediting Professional Training Programs in School Psychology." Clearly, many ISPA colleagues are to be commended for their contributions to this initiative. While much time and energy has been invested, there is much more to be done.

As stated in the ISPA accreditation documents, "The accreditation process is intended to promote consistent quality and excellence in education and professional preparation and thus to provide tangible benefits for consumers of school psychological services, students, the profession, and programs." To date, it is my understanding that only a small number of school psychology programs have completed the ISPA accreditation process. Moreover, these programs are located in the United States. Although they are important in the process of establishing the accreditation procedures, I do not believe that this is actualizing the stated intention, because these two programs were already accredited by the National Association of School Psychologists in the United States. We need to focus on helping programs in countries that have no school psychology accreditation to consider ISPA accreditation.

As President and member of the ISPA Executive Committee, I would collaborate to further refine the process, with the goal being to facilitate the accreditation of many more programs outside of the United States. Based on my experience, there is tremendous potential and need for accreditation of programs in other countries. However, I anticipate that there will need to be collaboration and support to make this happen. I am presently engaged in this process with colleagues at Dhaka University in Bangladesh. The development of accreditation documents is daunting for colleagues who have not previously prepared such documents. Consequently, support is needed to facilitate the process. Moreover, the costs associated with site visits are prohibitive in some countries. Therefore, either support is needed or technology may be used to conduct interviews and visits with students, faculty, administrators, and others. The goals of actualizing the intent of the accreditation process, promoting consistent quality and excellence in education and professional preparation, and providing tangible benefits for consumers of school psychological services, students, the profession, and programs, will be achieved only by making the accreditation process accessible to eligible and worthy programs, especially in emerging countries, that benefit from such accreditation the most.

I am confident that with an appropriate infrastructure and collaboration, the number of ISPA programs could increase dramatically during the next six years.