

January 10th, 2023

Council Leadership Team (CLT) Virtual Meeting

Present: David Susman, PhD (Chair), Eric Butter, PhD (Past-Chair), Arlene Noriega, PhD (Chair-Elect) Thema Bryant-Davis, PhD (APA President Elect), Cynthia de las Fuentes, PhD (APA President-Elect), Michael Hendricks, PhD, ABPP (Treasurer), Noelle La Lefforge, PhD, MHA, ABPP, Bryana French, PhD, Rachel Fouladi, PhD, Amy Williams, PhD, Quincy Guinadi, MA, Arthur C. Evans, PhD (APA CEO)

Staff Present: Abby Green (Staff Liaison), Deanne Ottaviano (Chief of OGC), Amber Roopan (Associate Chief, Governance), Maureen O'Brien (Deputy Chief of Governance and Volunteer Leadership), Cathi Grus (Chief Education Officer), Maysa Akbar (Chief Diversity Officer)

- A. CLT went through introductions of all members.
- B. CLT approved minutes from June of 2022 through November of 2022.
- C. CLT was provided an update on the Council New Member Orientation.
- D. CLT approved Kumea Shorter-Gooden presenting for Council New Member Orientation.
- E. CLT recommended that Council approve the following motion: Amendment to Association Rule 10-2: Membership Board Description

10-2 Membership Board

10-2.1 The Membership Board shall consist of no fewer than eight members and one affiliate of the Association, three of whom shall be elected each year for a term of three years. At least one member of the board shall be an early career psychologist.

10-2.2 Nomination slates for election to the Membership Board shall be drawn in such a fashion as to reflect the diverse interests of APA members.

10-2.3 ~~Members shall not serve on a division Fellows Committee, nor endorse initial APA Fellow candidates, during their term on the Membership Board.~~

10-2.4 The Membership Board shall oversee Association membership retention, recruitment and engagement activities and make annual reports on these activities to the Council.

10-2.5 In carrying out its mission, the Membership Board will host a summit meeting, on a periodic basis, of governance representatives for a one-day dialogue before the beginning of the Spring Consolidated Meetings. The purpose of the meeting is to gain insight and input from the various constituents on trends, potential opportunities and/or challenges in their respective areas as they relate to the recruitment, retention, and engagement of members and affiliates. This information would then be used to develop the Membership Board's long and short-term strategic plans.

Educational Guidelines for the Equitable and Respectful Treatment of Students in Graduate Psychology Training Programs

- F. CLT recommended that Council approve the following motion: Amendments to Association Rules Regarding Simultaneous Service

That Council approves the following amendments to the Association Rules (bracketed/strikethrough material to be deleted; underlined material to be added):

110-14. RULES GOVERNING SIMULTANEOUS SERVICE

110-14.1 Members of the Board of Directors shall not serve simultaneously on APA advisory groups, other than as ex-officio or liaison; in any elected positions in any Divisions or state/provincial/territorial psychological associations; or on governing bodies of advocacy or political action organizations for psychologists or psychology that are national in scope.

110-14.2 Members shall not serve simultaneously on any of the following advisory groups, except as ex-officio and/or non-voting members or if other exceptions are provided below.

Boards

Advancement of Psychology in the Public Interest

Convention Affairs

Educational Affairs

Membership

Policy and Planning

Publications and Communications

Professional Affairs (except that one member is also a member of the Committee on Professional Practice and Standards)

Scientific Affairs

Committees

Aging

Animal Research and Ethics

Associate and Baccalaureate

Education, Children, Youth and Families

Continuing Education

Council Leadership Team

Team Disability Issues in Psychology

Division/APA Relations

Early Career Psychologists

Ethics

Ethnic Minority Affairs Fellows

Finance

Global Psychology

Health Equity (ad hoc)

Human Research

Needs Assessment, Slating and Campaigns

Professional Practice and Standards (except that one member is also a member of the Board of Professional Affairs)

Rural Health

Sexual Orientation and Gender Diversity

Socioeconomic Status

Psychological Tests and Assessment

Teachers of Psychology in Secondary Schools
Women in Psychology

Commissions

Commission for the Recognition of Specialties and Subspecialties in Professional Psychology
Commission on Accreditation

110-14.3 Members shall not ~~[simultaneously]~~ run for election in the same calendar year for more than one of the following positions: President-Elect, Recording Secretary, Treasurer, member-at-large of the Board of Directors, Council Leadership Team Chair-Elect, early career representative of the Council Leadership Team, member-at-large of the Council Leadership Team.

110-14.4 Members shall not 1) simultaneously run for election (i.e., appear on an election ballot that is open for voting) for the Board of Directors and ~~[/or]~~ for ~~[more than]~~ any one of the following advisory groups; ~~[In addition, members shall not]~~ 2) run for election for one of the following advisory groups if the term of service will begin prior to the end of a term the member is currently or will be serving on one of the advisory groups listed in Association Rule 110-14.2; or 3) be appointed to one of the advisory groups listed in Association Rule 110-4.2 if service will begin prior to the end of a term the member is currently or will be serving on one of these groups.

Boards

Advancement of Psychology in the Public Interest
Convention Affairs
Educational Affairs
Membership
Policy and Planning
Publications and Communications
Professional Affairs
Scientific Affairs

Committees

Council Leadership Team
Ethics
Finance
Global Psychology
Rural Health

- G. CLT recommended that Council approve the following motion: Amendment to Association Rules: Eligibility Criteria for Needs, Assessment, Slating and Campaigns Committee

That Council approves the following amendments to the Association Rules (bracketed/strikethrough material to be deleted; underlined material to be added):

90-8. NEEDS ASSESSMENT, SLATING AND CAMPAIGNS COMMITTEE

With the exception of the President-elect, whose slate is developed by nominations from the membership, there shall be a Needs Assessment, Slating and Campaigns Committee (NASCC) that shall conduct an annual needs assessment and develop slates for any seats on the Board of Directors and on Council that are elected by and from the general membership, solicit and vet candidates for the

election slates, and help the Election Committee set the criteria and procedures for campaigning and for disseminating information about the candidates to the membership. NASCC shall also develop the slate for the public member of the Board.

The Committee shall consist of seven members, including one public member. Members will have three-year terms and may only serve one term on the Committee.

The APA President, President-Elect and Past President shall appoint three of the members, including the public member, after broad consultation. On a rotating basis, each of the following boards shall appoint one member to the Committee: the Board for the Advancement of Psychology in the Public Interest, Board of Educational Affairs, Board of Professional Affairs, and Board of Scientific Affairs.

Each year two members shall be appointed for three-year terms, one by the APA President, President-Elect and Past President and one by the above named boards. Every third year the fourth board will appoint an additional member.

Individuals are not permitted to serve on NASCC if they have served on the Board of Directors~~[,] or~~ Council of Representatives~~[, or any APA board or committee]~~ in the past year and may not serve on ~~[any]~~ either of these groups for at least ~~[two]~~ one year[s] following the completion of their service on NASCC. ~~[Members of NASCC are not permitted to serve concurrently in any elected officer positions in any Divisions or state/provincial/territorial associations.]~~

- H. CLT recommended that Council approve the following motion: Amendment to Association Rules to Establish a Committee for the Advancement of General Applied Psychology

That the Board of Directors recommends that Council approve amending the following Association Rules (bracketed/strikethrough material to be deleted; underlined material to be added):

50-4. CONTINUING COMMITTEES

50-4.1 In addition to the standing boards and committees authorized in the APA Bylaws, there shall be continuing committees of the Association which are selected by and report to Council through the board under which they are listed in the following rule. Unless otherwise stated in these rules, continuing committees that report directly to Council or through the Board of Directors are elected by Council.

50-5. LIST OF CONTINUING COMMITTEES

50-5.1 The list below presents APA continuing committees and their reporting lines.

Reporting directly to Council

Council Leadership Team

Reporting through the Board of Directors

Constitutional Issues

International Relations in Psychology

American Psychological Association of Graduate Students

Commission for the Recognition of Specialties and Proficiencies in Professional Psychology

Agenda Planning Group

Division/APA Relations

Early Career Psychologists
Needs Assessment, Slating and Campaigns
Advancement of General Applied Psychology

Reporting through the Membership Board

Fellows Committee

Reporting through the Publications and Communications Board

Council of Editors

Reporting through the Board of Educational Affairs

Commission on Accreditation

Continuing Education

Education and Training Awards

Committee on Associate and Baccalaureate Education

Committee of Teachers of Psychology in Secondary Schools

Reporting through the Board of Professional Affairs

Professional Practice and Standards

Committee on Rural Health

Reporting through the Board of Scientific Affairs

Animal Research and Ethics

Human Research

Psychological Tests and Assessment

Scientific Awards

Reporting through the Board for the Advancement of Psychology in the Public Interest

Women in Psychology

Psychology in the Public Interest Awards

Sexual Orientation and Gender Diversity

Disability Issues in Psychology

Children, Youth, and Families

Ethnic Minority Affairs

Aging

Socioeconomic Status

90-9. COMMITTEE FOR THE ADVANCEMENT OF GENERAL APPLIED PSYCHOLOGY

90-9.1. There shall be a Committee for the Advancement of General Applied Psychology that shall seek to promote, in settings outside the direct delivery of healthcare services, the utilization, application, and advancement of science where psychologists work to enhance performance, learning, and well-being of individuals, groups, organizations, and society as a whole.

The Committee shall consist of nine Members of the Association. At least one member of the Committee shall be an early career psychologist, and at least one member of the Committee shall be a Graduate Student member. Individuals will be elected by Council for staggered three-year terms.

110-14. RULES GOVERNING SIMULTANEOUS SERVICE

110-14.1 Members of the Board of Directors shall not serve simultaneously on APA advisory groups, other than as ex-officio or liaison; in any elected positions in any Divisions or

state/provincial/territorial psychological associations; or on governing bodies of advocacy or political action organizations for psychologists or psychology that are national in scope.

110-14.2 Members shall not serve simultaneously on any of the following advisory groups, except as ex-officio and/or non-voting members or if other exceptions are provided below.

Boards

Advancement of Psychology in the Public Interest

Convention Affairs

Educational Affairs

Membership

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Publications and Communications

Professional Affairs (except that one member is also a member of the Committee on Professional Practice and Standards)

Scientific Affairs

Committees

Advancement of General Applied Psychology

Aging

Animal Research and Ethics

Advancement of General Applied Psychology

Associate and Baccalaureate

Education, Children, Youth and Families

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Ethics

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Finance

Health Equity (ad hoc)

Human Research

International Relations in Psychology

Needs Assessment, Slating and Campaigns

Professional Practice and Standards (except that one member is also a member of the Board of Professional Affairs)

Rural Health

Sexual Orientation and Gender Diversity

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Teachers of Psychology in Secondary Schools

Women in Psychology

Commissions

Commission for the Recognition of Specialties and Subspecialties in Professional Psychology

Commission on Accreditation

MAIN MOTION II

That the Board recommends that Council approves the following motion:

That Council requests that the Committee for the Advancement of General Applied Psychology conduct an annual self-assessment and recommend any changes to its charge as defined in the Association Rules as necessary. Council also supports the Committee for the Advancement of General Applied Psychology establishing a liaison relationship with relevant APA boards and committees to ensure general applied psychology is represented across the association.

- I. CLT recommended that Council the Educational Guidelines for the Equitable and Respectful Treatment of Students in Graduate Psychology Training Programs set to expire on December 31, 2032.

January 24th, 2023

Council Leadership Team (CLT) Virtual Meeting

Present: *David Susman, PhD (Chair), Eric Butter, PhD (Past-Chair), Arlene Noriega, PhD (Chair-Elect) Thema Bryant-Davis, PhD (APA President Elect), Cynthia de las Fuentes, PhD (APA President-Elect), Michael Hendricks, PhD, ABPP (Treasurer), Noelle La Lefforge, PhD, MHA, ABPP, Bryana French, PhD, Rachel Fouladi, PhD, Amy Williams, PhD, Quincy Guinadi, MA, Arthur C. Evans, PhD (APA CEO)*

Not Present: *Arthur Evans, PhD (APA CEO)*

Staff Present: *Abby Green (Staff Liaison), Deanne Ottaviano (Chief of OGC), Amber Roopan (Associate Chief, Governance), Maureen O'Brien (Deputy Chief of Governance), Jim Diaz- Granando ()*

1. CLT reviewed the functions of their work as defined in the APA Rules.
2. CLT received an update on the CEIO Task Force's work and upcoming items for Council.
3. CLT approved their 2022 meeting minutes for June- November of 2022.
4. CLT recommended Council approve the following motion: Report from the Indigenous Apology Work Group

That Council receives the report of the Indigenous Apology Work Group entitled, "Report on an Offer of Apology, on Behalf of the American Psychological Association, To First Peoples in The United States," and thanks the group for their important work.

Additionally, Council supports the Report's proposed Offer of Apology to First Peoples on behalf of the Association, the discipline, and the profession of psychology, and expresses appreciation to the APA President for her personal delivery of the statement to the Society of Indian Psychologists in their role as representatives of First Peoples so that they may carry the word forward to their communities.

February 14th, 2023

Council Leadership Team (CLT) Virtual Meeting

Present: David Susman, PhD (Chair), Eric Butter, PhD (Past-Chair), Arlene Noriega, PhD (Chair-Elect) Thema Bryant-Davis, PhD (APA President Elect), Cynthia de las Fuentes, PhD (APA President-Elect), Michael Hendricks, PhD, ABPP (Treasurer), Noelle La Lefforge, PhD, MHA, ABPP, Bryana French, PhD, Rachel Fouladi, PhD, Amy Williams, PhD, Quincy Guinadi, MA, Arthur C. Evans, PhD (APA CEO)

Staff Present: Abby Green (Staff Liaison), Deanne Ottaviano (Chief of OGC), Amber Roopan (Associate Chief, Governance), Maureen O'Brien (Deputy Chief of Governance and Volunteer Leadership), Cathi Grus (Chief Education Officer), Triven Parker ()

Guests: Dave Carver, CEIO Task Force

- A. CLT was provided an update on the Council New Member Orientation.
- B. CLT recommended that Council approve the following motion:
That Council extends the effective date of the APA Specialty Guidelines In Forensic Psychology through December 1 31, 2026
- C. CLT recommended that Council approve the following motion:
That Council adopts as APA policy the following resolution on *Equity, Diversity, Inclusion and Accessibility in Quality Continuing Education and Professional Development*:

WHEREAS equity, diversity, inclusion, and accessibility in quality continuing education and professional development aligns with the priority actions of the Racial Equity Action Plan (APA, 2022a); and “affirm(s) that the body of psychological science centers the experiences of people of color”; and acknowledges the harmful effects of racism in education, training, research, and service delivery in psychology (DeBlaere, et al., 2019; Goodman et al., 2018; Helms, 2018; Sue et al., 2007); and recognizes the damage caused by the supporting structures of White privilege institutionally and structurally (APA, 2021a);

WHEREAS cultural humility and responsiveness is a lifelong process, and the knowledge and use of an ever-changing evolving terminology related to diversity, equity, inclusion, and accessibility is part of the process of lifelong learning (Abbott, Pelc, & Mercier, 2019);

WHEREAS there is an ever-changing evolving terminology relevant to equity, diversity, inclusion, and accessibility, and terms used in the existing literature may not reflect current preferred terminology (APA, 2021b);

WHEREAS the American Psychological Association (APA) promotes a system of strategies and actions to address multiple forms and levels of racism in “practice, education, training, research, publications policies and advocacy (APA, 2021c);

WHEREAS the APA is committed to continued learning and to updating emerging information on “racism in diagnosis and clinical practice, and on the pursuit of equity, diversity, inclusion in health service psychology, including psychological testing and assessment” (APA, 2021d);

WHEREAS the APA has a commitment to enhancing and expanding a growth in knowledge and scholarship based on scientific methods that include a focus on equity, diversity and inclusion and that acknowledge and include diverse individuals and groups (APA, 2021e);

WHEREAS social accountability includes equity, diversity, inclusion, accessibility, and belonging considerations central to education, research, and clinical domains (Barber et al., 2020; Fung & Ying, 2021; Goetz et al., 2020);

WHEREAS individuals with diverse lived experiences possess a multiplicity of identities (Eckstrand et al., 2016; Solotkea et al., 2019), including but not limited to race, ethnicity, sexual orientation, gender identity, age, religion, nation of origin, socioeconomic status, ability (APA, 2019a; APA 2020; Indigenous Heritage Circle, 2019; Levy, 2018; Whitbourne & Montepare, 2017), and indigenous heritage, and experiences may create biases that are learned and experienced early in life;

WHEREAS the concept of equality involves providing learners with equal treatment, equal educational opportunity, and educational adequacy to evaluate the utility of their learning (Fiske & Ladd, 2004), and the concept of equity involves an ongoing process based on identifying and overcoming intentional and unintentional barriers linked to bias or systemic structures and the recognition that adjustments need to be made to address imbalances that exist across individuals with diverse lived experiences (Jurado de los Santos et al., 2020; NACE, 2022);

WHEREAS continuing education and continuing professional development share a focus on enhanced learning of individuals with diverse lived experiences, recognizing diversity in all forms and conceptualizing diversity as an asset (APA, 2014; APA, 2017; APA, 2021f; APA, 2022b; Sathy & Hogan, 2019);

WHEREAS continuing education and continuing professional development are central to generating psychological knowledge of human behavior which facilitates advances in equity, diversity, and inclusion efforts across broad environments (APA, 2022a);

WHEREAS barriers exist that serve to limit access to education, assessment, and clinical services for individuals with disabilities (APA, 2019b; APA, 2022c);

WHEREAS psychologists should create inclusive educational programming and an educational environment that supports and promotes racial and ethnocultural responsiveness, equity, and social justice (APA, 2019c); WHEREAS inclusion of diversity factors in education positively impacts the learning experience and performance in the learning environment (Kumi-Yeboah, 2018);

WHEREAS psychological science is a foundation for racial equity practices for training requirements in psychology, including continuing education, that support a diverse emerging and sustained workforce in psychology (APA, 2022a);

WHEREAS diversity and inclusion are interrelated (Huerta et al., 2017) and inclusivity is an intentional approach that may be used to promote diversity (Association of American Colleges and Universities, 2017);

WHEREAS a learning environment focused on inclusive relationships, diverse perspectives, and interaction is essential to translational learning and retention (Kumi-Yeboah, 2018);

WHEREAS economic marginalization and low-income status may lead to financial barriers, social marginalization, differentiated developmental trajectory, and impose other barriers to accessing psychological services (APA, 2019a);

WHEREAS psychologists, who are critical members of interdisciplinary healthcare teams with extensive knowledge and training in psychosocial factors impacting health, are in a position to serve as leaders in the overall health of diverse populations and to spearhead continuing education and continuing professional development focused on the changes needed to remove healthcare disparities across all groups (McKenzie et al., 2020);

WHEREAS advancements in health equity and dismantling systemic racism are rooted in psychological science, education, training, and advocacy (APA, 2022b);

WHEREAS the Health Resources and Service Administration (HRSA) emphasizes the use of cultural competence education and training of a diverse health workforce to improve the quality of healthcare for diverse populations (White et al., 2014);

THEREFORE BE IT RESOLVED that the Council of Representatives adopts as American Psychological Association policy the following principles of Equity, Diversity, Inclusion, and Accessibility in Quality Continuing Education and Professional Development, and instructs the Board of Educational Affairs to integrate these principles into all policy regarding the continued professional development and continuing education of psychologists:

- Equity, Diversity, Inclusion, and Accessibility in Quality Continuing Education and Professional Development includes programming for psychologists across all levels of career trajectory that emphasizes the diversity and intersectionality of identities, including promoting systems that address inequality and intersectionality, while recognizing the ongoing impact of White supremacy (APA, 2021c; Eckstrand et al., 2016).
- Equity, Diversity, Inclusion, and Accessibility in Quality Continuing Education and Professional Development promotes in-depth learning, enhances retention, and promotes the translation of learning into practice or other professional activities, by including strategies to promote a learning environment in which learners are exposed to multiple strategies of instruction in which learners feel valued and engaged (APA, 2022a; Breytenbach et al., 2017; Lock, 2015).
- Equity, Diversity, Inclusion, and Accessibility in Quality Continuing Education and Professional Development includes a focus on creating a learning environment that fosters a sense of belonging for all learners that encourages engagement, motivation, and depth of learning (APA, 2019b; Derek Bok Center for Teaching and Learning, 2020; Kachani et al., 2020; Sathy & Hogan, 2019).
- Equity, Diversity, Inclusion, and Accessibility in Quality Continuing Education and Professional Development strives to incorporate universal design in education, training, and service provision (APA, 2019c).
- Equity, Diversity, Inclusion and Accessibility in Quality Continuing Education and Professional Development includes the principles of Quality Professional Development and Continuing Education (APA, 2013).
- Equity, Diversity, Inclusion, and Accessibility in Quality Continuing Education and Professional Development involves programming in which equity, diversity, and inclusion are an integral part of programming rather than an added, isolated focus (APA, 2021e).
- Equity, Diversity, Inclusion, and Accessibility in Quality Continuing Education and Professional Development includes programming that includes multiple instructional methods including experiential or affective domain teaching, to prepare students for cultural humility and responsiveness in research and practice (Cramer, Ryosho, & Nguyen, 2012; Sue & Sue, 2016; Weaver, 1998).

- Equity, Diversity, Inclusion, and Accessibility in Quality Continuing Education and Professional Development includes, supports, and fosters research and practice based in culturally relevant evidence (APA, 2021d) that can utilize quantitative and qualitative approaches, including participatory action research approaches.
- Equity, Diversity, Inclusion, and Accessibility in Quality Continuing Education and Professional Development provides instruction in which learners feel valued, engaged, and exposed to multiples strategies of instruction (Breytenbach et al., 2017; Lock, 2015).
- Equity, Diversity, Inclusion, and Accessibility in Quality Continuing Education and Professional Development encourages learners to compare new knowledge with existing knowledge to transform and develop meaning (Breytenbach et al., 2017).
- Equity, Diversity, Inclusion, and Accessibility in Quality Continuing Education and Professional Development includes instruction that emphasizes and includes person-first language (APA, 2021b) while also recognizing emerging research that emphasizes the importance of using identity-first language based on preference (Dunn & Andrews, 2015).
- Equity, Diversity, Inclusion, and Accessibility in Quality Continuing Education and Professional Development incorporates an instructor's examination of personal values and beliefs as well as an appreciation of those in others to promote an awareness of the values and beliefs that may be embedded in actions and language (APA, 2021c; Hart et al., 2003).
- Equity, Diversity, Inclusion, and Accessibility in Quality Continuing Education and Professional Development recognizes that both instructors and learners enter the learning environment with expectations and norms that are linked to communities and cultures, and that some identities, cultures, and backgrounds are associated with more power and privilege (APA, 2021c; Derek Bok Center for Teaching and Learning, 2020).
- Equity, Diversity, Inclusion, and Accessibility in Quality Continuing Education and Professional Development includes foundational theoretical models including, but not limited to, the person-in-environment perspective, the life-course perspective, the minority stress model, White racial identity theory, the social ecological model, antioppressive theory, intersectionality theory, family theories (Cannon et al., 2017; Hardacker et al., 2014; Helms, 1995; Lim & Bernstein, 2012; Pack & Brown, 2017), as well as theories that describe acculturation and indigenous psychology approaches (Hwang, 2014; Sundararajan, 2015), the concept of ascribed versus claimed identities, and privileged and subjugated selves (Donald et al., 2017; Fredriksen-Goldsen et al., 2014; Hardy & Laszloffy, 2002; Pack & Brown, 2017).
- Equity, Diversity, Inclusion, and Accessibility in Quality Continuing Education and Professional Development includes opportunities for discussion, collaborative dialogue, reflection (Bell et al., 2010; Dentato et al., 2014; Dogra et al., 2016; Johnston, 2016; Pack & Brown, 2017; Pelts & Galambos, 2017; Rogers et al., 2013), and role play (Gendron et al., 2013; Johnston, 2016; Lim & Bernstein, 2012; Pack & Brown, 2017).

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D. CLT voted to recommend Council reject the following motion:
That Council approves the following amendments to the Association Rules (bracketed/strikethrough material to be deleted; underlined material to be added):

60.COUNCIL LEADERSHIP TEAM

60-1.1. There shall be a Council Leadership Team (CLT) that shall a) manage a procedure to select and oversee Council's strategic issue discussions; b) assist the Agenda Planning Group in prioritizing and determining the appropriate disposition of new items coming through the triage system; c) assist the President in determining the priorities for Council and the order of business for meetings of Council; d) initiate and oversee the work of any boards and committees reporting directly to Council; e) provide a recommendation to Council on all motions brought before Council for its consideration; f) regularly review the structure and function of Council (including orientation of new members) and handle complaints about Council functions and operations; and g) lead Council in reviewing and approving the strategic plan and ensure that APA policies are aligned with APA's mission and strategic plan.

60-1.2 CLT shall consist of twelve members, all of whom shall be current or former members of

Council. CLT is comprised of a Chair; Chair-elect; Past Chair; the APA President; the APA President-elect; the APA Treasurer; the APAGS Chair, Chair-elect or other designee from the Executive Committee of APAGS; an Early Career Psychologist Representative; three members-at-large and the Chief Executive Officer (without vote).

Council members shall nominate current Council members who have served at least one year on Council or current CLT members whose terms are expiring for the position of Chair-elect. Association Rule 110-1.2 provides additional requirements regarding the selection process. Council members shall nominate current Council members who have served at least one year on Council for the positions of Early Career Representative and member-at-large. CLT will conduct a needs assessment for upcoming CLT vacancies to be shared with Council prior to the nominations process. The Chair-elect, Early Career Representative and three members-at-large shall be elected by Council for three-year terms from slates of at least two candidates. Each year a Chair-elect and member-at-large are elected and every third year an Early Career Psychologist representative is elected. The candidate on each slate receiving the highest number of votes will be elected. The Chairs, members-at-large and the Early Career Psychologist representative cannot serve two consecutive terms in the same position and there is a lifetime limit of two elected terms on the Council Leadership Team (except when serving ex officio). The APA President, APA President-elect, APA Treasurer, APAGS Designee and Chief Executive Officer serve ex officio on CLT.

90-3. AMERICAN PSYCHOLOGICAL ASSOCIATION OF GRADUATE STUDENTS COMMITTEE

There shall be an American Psychological Association of Graduate Students (APAGS) Committee whose mission shall be to (a) promote the highest standards in the research, teaching, and practice of psychology in order to further the education and development of all students involved in the study of psychology; (b) represent all graduate study specialties of psychology, and facilitate exchange of information between these groups; (c) promote graduate student leadership development in order to communicate and advocate the concerns of graduate students; and (d) establish and maintain channels of communication between APAGS and schools, universities, training centers, institutions, and other members of the psychological community.

The APAGS Committee shall consist of nine members, three of whom serve three-year terms (the

chair-elect, chair, and past chair), six of whom serve two-year terms. All shall be Graduate Student Members of the Association.

Each year, a call for nominations for the four open positions that will become vacant in the following year shall be broadly disseminated. Following the call, the committee shall prepare a slate of candidates for each position and hold an election in which all APAGS affiliates are eligible to vote. Association Rule 110-1.2 provides additional requirements regarding the selection process for APAGS Chair-Elect. Following the election, names of the winners of the election shall be forwarded to the Board of Directors as information.

The APAGS Committee shall report to Council through the APA Board of Directors.

62 110-1. ELECTION COMMITTEE

110-1.1 The Election Committee shall consist of three members, including the immediate Past President, who serves as Chair, and the two other most recently retired APA Presidents.

It shall be the responsibility of the Chair of the Election Committee (or his/her designee) to contact the nominees for President-elect to determine their willingness to appear on the final ballot. It shall also be the Chair's responsibility to notify the candidates for President-elect, Treasurer, Recording Secretary and Board of Directors of the election results.

110-1.2 As part of the selection process, prospective candidates for the Board of Directors, upon being slated, will be asked to identify and report to the Election Committee any instance within the last ten years in which the member:

(1) has been the subject of an adjudicated finding or resolution by settlement of:

a) malpractice;

b) unethical or unprofessional conduct resulting in a sanction by a voluntary professional organization, academic institution, state licensure board, or other governmental body; or

c) a conviction of, or a settlement or plea agreement involving, a felony or a misdemeanor that carries a prison sentence of more than one year (with the exception of drug possession charge), or convictions involving fraud, embezzlement, tax evasion, financial abuse and other financially-related misconduct; or

(2) is currently the subject of a criminal indictment, civil complaint of malpractice, or formal

complaint of unethical or unprofessional conduct by a voluntary professional organization, academic institution, state licensure board, or other governmental body.

The Election Committee will determine whether the prospective candidate can remain on the slate.

The decision of the Election Committee can be appealed to the Board of Directors.

110-8. PRESIDENT-ELECT ELECTION

110-8.1 The election of APA President-elect is conducted by the Election Committee. Association Rule 110-1.2 provides additional requirements regarding the selection process.

110-8.2 Candidates are nominated by Fellows, Members, Associate members with voting privileges, and Graduate Student members with voting privilege. Nominations are made by preferential ballots, and up to five names may be listed in rank order. Nomination ballots are sent on or about March 1. The balloting period closes within 45 days. Only APA members are eligible for nomination.

110-8.3 The APA President-elect shall be elected by Fellows, Members, and those Associate members and Graduate Student members who have been granted voting privileges. The election ballot shall be preferential and shall list five candidates. Final election ballots shall be sent on or about August 1. The balloting period shall close within 45 days.

Each candidate is invited to submit a statement, to be sent with the election ballot, of no more than 1,000 words, stating his or her opinion of issues facing psychology and of the role APA should play regarding these issues.

110-8.4 Results are reported to the Board of Directors. Tallied results are reported to Council no more than 30 days after the ballot closes. Election results are published on APA's website.

110-9. RECORDING SECRETARY AND TREASURER ELECTION

110-9.1 Nominations are solicited from the voting Members of the Association. The slate is determined by the Board of Directors. There shall be at least two nominees on the final election ballot for Recording Secretary and Treasurer. Only APA members are eligible for nomination. Association Rule 110-1.2 provides additional requirements regarding the selection process.

110-9.2 Members of the immediately previous Council shall elect the Recording Secretary and the Treasurer. The elections for APA Recording Secretary and Treasurer are conducted by an

independent audit firm. Preferential ballots are used.

110-9.3 Results, with the final tally of votes cast, are reported to Council within 30 days.

110-13. ELECTION OF THE MEMBERS-AT-LARGE OF THE BOARD OF DIRECTORS

110-13.1 The Needs Assessment, Slating and Campaigns Committee (NASCC) conducts a comprehensive needs assessment and develops position descriptions based on the needs assessment for the open Board member-at-large seats. The descriptions are broadly disseminated to the membership when nominations are solicited. In the slating process, NASCC aims to maintain a Board balanced across areas of the discipline, diversity broadly defined and special skills or competencies relevant to current issues.

Members-at-large are elected by and from the voting Members of the Association. Slates of at least two candidates are developed by NASCC from the nominations received, and at least two alternates shall be identified from the nominees. In the slating process, NASCC will ensure there is always at least one early career psychologist member on the Board of Directors. Association Rule 110-1.2 provides additional requirements regarding the selection process.

Slates of recommended candidates and alternates shall be submitted to the Board of Directors for review of 1) unrecognized conflicts of interest[, ~~2) ethics violations,~~] and ~~[3]~~2) consistency with the results of NASCC's annual needs assessment. If, by majority vote of the Board, a candidate is unacceptable for one of these reasons, or if a candidate(s) has dropped out after NASCC slating, the Board will vote on a recommended substitution from the alternates. The Board will inform NASCC of any recommended substitutions and the reasons for its recommendation. NASCC will consider the Board's review and feedback, and, by majority vote, determine the final composition of candidate slates, which shall not include any candidates excluded by the Election Committee pursuant to Association Rule 110-1.2.

110-13.2 The election of the members-at-large on the Board of Directors is conducted by an independent audit firm. The election ballot is a preferential ballot.

NASCC helps the Election Committee set[s] limitations and criteria on campaigning and monitors adherence. It is also responsible for disseminating information about each candidate to the membership electronically and with the ballot.

110-13.3 Results, with the final tally of votes cast, are reported to the membership within 30 days.

110-13.4 NASCC will conduct a needs assessment and develop a slate of at least two candidates for the Public Member of the Board of Directors. The Board of Directors will select a candidate from the slate submitted by NASCC. If needed, the Board may request additional candidates from NASCC. The Public Member shall serve a three-year term. Association Rule 110-1.2 provides additional requirements regarding the selection process.

110-13.5 The Chair and Chair-elect of Council's Leadership Team serve as ex-officio members of the Board of Directors.

- E. CLT determined that it was premature to bring forward the five motions below and did not support their inclusion on the February 2023 agenda. Additionally, CLT noted that recommendations should come forward to Council at its August 2023 meeting as its recommendations will likely be informed by the report and recommendations of the Council Leadership Team Evaluation Task Force.

Main motion I requests that Council approve sending to the Membership proposed amendments to the APA Bylaws to provide that Keesey's Parliamentary Procedures shall be APA's parliamentary authority except with respect to motions related to the order of business

or to add an item to a meeting agenda, which procedure shall not be in accordance with Keesey's but shall be established in Association Rules. This bylaws amendment is intended to ease the process of adding Council new business items to the agenda by allowing for items that have not been subject to elected and appointed leader review prior to a meeting to be added to a Council meeting agenda with a simple majority vote, rather than the two-thirds vote now required by Keeseys. Additional details can be found in Exhibit 1.

Main motion II asks Council to approve amendments to the Association Rules that accompany main motion I to improve the Council new business item (NBI) process. These rules will only take effect upon passage of the Bylaws amendment by the Membership. Additional details can be found in Exhibit

Main motion III requests that Council approve amendments to the Association Rules that are not contingent upon passage of the Bylaws amendment by the Membership to improve the Council NBI process. Additional details can be found in Exhibit 1.

Main motion IV asks that Council approve changes to the "Diversity Impact" section of the Council NBI form by supporting the Council Leadership Team's selection of a Council committee each year to review all NBIs submitted to the Council during the year and issue a report to the next year's Council at its first meeting. The report will review and reflect upon how well Diversity Impact Statements served to promote their stated purpose. This shall include addressing issues related to ensuring that people of diversity are included and represented in APA policy making, and that the concerns of marginalized populations and groups are considered and addressed in APA policy. The report may not critique individual statements for the purpose of influencing the Council's decision on any motion. Additional details can be found in Exhibit 2.

Main motion V requests that Council supports the creation of a Council liaison program. The program will be managed by the Council Leadership Team which will assign up to eight Council liaisons to work with select APA boards and committees as provided in main motion V. Additional details can be found in Exhibit 3.

February 28th, 2023

Council Leadership Team (CLT) Virtual Meeting

Present: *David Susman, PhD (Chair), Eric Butter, PhD (Past-Chair), Arlene Noriega, PhD (Chair-Elect) Thema Bryant-Davis, PhD (APA President Elect), Cynthia de las Fuentes, PhD (APA President-Elect), Michael Hendricks, PhD, ABPP (Treasurer), Noelle La Lefforge, PhD, MHA, ABPP, Bryana French, PhD, Rachel Fouladi, PhD, Amy Williams, PhD, Quincy Guinadi, MA, Arthur C. Evans, PhD (APA CEO)*

Staff Present: *Abby Green (Staff Liaison), Deanne Ottaviano (Chief of OGC), Amber Roopan (Associate Chief, Governance), Maureen O'Brien (Deputy Chief of Governance and Volunteer Leadership)*

Visitor: *Le Ondra Clark Harvey, PhD (Council Ombuds)*

- A. CLT debriefed the events from Council with with the Council Ombud
- B. CLT reviewed the work of Council in their Febraury meeting

March 28th, 2023

Council Leadership Team (CLT) Virtual Meeting

Present: *David Susman, PhD (Chair), Arlene Noriega, PhD (Chair-Elect) Thema Bryant-Davis, PhD (APA President Elect), Cynthia de las Fuentes, PhD (APA President-Elect), Michael Hendricks, PhD, ABPP (Treasurer), Noelle La Lefforge, PhD, MHA, ABPP, Bryana French, PhD, Rachel Fouladi, PhD, Arthur C. Evans, PhD (APA CEO), Quincy Guinadi, MA*

Not Present: *Amy Williams, PhD, Eric Butter, PhD (Past- Chair)*

Staff Present: *Abby Green (Staff Liaison), Deanne Ottaviano (Chief of OGC), Amber Roopan (Associate Chief, Governance), Maureen O'Brien (Deputy Chief of Governance and Volunteer Leadership), Maysa Akbar (Chief Diversity Officer)*

Visitors: *Joanna Shadlow, PhD, Michi Fu, PhD, Eleanor Gil-Kashiwabara, PhD Oscar Rojas Perez, PhD*

- A. CLT approved the minutes from January and February meetings
- B. CLT discussed the proposal from the EDI advisory group. CLT discussed whether the group should be established as a work group reporting to CLT and explore other options based upon the discussion. The advisory group will consider the options and inform CLT of its preference.

April 25, 2023

Council Leadership Team (CLT) Virtual Meeting

Present: David Susman, PhD (Chair), Arlene Noriega, PhD (Chair-Elect) Thema Bryant-Davis, PhD (APA President Elect), Cynthia de las Fuentes, PhD (APA President-Elect), Michael Hendricks, PhD, ABPP (Treasurer), Noelle La Lefforge, PhD, MHA, ABPP, Bryana French, PhD, Rachel Fouladi, PhD, Arthur C. Evans, PhD (APA CEO), , Amy Williams, PhD

Not Present: Eric Butter, PhD (Past- Chair), Quincy Guinadi, MA

Staff Present: Abby Green (Staff Liaison), Deanne Ottaviano (Chief of OGC), Amber Roopan (Associate Chief, Governance), Maureen O'Brien (Deputy Chief of Governance and Volunteer Leadership)

- A. CLT approved the minutes from the March virtual meeting.
- B. CLT received an update from the COMP team about the Council New Member Orientation and how they plan to evaluate their work earlier this year, and prepare for their work to prepare for August Council meeting.
- C. CLT discussed the NBI regarding changes to the Policy and Planning board's ability to go to directly to the APA membership with a vote for bylaws changes without Council's approval. CLT decided to have the NBI go to a referral groups via the Agenda Planning Group and to come back to CLT for recommendation before the Council meeting.
- D. CLT was provided with a preview of the upcoming CLT virtual retreat.

April 28, 2023

Council Leadership Team (CLT) Virtual Retreat

Present: David Susman, PhD (Chair), Arlene Noriega, PhD (Chair-Elect) Thema Bryant-Davis, PhD (APA President Elect), Cynthia de las Fuentes, PhD (APA President-Elect), Michael Hendricks, PhD, ABPP (Treasurer), Noelle La Lefforge, PhD, MHA, ABPP, Bryana French, PhD, Rachel Fouladi, PhD, Arthur C. Evans, PhD (APA CEO), , Amy Williams, PhD, Eric Butter, PhD (Past- Chair), Quincy Guinadi, MA

Staff Present: Abby Green (Staff Liaison), Deanne Ottaviano (Chief of OGC), Amber Roopan (Associate Chief, Governance), Maureen O'Brien (Deputy Chief of Governance and Volunteer Leadership)

Visitors: Susan Whitbourne, PhD (Chair of CLT Evaluation Task Force)

- A. CLT received a draft version of the report from the work of the CLT Evaluation Task Force.
- B. CLT discussed the functions of CLT and the recommendations that were presented by the CLT Evaluation Task Force
- C. CLT participated in a leadership activity with Dr. Thema Bryant

- D. CLT reviewed the charge to lead the Council Liaison Program and discussed next steps in moving forward with the program.
- E. CLT used breakout groups to discuss CLT's communication with Council and with the Board of Directors currently looks like, and how to improve communication between all groups. CLT then shared their discussions as a full group.
- F. CLT discussed the work of the Council Orientation and Mentor Program (COMP) and how to make improvements to their work in future years.

DRAFT

May 23, 2023

Council Leadership Team (CLT) Virtual Meeting

Present: *David Susman, PhD (Chair), Arlene Noriega, PhD (Chair-Elect), Eric Butter, PhD (Past- Chair), Thema Bryant-Davis, PhD (APA President Elect), Cynthia de las Fuentes, PhD (APA President-Elect), Michael Hendricks, PhD, ABPP (Treasurer), Noelle La Lefforge, PhD, MHA, ABPP, Bryana French, PhD, Rachel Fouladi, PhD, Arthur C. Evans, PhD (APA CEO), , Amy Williams, PhD, Quincy Guinadi, MA*

Staff Present: *Deanne Ottaviano (Chief of OGC), Maureen O'Brien (Deputy Chief of Governance and Volunteer Leadership)*

- A. CLT discussed the Council Liaison Program that was approved by Council at its February 2023 meeting and next steps for seeking appointments.
- B. CLT received an update on the status of the Ethnic, Diversity and Inclusion Advisory Group. CLT approved the creation of a task force on Racial and Ethnic Diversity that will report to CLT. Dr. Arlene Noriega was selected to serve as the liaison to the group as they work on their mission and charge.
- C. CLT discussed the potential for open Council town halls in addition to the scheduled town halls prior to the August Council meeting.

June 13, 2023

Council Leadership Team (CLT) Virtual Meeting

Present: David Susman, PhD (Chair), Arlene Noriega, PhD (Chair-Elect), Cynthia de las Fuentes, PhD (APA President-Elect), Michael Hendricks, PhD, ABPP (Treasurer), Noelle La Lefforge, PhD, MHA, ABPP, Bryana French, PhD, Rachel Fouladi, PhD, Arthur C. Evans, PhD (APA CEO), Quincy Guinadi, MA

Absent: Eric Butter, PhD (Past- Chair), Thema Bryant-Davis, PhD (APA President Elect), Amy Williams, PhD

Staff Present: Deanne Ottaviano (Chief of OGC), Maureen O'Brien (Deputy Chief of Governance and Volunteer Leadership)

- A. CLT voted to recommend that Council approve the following amendments to the Association Rules (bracketed/strikethrough material to be deleted; underlined material to be added):

90-8. NEEDS ASSESSMENT, SLATING AND CAMPAIGNS COMMITTEE

With the exception of the President-elect, whose slate is developed by nominations from the membership, there shall be a Needs Assessment, Slating and Campaigns Committee (NASCC) that shall conduct an annual needs assessment and develop slates for any seats on the Board of Directors and on Council that are elected by and from the general membership, solicit and vet candidates for the election slates, and help the Election Committee set the criteria and procedures for campaigning and for disseminating information about the candidates to the membership. NASCC shall also develop the slate for the public member of the Board.

The Committee shall consist of seven members, including one public member. Members will have three-year terms and may only serve one term on the Committee.

The APA President, President-Elect and Past President shall appoint three of the members, including the public member, after broad consultation. On a rotating basis, each of the following boards shall appoint one member to the Committee: the Board for the Advancement of Psychology in the Public Interest, Board of Educational Affairs, Board of Professional Affairs, and Board of Scientific Affairs.

Each year two members shall be appointed for three-year terms, one by the APA President, President-Elect and Past President and one by the above named boards. Every third year the fourth board will appoint an additional member.

Individuals are not permitted to serve on NASCC if they have served on the Board of Directors[, or Council of Representatives[, or any APA board or committee] in the past year and may not serve on [any] either of these groups for at least [two] one year[s] following the completion of their service on NASCC. ~~[Members of NASCC are not permitted to serve concurrently in any elected officer positions in any Divisions or state/provincial/territorial associations.]~~

D.(5) Council voted to approve forwarding to the Membership for a vote the following amendments to Article X, Section 1 of the APA Bylaws (bracketed/strikethrough material to be deleted; underlined material to be added):

ARTICLE X

Nominations and Elections

1. The Election Committee shall issue annually a call to all voting members of the Association for nominations for the office of President-elect. The nomination ballots shall provide spaces for nomination of at least three names of Members to be listed in order of preference. Forty-five days after sending the nomination ballots, the Election Committee shall close nominations and shall make a preferential count of nominees for President-elect. The Election Committee shall then prepare for the final election ballot a slate including the names of ~~the~~ up to five ~~persons~~ Members of the Association who receive the largest numbers of nominating votes provided those Members also have a minimum of thirty nominating votes. If there are not three Members who receive thirty or more nominating votes, the Election Committee shall slate the three Members who receive the largest number of nominating votes.

Council also voted to approve amending APA's Association Rules as follows to become effective if and when the above Bylaws changes are approved by the Membership (bracketed/strikethrough material to be deleted; underlined material to be added):

110. ELECTIONS AND APPOINTMENTS

110-2.3 President-elect nominations. In the nomination of candidates for the office of President-elect, each APA voting member may nominate up to five ~~candidates~~ Members of the Association. The Election Committee shall then prepare for the final election ballot a slate including the names of up to five Members who receive the largest numbers of nominating votes provided those Members also have a minimum of thirty nominating votes. If there are not three Members who receive thirty or more nominating votes, the Election Committee shall slate the three Members who receive the largest number of nominating votes. The selection of the ~~five~~ persons who receive the largest number of nominating votes and who are willing to serve if elected shall be determined by the use of the single transferable ballot (English System). Ballots shall be counted in the following manner: (a) ballots are sorted for first choice on each ballot; (b) the candidate(s) receiving the lowest number(s) of first place votes is declared defeated, and his or her ballots are transferred to the voter's second choice. This procedure does not use a quota. The process of declaring defeated the candidate having the lowest number of votes after each count, and of transferring their ballots to the voter's next choice of those candidates not yet defeated, continues. If there is no next choice, the ballot is declared exhausted and set aside. As each potential nominee achieves sufficient votes to be nominated, that person will be approached to ascertain willingness to serve. If a candidate is unwilling, the candidate's votes will be reallocated to the remaining nominees. (c) This process of counting continues until there are ~~five~~ at least three candidates having the highest number of votes and who are willing to serve if elected.

110-8. PRESIDENT-ELECT ELECTION

110-8.1 The election of APA President-elect is conducted by the Election Committee.

110-8.2 Candidates are nominated by Fellows, Members, Associate members with voting privileges, and Graduate Student members with voting privilege. Nominations are made by preferential ballots, and up to five names may be listed in rank order. Nomination ballots are sent on or about March 1. The balloting period closes within 45 days. Only APA ~~[m]~~ Members are eligible for nomination.

110-8.3 The APA President-elect shall be elected by Fellows, Members, and those Associate members and Graduate Student members who have been granted voting privileges. The election ballot shall be preferential and shall list ~~[five candidates]~~ the names of up to five Members who receive the largest numbers of nominating votes provided those Members also have a minimum of thirty nominating votes. If there are not three Members who receive thirty or more nominating votes, the Election Committee shall slate the three Members who receive the largest number of nominating votes. Final election ballots shall be sent on or about August 1. The balloting period shall close within 45 days.

Each candidate is invited to submit a statement, to be sent with the election ballot, of no more than 1,000 words, stating his or her opinion of issues facing psychology and of the role APA should play regarding these issues.

110-8.4 Results are reported to the Board of Directors. Tallied results are reported to Council no more than 30 days after the ballot closes. Election results are published on APA's website.

- B. CLT voted recommend that Council approve 1) extending the expiration date for the *Guidelines for Psychological Practice with Older Adults* to December 31 of 2024 and 2) extending the expiration date for *Clinical practice guideline for multicomponent behavioral treatment of obesity and overweight in children and adolescents: Current state of the evidence and research needs* to December 31 of 2024.
- C. CLT voted to recommend that Council adopt as APA policy the following *Resolution to Oppose Mental Health Screening Questions on Character and Fitness Examinations for Licensure to Practice Law*:

**RESOLUTION TO OPPOSE MENTAL HEALTH SCREENING QUESTIONS ON CHARACTER AND
FITNESS EXAMINATIONS FOR LICENSURE TO PRACTICE LAW**

WHEREAS admission to the practice of law involves an evaluation of substantive knowledge, tested through the administration of the bar examination and a separate evaluation of character and fitness;

WHEREAS, the purpose of such questions is "to identify issues that could affect the responsible and competent practice of law ... [and] information [that] could bear a relationship to the applicant's ability to practice law in a competent manner" [American Bar Association \(2020\)](#);

WHEREAS thirty-seven states and D.C. include one or more questions on their character and fitness questionnaire referencing the mental health status of applicants ([ABA, 2023](#)), which can

include a statement that it is the applicant's responsibility to "check with your treating health care professional" regarding diagnoses (e.g., in Kentucky);

WHEREAS these questions can require disclosure of (some examples below):

- **Diagnoses** ("In the past 10 years, have you been diagnosed with, been treated or sought counseling for bi-polar disorder, schizophrenia, paranoia, or any other psychiatric disorder, or have you ever been committed to any institution for the treatment of any such condition?" (e.g., in Nevada))
- **Current conditions** (Whether an applicant has "a current condition or impairment (including, but not limited to, substance abuse, alcohol abuse, or a mental, emotional, or nervous disorder or condition) which affects your conduct that has not been or is not currently being treated effectively or for which the treatment is unstable" (e.g., in Utah))
- **Treatment** (Whether an applicant has sought treatment in the past five years for their "conduct or behavior" (e.g., in Virginia))
- Participation "in a monitoring or support program" (e.g., in Rhode Island, South Carolina)
- Whether the applicant has ever "since the age of 18... been declared legally incompetent, been placed under conservatorship or guardianship, been involuntarily hospitalized, or been placed under an involuntary hold" (e.g., in Minnesota)
- Whether the applicants "functioning at school or at work [has] ever been sufficiently impaired (as the result of substance abuse, alcohol abuse, or a mental, emotional, or nervous or behavior disorder or condition) as to require inpatient or outpatient treatment" (e.g., in Georgia);

WHEREAS research finds that a significant number of law students have struggled or currently struggle with mental health issues during law school (ABA, 2020); including that more than one in six screened positive for depression and nearly one in four for anxiety (Organ et al., 2016);

WHEREAS the [Bazelon Center for Mental Health Law](#) investigated character and fitness questions in all 50 states and found that a number of states ask questions:

- "that are not limited in time or scope or seek applicant responses that appear overbroad with respect to the period of time sought and are not directed at an applicant's ability to practice law";
- "related to an applicant's diagnosis, rather than to the applicant's conduct or behavior" despite resolutions adopted in opposition of such information"; and
- "that can result in requiring disclosure of significant personal health care information, medications, and diagnostic notes, which are not only invasive but may come at a burdensome cost to the applicant";

WHEREAS "bar examiners — lay people with no training in psychology or psychiatry — then make an evaluation as to whether the student's mental health precludes her bar admission" (Dragnich, 2015);

WHEREAS, in response to these questions, a survey of 3,300 law students found "overwhelming evidence of student concerns about the risks to bar admission if they disclose substance use or mental health issues after seeking treatment and support" (Organ et al., 2016) such that:

- “42% of law school student respondents indicated they felt they needed mental health intervention, but 45% would not seek help, believing it would threaten their ability to be admitted to the bar.
- 63% of respondents reported that the potential threat to bar admissions was a factor discouraging them from seeking services for substance use.
- Almost half of the respondents reported their belief that they had a better chance of getting admitted to the bar if a substance use problem were hidden, and
- 44% of respondents reported their belief that they had a better chance of getting admitted to the bar if a mental health problem were hidden”;

WHEREAS a nationwide study of about 13,000 lawyers found that 28% of lawyers reported depression, 19% reported anxiety, and that the 8.5% of lawyers in the sample reported suicidal ideation, twice as high as the general working population average ([Krill et al., 2023](#));

WHEREAS “Under the Americans with Disabilities Act (ADA), questions about a bar applicant’s mental health are only permitted if those questions are “necessary” to protect the public from unfit attorneys, and bar examiners bear the burden of proving this necessity” (Dragnich, 2015);

WHEREAS the U.S. Department of Justice has stated that such questions tend “to screen out individuals with disabilities based on stereotypes and assumptions about their disabilities and are not necessary to assess the applicants’ fitness to practice law” and recommended removal of applicant questions about diagnoses;

WHEREAS statistical data reveal that there is no connection between bar application questions about mental health and attorney misconduct and that such questions have not been empirically shown to work as a successful screening tool for who can and cannot practice law in a competent manner ([Dragnich, 2015](#));

WHEREAS [ABA Resolution 105](#), adopted in 2018, recommended enactment of a number of well-being recommendations including to “Re-Evaluate Bar Application Inquiries About Mental Health History”;

WHEREAS at least six states have adopted significant changes to their questions about mental health since 2018;

BE IT RESOLVED, that APA oppose the use of such mental health questions (specifically questions about diagnoses and treatment history) on character and fitness examinations;

BE IT RESOLVED, that APA work alongside the American Bar Association (ABA) and state bar authorities to advocate for removal of remaining questions about diagnoses and treatment history;

BE IT RESOLVED, that APA encourage law schools to support law students seeking appropriate mental health treatment and reduce the stigma associated with mental health;

BE IT RESOLVED that the APA issue a public statement consistent with the data, information, and above objectives in this Resolution.

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- D. CLT voted to recommend that Council adopt as APA policy the *APA Guidelines for the Undergraduate Psychology Major: Version 3.0* and approve December 31, 2033 as its expiration date.
- E. CLT voted to recommend that Council receive the *APA BEA Racial Disparities Task Force Report on Racism and Bias: Their Role in Maintaining Racial Disparities in PreK-12 Education*.
- F. CLT voted to recommend that Council approve withdrawal of Council New Business Item #20A/Feb 2019 entitled, Reiteration of APA's Values on Discrimination in Light of Contemporary Resurgence in Discrimination and Hate Crimes.
- G. CLT voted to recommend that Council approve the continued recognition of Forensic Psychology as a specialty in professional psychology for a period of seven years.
- H. CLT voted to recommend Council approve withdrawal of Council New Business Item #13B/March 2018 entitled, Healthcare Practice Guideline Policy.
- I. CLT voted to recommend that Council adopt as APA policy the *Guidelines for Operational Psychology* and approves December 31, 2028 as the expiration date for the guidelines.
- J. CLT voted to recommend that Council approve the following motions included in agenda item #6 title, Council Effectiveness Implementation Oversight Task Force Report and Recommendations:

That Council receives the report of the Council Effectiveness Implementation Oversight Task Force.

That Council requests relevant Association Rule changes be brought back to Council at its February 2023 meeting with a request that Council vote on whether to remove the requirement that the Council Leadership Team provide a recommendation on action items coming forward to Council for consideration.

That Council supports the creation of Council policy forums that will focus on topics suggested by Council members. The APA President and the Council Leadership Team Chair shall create a process where Council members can participate in proposing, organizing, and scheduling these informal, non-voting policy forums as needed.

That Council charges the Council Leadership Team with providing Council with an update on the status of the recommendations included in the Council Effectiveness Oversight Task Force report at each Council meeting until the recommendations are fully implemented, modified and implemented, or discontinued.

June 27, 2023

Council Leadership Team (CLT) Virtual Meeting

Present: David Susman, PhD (Chair), Arlene Noriega, PhD (Chair-Elect), Eric Butter, PhD (Past- Chair), Thema Bryant-Davis, PhD (APA President Elect), Cynthia de las Fuentes, PhD (APA President-Elect), Michael Hendricks, PhD, ABPP (Treasurer), Noelle La Lefforge, PhD, MHA, ABPP, Bryana French, PhD, Rachel Fouladi, PhD, Arthur C. Evans, PhD (APA CEO), , Amy Williams, PhD, Quincy Guinadi, MA

Staff Present: Amber Roopan (Associate Chief of Governance and Volunteer Leadership), Deanne Ottaviano (Chief of OGC), Maureen O'Brien (Deputy Chief of Governance and Volunteer Leadership)

- A. CLT voted to recommend that Council approve the following amendments to the Association Rules (bracketed/strikethrough material to be deleted; underlined material to be added):

110-14. RULES GOVERNING SIMULTANEOUS SERVICE

110-14.1 It is the goal of this section that members not serve simultaneously on the Board of Directors at the same time as another elected or appointed APA position, and also that members not serve for more than one advisory group except as ex-officio, non-voting, and/or with certain other minor exceptions noted. To that end, sections 110-14.2, 110-14.3 and 110-14.5 identify specific groups as to which simultaneous service is prohibited and set forth qualifications for participation in election or appointment to the Board of Directors and advisory groups when a member is currently serving or has been elected or appointed to serve on another advisory group.

110-14.2 Members of the Board of Directors shall serve simultaneously on the Board of Directors of the American Psychological Association Services, Inc., but shall not serve simultaneously on APA advisory groups, other than as ex-officio or liaison; in any elected positions in any Divisions or state/provincial/territorial psychological associations; or on governing bodies of other advocacy or political action organizations for psychologists or psychology that are national in scope.

110-14.2~~3~~ Members shall not serve simultaneously on any of the following advisory groups, except as ex-officio and/or non-voting members or if other exceptions are provided below.

Boards

Advancement of Psychology in the Public Interest
Convention Affairs
Educational Affairs
Membership
Policy and Planning
Publications and Communications

Professional Affairs (except that one member is also a member of the Committee on Professional Practice and Standards)
Scientific Affairs

Committees

Advancement of General Applied Psychology
Aging
Animal Research and Ethics
Associate and Baccalaureate Education
Children, Youth and Families
Continuing Education
Council Leadership Team
Disability Issues in Psychology
Division/APA Relations
Early Career Psychologists
Ethics
Ethnic Minority Affairs
Fellows
Finance
Global Psychology
Health Equity (ad hoc)
Human Research
Needs Assessment, Slating and Campaigns
Professional Practice and Standards (except that one member is also a member of the Board of Professional Affairs)
Rural Health
Sexual Orientation and Gender Diversity
Socioeconomic Status
Psychological Tests and Assessment
Teachers of Psychology in Secondary Schools
Women in Psychology

Commissions

Commission for the Recognition of Specialties and Subspecialties in Professional Psychology
Commission on Accreditation

110-14.[2] 4 Members shall not run for election in the same calendar year for more than one of the following positions: President-Elect, Recording Secretary, Treasurer, member-at-large of the Board of Directors, Council Leadership Team Chair-Elect, Early Career Representative of the Council Leadership Team, member-at-large of the Council Leadership Team.

110-14.5 Members shall not 1) simultaneously run for election (i.e., appear on an election ballot that is open for voting) for the Board of Directors and{or} for [more than one] any of the following advisory groups[. In addition, members shall not] ; 2) run for election for one of the following advisory groups if the term of service will begin prior to the end of a term the member is currently serving or has been elected or appointed to serve on one of the advisory groups listed in Association Rule 110-14.[2] 3.; 3) be appointed to one of the advisory groups listed in Association

Rule 110-4.3 if service will begin prior to the end of a term the member is currently or has been elected or appointed to serve on one of these groups.

Boards

Advancement of Psychology in the Public Interest
Convention Affairs
Educational Affairs
Membership
Policy and Planning
Publications and Communications
Professional Affairs
Scientific Affairs

Committees

Advancement of General Applied Psychology
Council Leadership Team
Ethics
Finance
Global Psychology
Rural Health

Commissions

Commission for the Recognition of Specialties and Subs specialties in Professional Psychology

- B. CLT voted to recommend that Council receive the Task Force Report on Promotion, Tenure, and Retention of Faculty of Color in Psychology.
- C. CLT voted to recommend that Council reject forwarding to the Membership for a vote the following amendment to Article XXI, Section 2 of the APA Bylaws (bracketed/strikethrough material to be deleted):

ARTICLE XXI

Amendments

2. Amendments may be proposed (a) by Council, [~~(b) by the Policy and Planning Board,~~]
(~~b~~[e]) by the Board of Directors when approved by Council by a majority vote, or (~~c~~[d])
by petition signed by four percent or more of the Members of the Association. A copy of
each amendment proposed, with space appropriate for voting and such explanations of
the amendments are as deemed necessary, shall be sent to the last recorded address of
each Fellow, Member, voting Associate member, and voting Graduate Student member.
Pro and con statements shall accompany amendments unless two thirds of the
representatives present and voting consider such statements to be unnecessary. Forty-
five days after the date of sending, the poll shall be closed and the votes counted by the
Election Committee, which shall certify the result to Council at its next meeting, at which
time the amendment, if passed by two thirds of all the Members voting, shall take
effect.

CLT received an update on the Racial and Ethnic Diversity (RED) Consultative Task Force.

July 11, 2023

Council Leadership Team (CLT) Virtual Meeting

Present: *David Susman, PhD (Chair), Arlene Noriega, PhD (Chair-Elect), Eric Butter, PhD (Past- Chair), Thema Bryant-Davis, PhD (APA President Elect), Cynthia de las Fuentes, PhD (APA President-Elect), Michael Hendricks, PhD, ABPP (Treasurer), Noelle La Lefforge, PhD, MHA, ABPP, Bryana French, PhD, Rachel Fouladi, PhD, Arthur C. Evans, PhD (APA CEO), Amy Williams, PhD, Quincy Guinadi, MA*

Staff Present: *Amber Roopan (Associate Chief of Governance and Volunteer Leadership), Deanne Ottaviano (Chief of OGC), Maureen O'Brien (Deputy Chief of Governance and Volunteer Leadership)*

- A. CLT voted to recommend that Council approve amending APA Rules and Procedures Item 90-5 as follows (underlined material to be added):

90-5. AGENDA PLANNING GROUP

The Agenda Planning Group shall be composed of the APA President, who shall serve as chair; the chairs of the Policy and Planning Board, the Board of Professional Affairs, the Board of Scientific Affairs, the Board for the Advancement of Psychology in the Public Interest, the Board of Educational Affairs, the Committee on Division/APA Relations, the American Psychological Association of Graduate Students, the Committee on Early Career Psychologists, the Committee on Global Psychology, the Committee for the Advancement of General Applied Psychology, a member of the Finance Committee as determined by the Finance Committee and a member of the Council Leadership Team (CLT).

- B. CLT voted to recommend that Council receive the report of the Council Leadership Team Evaluation Task Force.
- C. CLT voted to recommend that Council approve the following motion:

The Council Leadership Team, in consultation with the APA Racial and Ethnic Diversity (RED) Consultative Task Force, will appoint a work group to develop guidance, including an educational tool and a rubric, to assist Council members with drafting the diversity impact statement component of Council New Business Items (NBIs). The guidance shall address issues related to ensuring that members from socially marginalized groups are included and represented in APA policymaking, and that their concerns are considered and addressed in APA policy. The work group is asked to report back to the Council Leadership Team with their recommendations by February 2024. The following considerations for drafting the diversity impact statement may be incorporated into the guidance, the educational tool and/or rubric:

- (1) The statement may include a description of the way in which the motion will or will not impact marginalized people of color and people from other marginalized populations differently based on various marginalized identities (e.g., race, ethnicity, religion, sexual orientation, gender, gender expression, disability, age, or country of ancestral origin).

(2) The statement may reference historic and current disparities and existing efforts to address these disparities.

(3) The statement may include a description of how the concerns of members of marginalized populations have been considered and addressed in the NBI.

(4) The statement may include a representation that there are no discernable impacts based on various marginalized identities (e.g. race, ethnicity, religion, sexual orientation, gender, gender expression, disability, age, or country of ancestral origin), if applicable.

The guidance, educational tool and rubric are intended to educate members on how to write strong statements that incorporate the minimization of marginalization.

In 2025, after the guidance, educational tool and rubric related to diversity impact statements are in place, a subcommittee of not more than seven Council members who identify as people of color from marginalized groups, other Council members, and at least one member of the RED Consultative Task Force shall be charged with submitting a report to Council addressing the following: (1) a review of all NBIs submitted to Council since February 2024, as well as a selection of NBIs submitted before the guidance was in place, and, without critique individual diversity impact statements for the purpose of influencing the Council's decision on any motion, evaluating whether the more recent diversity impact statements comply with the guidance; (2) whether modifications to the guidance, educational tools and/or rubric are recommended to improve the diversity impact statements; and (3) offering a proposal regarding whether there should be a continuous committee to examine diversity impact statements going forward on an annual basis.

CLT shall include the guidance, educational tool, rubric, and the report (when available) in the Council new member orientation program, calling upon the RED Consultative Task Force for assistance as needed.

- D. CLT voted to recommend that Council to adopt as APA policy the following *Statement on Developmental Risks and Opportunities in Adolescent Employment*:

**APA Policy Statement on Developmental Risks and Opportunities
in Adolescent Employment**

A Call for Action:

In highlighting existing knowledge gaps, APA calls upon the field of psychology and policymakers to support increased research, monitoring, intervention, advocacy, and policy to inform and guide safe labor practices for adolescents, protect educational attainment and opportunities for future earnings, promote equity, prevent exploitation and abuse, strengthen families, and reduce risk of short-term and long-term harm for lifespan development.

Specifically, APA makes a call for all stakeholders – including, but not limited to, psychologists, healthcare professionals, employers, educators, and policymakers – to:

- Advocate for federal and private funding and new avenues for research on adolescent labor within the present-day context, including extension of the research on adult employment and longitudinal developmental science with diverse populations that may clarify unique risks and opportunities for employment during adolescence that affect the lifespan.
- Advance equity and social justice efforts to protect the human rights and wellbeing of marginalized youth and their families in the labor market. This includes promoting research with diverse populations that examines biopsychosocial factors at multisystemic levels (micro, meso, exo, macro) for developing policy, considering that the landscape for adolescent employment differs among youth from various backgrounds, family contexts, and lived experiences.

APA calls on institutions, organizations, and federal and state agencies working with youth to develop and disseminate culturally and linguistically responsive educational programs to increase awareness among adolescents, their parents/caregivers and employers about their legal rights and protections.

APA calls on educational and school systems to uphold their affirmative responsibilities and implement programs that ensure school attendance and completion. These systems need to educate adolescents and parents/caregivers about the labor market to prevent exploitation and ensure academic advancement. Schools should increase their engagement in positive prevention strategies to reduce drop-out rates and address chronic absenteeism rather than rely primarily on punitive truancy strategies, which may worsen education inequities.

APA calls on employers, in collaboration with psychologists and other subject matter experts, to adopt best practices for adolescent employment, including establishing safe working environments for them (including work hours) across diverse work settings, along with adequate enforcement to ensure compliance.

APA calls on state and federal agency officials to increase enforcement of laws, regulations and penalties for industries and employers engaging in exploitative and detrimental youth labor practices that compromise the health, wellbeing, and economic advancement of adolescents in the labor market. This includes modernizing and expanding hazardous occupation limits to better protect adolescents at work, increasing staffing of the DOL's Wage and Hour Division to investigate child labor violations, and enforcing age verification.

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- E. CLT voted to recommend that Council adopt as APA policy the following *Statement on Equitable and Inclusive Student Admissions in Higher Education*:

**2023 APA Policy Statement on Equitable and
Inclusive Student Admissions in Higher Education**

On June 29, 2023, a majority of the U.S. Supreme Court struck down the use of race-conscious admissions programs in public and private colleges and universities. In so ruling, the Court majority overturned decades of legal precedent and ignored psychological science on which colleges and universities have relied in seeking to address the underrepresentation of students of color to achieve a diverse student body. The court majority decided that such admissions policies violate the Equal Protection Clause of the 14th Amendment of the U.S. Constitution. Justice Ketanji Brown Jackson wrote in her dissent, which relied heavily on the APA *amicus* brief and the psychological science the brief presented:

[D]eeming race irrelevant in law does not make it so in life. And having so detached itself from this country’s actual past and present experiences, the Court has now been lured into interfering with the crucial work that UNC and other institutions of higher learning are doing to solve America’s real-world problems. (*Students for Fair Admissions, Inc. v. President and Fellows of Harvard College*, 2023, p. [233])

The Supreme Court majority in *Students for Fair Admissions, Inc. v. Harvard College* and *Students for Fair Admissions, Inc. v. University of North Carolina* (2023) suggests that it is applying *Grutter v. Bollinger* (2003), which upheld the race-conscious admissions program at the University of Michigan and found diversity to be a compelling state interest. However, Justice Clarence Thomas admits in his concurring opinion, “*Grutter* is, for all intents and purposes, overruled” (p. [106]).

Moreover, the court majority disregards the compelling science establishing the psychological damage and educational harm inflicted on students of color when they attend higher education institutions where discrimination, prejudice, and underrepresentation exist. Race-conscious admissions has been a necessary equity-based and evidence-based approach that helped correct for inequities in communities and schools based on centuries of racism with respect to access and resources. As Justice Sonia Sotomayor states: “The devastating impact of this decision cannot be overstated. The majority’s vision of race neutrality will entrench racial segregation in higher education because racial inequality will persist so long as it is ignored” (pp. [207–208]). Or, as Justice Jackson wrote, the court majority’s decision is “unmoored from critical real-life circumstances” of racism, and instead “[w]ith let-them-eat-cake obliviousness . . . , the majority pulls the ripcord and announces ‘colorblindness for all’ by legal fiat” (p. [233]).

The U.S. Supreme Court’s Majority Decision Striking Down Race-Conscious Admissions Will Not Achieve Color-Blindness or Make Race Irrelevant on Most College Campuses

The court’s decisions will worsen underrepresentation of certain racial and ethnic groups at higher education institutions that are not Historically Black Colleges and Universities (HBCUs) or tribal colleges and universities. One recent study, examining enrollment data from 53 public universities in states with and without bans, found that having a ban reduced representation of racial and ethnic minorities by a staggering 37% (Ly et al., 2022). In states without bans,

representation *increased* by 0.7%. Other studies have observed similar impacts (Garces, 2013). The drop in admitted students of color at Primarily White Institutions (PWIs) is well documented. Black undergraduate enrollment at the University of Michigan at Ann Arbor dropped from 7% in 2006 to 4% in 2021 after Michigan banned affirmative action in 2006. The number of Black students at the University of California, Los Angeles fell from 7% in 1996 to 3.43% in 1998 after California passed Proposition 209, banning race-conscious admissions, in 1996 (Saul, 2023d).

The court majority's ruling will exacerbate existing racism on most college campuses. Racism at PWIs is not only individualistic, but also institutional and structural. Such systemic racism results from "laws, policies, and practices that produce cumulative, durable, and race-based inequalities and includes the failure to correct previous laws and practices that were explicitly or effectively racist" (APA, 2021a, p.14). Institutional racism is the result of "policies, practices, and procedures of institutions—such as school, health care, law enforcement, and criminal justice systems—that marginalize diverse racial groups" (APA, 2021a, p.14; see also Carnevale et al., 2023).

Of course, race-conscious admissions policies are not just about numbers—they also involve a holistic analysis of candidates by colleges and universities that consider merit. Individualized holistic review incorporates three components: mission alignment; determining who is likely to succeed and who has the potential to contribute to the learning environment; and consideration of a number of intersectional factors such as academic, nonacademic, and contextual that in combination provide a more complete picture of the individual applicant (College Board, 2018).

As Justice Sotomayor wrote in her dissent:

Experience teaches that the consequences of today's decision will be destructive. . . . Superficial color-blindness in a society that systematically segregates opportunity will cause a sharp decline in the rates at which underrepresented minority students enroll in our Nation's colleges and universities, turning the clock back and undoing the slow yet significant progress already achieved. (pp. [201–202])

Race-conscious admissions programs in higher education have been one important way to address systemic racism across U.S. educational systems. As APA's Statement on Dismantling Systemic Racism explains:

Racism permeates every level of the landscape of education in the United States. . . , from housing and policies that determine where children are zoned to attend school in prekindergarten through postsecondary and lifelong learning, to the detriment of the academic achievement, self-concept, persistence, and success of students of color (APA, 2021b, p. 1)

The statement further recognizes that "students of color are increasingly enrolled in majority-underserved, high-poverty schools and school segregation is associated with significant racial disparities . . . (APA, 2021b, p. 2).

The Majority and Justice Thomas (in His Concurrence) Ignore Compelling Psychological Evidence and Rely on Discredited Studies

In her dissent, Justice Jackson, relying in part on APA's *amicus* brief presentation of the psychological science supporting race-conscious admissions, concluded:

All told, the Court's myopic misunderstanding of what the Constitution permits will impede what experts and evidence tell us is required (as a matter of social science) to solve for pernicious race-based inequities that are themselves rooted in the persistent denial of equal protection. (p. [236])

The court majority opinion and Justice Thomas' concurrence failed to consider psychological studies presented in the APA *amicus* brief, including a study published within the last four years and examining over 80,000 students in the aggregate, that found racial and ethnic minority students regularly experience acts of discrimination in the educational setting (Campbell & Brauer, 2021; Stevens et al., 2018). These findings, grounded in samples from over 100 universities and colleges across the United States, emphasize the omnipresence of racism experienced by students from underrepresented racial and ethnic groups (Stevens et al., 2018). In banning race-conscious admissions at higher education institutions, the court majority exempts military academies. As Justice Jackson opines in her dissent:

The Court has come to rest on the bottom-line conclusion that racial diversity in higher education is only worth potentially preserving insofar as it might be needed to prepare Black Americans and other underrepresented minorities for success in the bunker, not the boardroom (a particularly awkward place to land, in light of the history the majority opts to ignore). (p. [237])

Seemingly, the race and ethnicity of students may be considered when schools prepare them for war, but not to study psychology.

Furthermore, Justice Thomas advances in his concurrence the discredited "academic mismatch" hypothesis, arguing that the use of race in holistic admissions leads to the "inevitable" "underperformance" by Black and Latinx students at elite universities "because they are less academically prepared than the [W]hite and Asian students with whom they must compete" (p. [88]; *Fisher v. University of Texas*, 2013). Over two decades ago, a pair of seminal studies demonstrated that graduation rates of all students, including racially and ethnically minoritized students, rise as the selectivity of the institution increases (Bowen & Bok, 1998; Kane, 1998). More recently, research has reaffirmed that "the mismatch hypothesis . . . is empirically groundless for [B]lack and Hispanic (as well as for [W]hite and Asian) students" (Alon & Tienda, 2005, p. 21). Another study, which examined nationwide data, found not only that the performance and well-being of racial minority students with lower-than-average SAT scores was *not* undermined, but also that students who benefited from affirmative action earned higher grades and left school at lower rates than other students (Fischer & Massey, 2007).

In fact, the evidence indicates that race-conscious admissions programs *narrow* racial disparities in retention rates (Alon & Tienda, 2005). Research also demonstrates that racial and ethnic minority students who attend selective colleges show an increase in "the completion of advanced degrees, earnings, and overall satisfaction with college experiences" (Alon & Tienda, 2005, p. 23).

Justice Sotomayor points out in her dissent the "debunked" studies on which Justice Thomas relies:

The Court previously declined to adopt this so-called “mismatch” hypothesis for good reason: It was debunked long ago. The decades-old “studies” advanced by the handful of authors upon whom Justice Thomas relies . . . have “major methodological flaws,” are based on unreliable data, and do not “meet the basic tenets of rigorous social science research.” (p. [195])

The U.S. Supreme Court Majority’s Ignorance of Racism on Most Campuses Will Increase the Psychological Damage and Academic Harm Inflicted on Students of Color

Race-conscious admissions programs have *redressed* negative psychological and academic effects of racism on many college campuses; they do not cause them (Ayres & Brooks, 2005). Accordingly, the court majority’s “let-them-eat-cake obliviousness” (p. [233]) of campus racism will increase the profound psychological damage and academic harm inflicted upon students of color at PWIs (Museus et al., 2012).

Psychological researchers have found that when one member of a group is the victim of discrimination, that discrimination can lead to poorer mental health outcomes for all members of the targeted group, harm that does not impact members of the majority group within the same community (Bor et al., 2018; Curtis et al., 2021). Such discrimination-based mental health strains may cause stress, anxiety, and depression that, in turn, significantly impact academic achievement (Billingsley & Hurd, 2019).

Other psychological harms, including a feeling of tokenism and a lack of belongingness, flow from subtle discrimination and implicit bias in communities lacking sufficient representation of individuals of color. When a student is the *only* person of a social identity within a group, they experience intense, “tokenizing” isolation and have even worse academic outcomes, causing students to “experience relatively greater uncertainty about their belonging in school” (Walton & Cohen, 2011, p. xx). These feelings often create an internal fear—a “social identity threat”—that one’s actions will prove others’ biases as accurate (Rosenthal & Crisp, 2006; Spencer et al., 2016). A recent longitudinal study of nearly 2,000 Latinx and Black students across 27 colleges and universities found that experiences of discrimination were predictive of poor physical health, increased depression, poorer academic outcomes, and lower graduation rates (Brannon & Lin, 2021). Research also shows the enormous emotional pressure of a “model minority” stereotype on Asian American students (Tran & Birman, 2010). Psychological studies have found that the added cognitive load and related stress may lead students to remove themselves from the classroom or campus altogether (Locks, et al., 2008; Murphy et al., 2007; Page-Gould et al., 2010; Rosenthal & Crisp, 2006; Walton & Cohen, 2011).

The Supreme Court’s Overreaching Restrictions on Higher Education Admissions Removes Student Racial and Ethnic Diversity as an Antidote to Many of the Negative Educational Impacts of Discrimination and Prejudice

The court’s overreaching restrictions on colleges and universities in developing student admissions programs removes overt consideration of student racial and ethnic diversity as an antidote to many of the negative educational impacts of discrimination and prejudice. As the influence of discrimination and prejudice is reduced, psychological phenomena inhibiting academic success for minoritized students become less dominant (Bowman & Denson, 2022; Onyeador et al., 2020; Pettigrew & Tropp, 2006). As such phenomena subside, all students are

able to engage uninhibitedly in the academic enterprise (Carey et al., 2022; Garibay et al., 2018; Hussain et al., 2021).

A 2021 study by Campbell indicates that diversity is an effective remedy to societal discrimination and prejudice, and suggests that discrimination—while still prevalent—can manifest *differently* on diverse campuses than in general society. The findings suggest that campus diversity reduces the extent of prejudice and makes it easier for university communities to mitigate the impact of the prejudice that remains. Moreover, diversity on college campuses benefits all students; positive intergroup contact with people from a different race/ethnicity leads to lower intergroup anxiety, to positive and long-lasting changes to students' attitudes and values (Bowman, 2011; Pettigrew & Tropp, 2011), and to improved critical thinking (Bowman, 2010). The friendships that develop between members of different racial and ethnic groups result in less prejudice and lower intergroup anxiety among those group members (Davies et al., 2013).

As James Baldwin (1962) said, to effectively face the challenge of addressing educational inequity, “Not everything that is faced can be changed, but nothing can be changed until it is faced.”

THEREFORE BE IT RESOLVED that the APA encourages higher education institutions to create, maintain, and increase equitable admissions policies that continue to examine the individual holistically, which could include:

- establishing adversity scales, which President Joe Biden has proposed as a new standard “where colleges take into account the adversity a student has overcome when selecting among qualified applicants” (The White House, 2023), similar to the “socioeconomic disadvantage index” developed by the University of California, Davis medical school;
- reviewing portfolios inclusive of a range of factors associated with the necessary qualities and skills of a successful student and professional;
- eliminating preferences for the wealthy, such as donors and children of alumni, which President Biden describes as expanding “privilege instead of opportunity” (The White House, 2023), as have Johns Hopkins University, Amherst College, and the California Institute of Technology (Saul, 2023a; Saul, 2023e); and
- targeting students at high schools that have a limited history of sending applicants to their school (generally, like the University of Virginia; using the “top percent” model, like the University of Texas system; or a “ZIP code” admissions plan), paying full tuition in geographic areas for students with family incomes of \$150,000 or less (like Duke University), establishing early college programs that allow high school students to take and earn college credit (like Bard College) (Brown-Nagin, 2023), and providing academic support and college admissions advice to high school students in low-income communities (such as the University of California system) (Saul, 2023b; Saul, 2023c).

BE IT FURTHER RESOLVED that APA calls on higher education institutions to promote the values of inclusion, belonging, and diversity within their academic missions, which they “may define . . . as they see fit” (*Students for Fair Admissions, Inc. v. Harvard College*, 2023, p. [34]), and develop

helpful essay prompts for students to highlight how their race and/or ethnicity has affected their lives.

BE IT FURTHER RESOLVED that APA reaffirms its commitment to addressing educational inequities as provided in APA's Resolution on the Role of Psychology and APA in Dismantling Systemic Racism by "combating every level of racism throughout the education system, from prekindergarten through postsecondary education and lifelong learning, for its devastating effects on the academic, physical, psychological, and economic well-being of people and communities of color" and to "encouraging "higher education admissions policies that [include opportunities for applicants to share their] attributes that support [and contribute to] the mission of the institution'" (APA, 2021b).

BE IT FURTHER RESOLVED that APA reaffirms its Racial Equity Action Plan's commitment to work to address racial inequities within educational environments, including early childhood development, prekindergarten to grade 12 schools, and undergraduate and graduate programs (APA, 2022) to foster a healthier academic climate and culture, including:

- Utilizing APA's role in the field and its resources to promote racial equity in educational institutions.
- Promoting resources that address equity and holistic well-being, including intervention and assessment services aimed at improving the success rates of students of color in educational institutions.
- Encouraging and endorsing the teaching of the history, as well as the contemporary nature, of racism in the United States to prepare all preschool to higher education students to think critically about identity, community, and civics.
- Advocating for psychologically safe and inclusive educational environments through the development of resources and policies for educators designed to raise awareness about all aspects of privilege and to mitigate biases that negatively affect learning and development among students of color.
- Partnering with key stakeholders, inclusive of communities of color and education, to advocate for policies that foster equity for students of color across learning environments in an effort to close the opportunity gap.

BE IT FURTHER RESOLVED that APA encourages faculty members who serve on admissions committees to support and advocate for equitable and inclusive admissions systems.

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July 25, 2023

Council Leadership Team (CLT) Virtual Meeting

Present: *David Susman, PhD (Chair), Arlene Noriega, PhD (Chair-Elect), Eric Butter, PhD (Past- Chair), Thema Bryant-Davis, PhD (APA President Elect), Cynthia de las Fuentes, PhD (APA President-Elect), Michael Hendricks, PhD, ABPP (Treasurer), Noelle La Lefforge, PhD, MHA, ABPP, Bryana French, PhD, Rachel Fouladi, PhD, Arthur C. Evans, PhD (APA CEO), Amy Williams, PhD, Quincy Guinadi, MA*

Staff Present: *Amber Roopan (Associate Chief of Governance and Volunteer Leadership), Deanne Ottaviano (Chief of OGC), Maureen O'Brien (Deputy Chief of Governance and Volunteer Leadership)*

- A. CLT discussed proposed changes to main motion II to Council agenda item #6, Council Effectiveness Oversight Task Force Report and Recommendations, as recommended by the movers.
- B. CLT voted to appoint Drs. Jil Fostad, Janiece Pompa and Valene Whittaker to serve in the Council liaison program.
- C. CLT had a conversation about whether it is appropriate for CLT members to endorse candidates running for APA leadership seats.
- D. CLT discussed main motion III of Council agenda item #6, Council Effectiveness Oversight Task Force Report and Recommendations, as recommended by the movers.
- E. CLT was provided an update on meeting dates and times for the upcoming CLT and Council meetings.

August 1, 2023
Council Leadership Team (CLT) Meeting

Present: David Susman, PhD (Chair), Arlene Noriega, PhD (Chair-Elect), Eric Butter, PhD (Past- Chair), Thema Bryant-Davis, PhD (APA President Elect), Cynthia de las Fuentes, PhD (APA President-Elect), Michael Hendricks, PhD, ABPP (Treasurer), Noelle La Lefforge, PhD, MHA, ABPP, Bryana French, PhD, Rachel Fouladi, PhD, Arthur C. Evans, PhD (APA CEO), Amy Williams, PhD, Quincy Guinadi, MA

Staff Present: Amber Roopan (Associate Chief of Governance and Volunteer Leadership), Deanne Ottaviano (Chief of OGC), Maureen O'Brien (Deputy Chief of Governance and Volunteer Leadership)

- A. CLT voted to recommend Council approve forwarding to the Membership for a vote the following amendments to Article X, Section 1 of the APA Bylaws (bracketed/strikethrough material to be deleted; underlined material to be added):

ARTICLE X

Nominations and Elections

1. The Election Committee shall issue annually a call to all voting members of the Association for nominations for the office of President-elect. The nomination ballots shall provide spaces for nomination of at least three names of Members to be listed in order of preference. Forty-five days after sending the nomination ballots, the Election Committee shall close nominations and shall make a preferential count of nominees for President-elect. The Election Committee shall then prepare for the final election ballot a slate including the names of ~~the~~ up to five ~~persons~~ Members of the Association who receive the largest numbers of nominating votes provided those Members also have a minimum of thirty nominating votes. If there are not two Members who receive thirty or more nominating votes, the Election Committee shall slate the two Members who receive the largest number of nominating votes.

Additionally, CLT voted to recommend that Council approve amending Association Rule 110.2.3 and 110-8 as follows (bracketed/strikethrough material to be deleted; underlined material to be added):

110. ELECTIONS AND APPOINTMENTS

110-2.3 President-elect nominations. In the nomination of candidates for the office of President-elect, each APA voting member may nominate up to five ~~candidates~~ Members of the Association. The Election Committee shall then prepare for the final election ballot a slate including the names of up to five Members who receive the largest numbers of nominating votes provided those Members also have a minimum of thirty nominating votes. If there are not two Members who receive thirty or more nominating votes, the Election Committee shall slate the two Members who receive the largest number of nominating votes. The selection of the ~~five~~ persons who receive the largest number of nominating votes and who are willing to serve if elected shall be determined by the use of the single transferable ballot (English System). Ballots shall be counted in the following manner: (a) ballots are sorted for first choice on each ballot; (b) the candidate(s) receiving the lowest number(s) of first place votes is declared

defeated, and his or her ballots are transferred to the voter's second choice. This procedure does not use a quota. The process of declaring defeated the candidate having the lowest number of votes after each count, and of transferring their ballots to the voter's next choice of those candidates not yet defeated, continues. If there is no next choice, the ballot is declared exhausted and set aside. As each potential nominee achieves sufficient votes to be nominated, that person will be approached to ascertain willingness to serve. If a candidate is unwilling, the candidate's votes will be reallocated to the remaining nominees. (c) This process of counting continues until there are ~~[five]~~ at least two candidates having the highest number of votes and who are willing to serve if elected.

110-8. PRESIDENT-ELECT ELECTION

110-8.1 The election of APA President-elect is conducted by the Election Committee.

110-8.2 Candidates are nominated by Fellows, Members, Associate members with voting privileges, and Graduate Student members with voting privilege. Nominations are made by preferential ballots, and up to five names may be listed in rank order. Nomination ballots are sent on or about March 1. The balloting period closes within 45 days. Only APA ~~[m]~~ Members are eligible for nomination.

110-8.3 The APA President-elect shall be elected by Fellows, Members, and those Associate members and Graduate Student members who have been granted voting privileges. The election ballot shall be preferential and shall list ~~[five candidates]~~ the names of up to five Members who receive the largest numbers of nominating votes provided those Members also have a minimum of thirty nominating votes. If there are not two Members who receive thirty or more nominating votes, the Election Committee shall slate the two Members who receive the largest number of nominating votes. Final election ballots shall be sent on or about August 1. The balloting period shall close within 45 days.

Each candidate is invited to submit a statement, to be sent with the election ballot, of no more than 1,000 words, stating his or her opinion of issues facing psychology and of the role APA should play regarding these issues.

110-8.4 Results are reported to the Board of Directors. Tallied results are reported to Council no more than 30 days after the ballot closes. Election results are published on APA's website.

- B. CLT discussed agenda item #6 titled, Council Effectiveness Implementation Oversight Task Force Report and Recommendations. CLT previously made recommendations on the motions included in the item and noted potential changes to several of the motions suggested by the motions that were not final for discussion or review at the time of the August 1 meeting.
- C. CLT engaged in a discussion with Dr. LeOndra Clark Harvey, APA's organizational ombuds on her observations that were shared in written summaries to Council over the last 12 months. CLT agreed that Dr. Clark Harvey should continue to serve as ombuds for 2024 and that at this time there is not a need for additional ombuds positions. CLT also discussed a feedback survey to send to Council regarding their relationship with the ombuds to date and to collect any suggestions for future improvement.

- D. CLT received an update from the Council Orientation and Mentoring Program subgroup and plans for fall orientation and onboarding of new/incoming Council member

August 22, 2023

Council Leadership Team (CLT) Virtual Meeting

Present: *David Susman, PhD (Chair), Arlene Noriega, PhD (Chair-Elect) Thema Bryant-Davis, PhD (APA President Elect), Cynthia de las Fuentes, PhD (APA President-Elect), Michael Hendricks, PhD, ABPP (Treasurer), Noelle La Lefforge, PhD, MHA, ABPP, Bryana French, PhD, Rachel Fouladi, PhD, Arthur C. Evans, PhD (APA CEO), , Amy Williams, PhD, Quincy Guinadi, MA*

Not Present: *Eric Butter, PhD (Past-Chair)*

Staff Present: *Abby Green (Staff Liaison), Deanne Ottaviano (Chief of OGC), Amber Roopan (Associate Chief, Governance), Maureen O'Brien (Deputy Chief of Governance and Volunteer Leadership)*

- A. CLT reviewed information from the August Council meeting including the culture checks and Ombud's report
- B. CLT planned to identify authors for the Pro/Con statements for the Bylaws Amendments that were voted on by Council in August of 2023
- C. CLT reviewed the motions approved from the CEIO Task Force and discussed how to move forward on recommendations

September 26, 2023

Council Leadership Team (CLT) Virtual Meeting

Present: *David Susman, PhD (Chair), Arlene Noriega, PhD (Chair-Elect) Thema Bryant-Davis, PhD (APA President Elect), Cynthia de las Fuentes, PhD (APA President-Elect), Michael Hendricks, PhD, ABPP (Treasurer), Noelle La Lefforge, PhD, MHA, ABPP, Bryana French, PhD, Rachel Fouladi, PhD, Arthur C. Evans, PhD (APA CEO), , Amy Williams, PhD, Quincy Guinadi, MA*

Not Present: *Eric Butter, PhD (Past-Chair)*

Staff Present: *Abby Green (Staff Liaison), Deanne Ottaviano (Chief of OGC), Amber Roopan (Associate Chief, Governance), Maureen O'Brien (Deputy Chief of Governance and Volunteer Leadership)*

- A. CLT reviewed the motions from the CEIO Task Force and the recommendations that remain to be completed
- B. CLT discussed the status of the Pro/Con statements for the bylaws amendments that were voted on by Council in August of 2023
- C. CLT prepared for the open CLT meeting that will take place on October 24, 2023
- D. CLT received an update from COMP on the upcoming Council New Member Orientation for 2024

October 24, 2023

Council Leadership Team (CLT) Virtual Meeting

Present: *David Susman, PhD (Chair), Arlene Noriega, PhD (Chair-Elect) Thema Bryant-Davis, PhD (APA President Elect), Cynthia de las Fuentes, PhD (APA President-Elect), Michael Hendricks, PhD, ABPP (Treasurer), Noelle La Lefforge, PhD, MHA, ABPP, Bryana French, PhD, Rachel Fouladi, PhD, Arthur C. Evans, PhD (APA CEO), , Amy Williams, PhD, Quincy Guinadi, PhD, Eric Butter, PhD (Past-Chair)*

Staff Present: *Abby Green (Staff Liaison), Deanne Ottaviano (Chief of OGC), Amber Roopan (Associate Chief, Governance), Maureen O'Brien (Deputy Chief of Governance and Volunteer Leadership)*

NOTE: This CLT meeting was an open meeting for members of Council and APA staff to attend.

- A. CLT introduced members of CLT to the Council members in attendance
- B. CLT received an update from COMP on the Council New Member Orientation plans for 2024
- C. CLT received an update from the Council Liaison Oversight Committee update on the work done to prepare for 2024 liaisons to boards and committees
- D. CLT received an update on the work to obtain CE credits for Council Activities
- E. CLT provided a status update on the motions approved from the CEIO Task Force in August at the Council Meeting
- F. CLT received questions and provided answers to members of Council

November 28, 2023

Council Leadership Team (CLT) Virtual Meeting

Present: *David Susman, PhD (Chair), Arlene Noriega, PhD (Chair-Elect) Thema Bryant-Davis, PhD (APA President Elect), Cynthia de las Fuentes, PhD (APA President-Elect), Michael Hendricks, PhD, ABPP (Treasurer), Noelle La Lefforge, PhD, MHA, ABPP, Bryana French, PhD, Rachel Fouladi, PhD, Arthur C. Evans, PhD (APA CEO), , Amy Williams, PhD, Quincy Guinadi, PhD, Eric Butter, PhD (Past-Chair)*

Staff Present: *Abby Green (Staff Liaison), Deanne Ottaviano (Chief of OGC), Amber Roopan (Associate Chief, Governance), Maureen O'Brien (Deputy Chief of Governance and Volunteer Leadership)*

- A. CLT approved their minutes from April to October of 2023.
- B. CLT reappointed Le Ondra Clark Harvey as the Council Ombud for 2024.
- C. CLT received an update on the tasks they are currently working on.
- D. CLT received an update on the work to obtain CE credits for Council Activities
- E. CLT discussed the format of the upcoming December Town Hall.
- F. CLT recognized the members who are rotating off in 2023.