

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 Subs specialties 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, CEO Task Force

- J. CLT was provided an update on the Council New Member Orientation.
- K. 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
- L. 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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M. 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.

- N. 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.