

COUNCIL OF REPRESENTATIVES

August 3 & 4, 2022

APPROVED MINUTES

I. MINUTES OF MEETING

A.(1) Council voted to approve the minutes of its February 25 & 26, 2022, meeting.

II. ELECTIONS, AWARDS, MEMBERSHIP AND HUMAN RESOURCES

A.(2) Council voted to elect the 73 members listed to Fellow status, on the nomination of the indicated divisions and on the recommendation of the Fellows Committee and the Board of Directors.

B.(3) Council voted to approve amending APA's Association Rule 110-7 and 110-8 as follows (bracketed/strikethrough material to be deleted; underlined material to be added):

110-7. GUIDELINES FOR THE CONDUCT OF PRESIDENT-ELECT NOMINATIONS AND ELECTIONS

3. Call to membership of potential presidential nominees. An annual announcement on APA's website will invite presidential nominees to submit a brief statement (50 words or less) to accompany the President-Elect nomination ballot. The deadline for submission of such statements is close of business on [~~January~~] February 15.

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 privileges. Nominations are made by preferential ballots, and up to five names may be listed in rank order. Nomination ballots are sent on or about [~~February 1~~] 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 [~~September 15~~] 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

10-9.1 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 ~~[m]~~ Members are eligible for nomination.

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

III. ETHICS

No items.

IV. BOARD OF DIRECTORS

No items.

V. DIVISIONS AND STATE AND PROVINCIAL AND TERRITORIAL ASSOCIATIONS

No items.

VI. ORGANIZATION OF THE APA

A.(5) Council voted to 1) extend the expiration date for the Principles for Quality Undergraduate Education in Psychology to February 28, 2023 and 2) extend the expiration date for the *Guidelines for Psychological Practice with Transgender and Gender Nonconforming People* and the *Guidelines for the Use of Nonhuman Animals in Behavioral Projects in Schools (K-12)* to December 31, 2024.

B.(2) Council voted to approve extending the working timeline of the Council Leadership Team Evaluation Task force by one year, to sunset in August 2023.

C.(3) Council adopted as APA policy the following *Resolution on the Imposition of Death as a Penalty for Persons Aged 18 Through 20, Also Known As the Late Adolescent Class*:

Resolution on the Imposition of Death as a Penalty for Persons Aged 18 Through 20, Also Known As the Late Adolescent Class

WHEREAS APA is the leading scientific and professional organization representing psychology in the United States; with more than 133,000 researchers, educators, clinicians, consultants, at all stages of their careers, as well as students among its members.

WHEREAS APA is dedicated to fairness, inclusion, diversity, and to the improvement of the human condition overall, as individuals and as a society, through the development and application of the psychological sciences.

WHEREAS APA is aware of the U.S. Supreme Court (SCOTUS) decision in *Roper v. Simmons* (543 U.S. 551, 568 2005) and notes that the APA *amicus curiae* brief submitted in this case

was relied upon and cited often and favorably by SCOTUS in arriving at this landmark decision.

WHEREAS in this same *Roper* decision, SCOTUS reiterated and reinforced that death as a penalty must be limited to those persons who commit a narrow category of the most serious crimes and whose extreme culpability makes them eligible to be sentenced to death, as the most severe of punishments and most extreme application of the authority of the state (*Roper v. Simmons*, 2005).

WHEREAS in deciding *Roper v. Simmons*, SCOTUS held that adolescents involved in the criminal justice system and under 18 years of age are categorically less culpable than the average criminal, and subsequently ruled that application of death as a penalty to persons under 18 at the time of the offense is unconstitutional.

WHEREAS the conclusion of lesser culpability was based upon three primary findings by the *Roper* court: First, juveniles possess a lack of maturity and an underdeveloped sense of responsibility; second, adolescents who are involved in the criminal justice system are more vulnerable/susceptible to negative influences, such as peer pressure and other outside pressures; and third, the character of adolescents is not as fully formed as that of adults.

WHEREAS APA concludes, based on the current state of the psychological and related developmental sciences, that although the principal reason these three primary findings by the *Roper* court are true and accurate is the level of maturity (or immaturity) of major brain systems at age 17, there is no neuroscientific bright line regarding brain development that indicates the brains of 18- to 20-year-olds differ in any substantive way from those of 17-year-olds (e.g., Bigler, 2021; Casey, Simmons, Somerville, & Baskin-Sommers, 2022; Gur, 2021).

WHEREAS assuming the commission of a crime by a member of the late adolescent class that qualifies as a statutorily defined death-eligible offense, the same youthful and immature characteristics that apply to categorically exempt 16- and 17-year-olds are similarly present in 18- to 20- year olds, rendering them less culpable and less susceptible to any deterrent value of the death penalty, thus failing to further the penological goals of retribution and deterrence.

WHEREAS neuroscientific research demonstrates brain development at age 17 has not become static and there is significant, ongoing brain development in the “late adolescent class” (Somerville, 2016). While some research on continued neurobiological development after 17 was published prior to the *Roper* decision, the question of whether members of the late adolescent class (ages 18 to 20) should be eligible for death as a penalty was not before SCOTUS at the time of the *Roper* decision and thus was not considered.

WHEREAS federal law previously officially recognized the “developmental period of childhood and adolescence” as extending past the age of 17 in binding legislation as early as 2000, extending by law the developmental period of childhood and adolescence

to encompass the period up to age 22 (PUBLIC LAW 106–402—OCT. 30, 2000 114 STAT. 1683, the Developmental Disabilities Assistance and Bill of Rights Act of 2000).

WHEREAS as of 2013, the *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.; DSM–5; American Psychiatric Association, 2013) eliminated the age-18 cutoff for the expression and diagnosis of some developmental disorders, recognizing that the developmental period extends to age 18 and beyond.

WHEREAS consistent with this recognition of the extended nature of the developmental period, in 2021, the 12th edition of the American Association of Intellectual and Developmental Disabilities (AAIDD) Manual increased the age of onset criterion for the diagnosis of intellectual disability (a neurodevelopmental disorder) from age 18 to age 22 (AAIDD, 2021).

WHEREAS much more extensive research has been conducted in developmental science in the years since several of these notable policy changes were enacted, and since the *Roper* decision, that significantly adds to the quantity and quality of existing scientific knowledge.

WHEREAS developmental neuroscience, including research on both the structure and function of brain development, establishes that significant maturation of the brain continues through at least age 20 (e.g., Bigler, 2021; Gur, 2021; McCaffrey & Reynolds, 2021; Somerville, 2016), especially in the key brain systems implicated in a person’s capacity to evaluate behavioral options, make rational decisions about behavior, meaningfully consider the consequences of acting and not acting in a particular way, and to act deliberately in stressful or highly charged emotional environments, as well as continued development of personality traits (e.g., emotional stability and conscientiousness) and what is popularly known as “character” (e.g., Casey, Simmons, Somerville, & Baskin-Sommers, 2022; Casey, Taylor-Thompson, Rubien-Thomas, Robbins, & Baskin-Sommers, 2020; Harden & Tucker-Drob, 2011; McCaffrey & Reynolds, 2021; Roberts et al., 2006; Steinberg et al., 2018).

WHEREAS these brain regions are often referred to as executive control systems and include (but not exclusively) the prefrontal cortex and its connections throughout the brain. There is significant development of these brain systems that continues beyond the age of 20 (e.g., Somerville, 2016).

WHEREAS in the context of capital cases where death is a potential penalty, which typically involve crimes that have occurred in situations of high emotional arousal, it is especially noteworthy that current developmental science documents that during emotionally arousing situations, this late adolescent class responds more like younger adolescents than like adults (Figner et al., 2009; Cohen et al., 2016; Steinberg et al., 2008; Icenogle et al., 2019) though — like younger adolescents — show cognitive capacity similar to adults when not under pressure or heightened emotional arousal (Figner et al., 2009; Icenogle et al., 2019; Steinberg et al., 2008).

WHEREAS in considering youth who display more extreme behaviors (e.g., callousness, low empathy), there is emerging empirical evidence of change in the developmental course

of these traits, even without intervention. Although a small group of youth show persistently high trajectories of extreme behaviors, the majority who initially show extreme behaviors exhibit decreasing patterns during development (Baskin-Sommers et al., 2015; Hawes et al., 2014).

WHEREAS the fact that neurobiological development in key brain systems associated with behavioral and emotional control continue after the age of 18, determining whether the nature of the crimes committed by members of the late adolescent class and the level of culpability that should be ascribed to them truly constitutes the “worst of the worst” is inherently unreliable. Given the continued psychological development of these group members, predictions about their rehabilitation potential and likely future actions are equally unreliable. There is clear evidence of prolonged development far beyond the age of 17 and into the mid-20s, so that the psychological capacity of members of the late adolescent class to exercise a mature sense of responsibility, and to resist outside pressures is still very much in process (Steinberg et al., 2018). The significant structural and functional changes in the brain at this time corroborate these findings (e.g., Somerville, 2016).

WHEREAS it is clear the brains of 18- to 20-year-olds are continuing to develop in key brain systems related to higher-order executive functions and self-control, such as planning ahead, weighing consequences of behavior, and emotional regulation. Their brain development cannot be distinguished reliably from that of 17-year-olds with regard to these key brain systems (Cohen et al., 2016).

WHEREAS numerous lawmakers, governmental officials, and regulators have recognized multiple ages as demarcation points for independent decision-making and access to forms of employment, positions of authority and public trust, independent decision-making for various lifestyle, medical, and recreational events, and there are currently more than 3,000 laws and government regulations restricting the behavior and actions of persons under the age of 21 years in force in the United States (e.g., see review by Meggitt, 2021) that prohibit those under age 21 from engaging in such diverse activities as: legalized purchases of alcoholic beverages, legalized purchases of marijuana, legalized purchases of tobacco products (19 states); obtaining work as a Federal Marshall, FBI agent, or armed Treasury agent; to engage in blasting or the use of explosives, including operating a fireworks display; to obtain a license to carry a concealed handgun; to obtain a credit card without a cosigner; to act as a foster parent; to serve in the State legislature (32 states); to obtain various professional licenses; nine states require all persons under 21 to wear a helmet when riding a motorcycle; as examples among the more than 3,000 such laws. Such legislative and regulatory precedents also make it reasonable to make distinctions related to crime and punishment in the 18- to 20-year-old population; indeed, some states do so now with regard to retaining juvenile jurisdiction, as well as variables such as inmate housing as a function of age and sentencing restrictions and review. As of this writing in July of 2022, this trend is continuing with more states and local jurisdictions increasing the minimum age to purchase tobacco and also firearms from 18 to 21 years. Much of this restrictive legislation and regulations consider the issues of decision-making in highly stressful and extremely arousing circumstances (sometimes referred to as issues of decision-making during hot-versus-cold cognition) but other laws appropriately grant increasing rights to

this age group when evaluating the maturity required to make careful/considered choices such as about personal health care, voting, and other matters that need not to be made, and typically are not made, rashly in emotionally volatile circumstances as are the criminal actions that make such youth currently eligible for death as a penalty.

WHEREAS the Society for Black Neuropsychology, the Hispanic Neuropsychological Society, and the Asian Neuropsychological Association have concluded that racial factors significantly influence criminal justice system decision-making, resulting in disparate conviction rates, wrongful convictions, and levels of punishment (Ghandnoosh, 2015; Gross, Possley, & Stephens, 2017; Mitchell & MacKenzie, 2004; Nellis, 2016; Rucker & Richeson, 2021; Sentencing Project, 2013; Spohn, 2017; Sweeney & Haney, 1992) across common racial groupings in the United States. Racial factors also affect the system of death sentencing in the United States, where Black persons are perceived as more “deathworthy,” evaluated more unfavorably by capital jurors, and are more likely to be sentenced to death and to be executed than their White counterparts, especially when their victims were White (Baldus, Woodworth, Zuckerman, & Weiner, 1998; Beckett & Evans, 2016; Eberhardt, et al., 2006; Keil & Vito, 2006; Lyman, Baumgartner, & Pierce, in press-2022; Lynch & Haney, 2011; Phillips & Marceau, 2020), contributing to minorities’ overrepresentation on death row. For example, as recently as 2014, the proportion of Black people on death row was more than three times the proportion of Black people in the national population (Ford, 2014); current statistics demonstrating continued overrepresentation also can be found at the Death Penalty Information Center website, <https://deathpenaltyinfo.org/>; as well as individual states’ websites, such as the Texas Departmental of Criminal Justice website, where, as of July 1 of 2022, 45.7% of all death row inmates were designated as “Black” (http://www.tdcj.texas.gov/death_row/dr_gender_racial_stats.html), while in 2020, only 12.2% of the general population of Texas is designated as Black.

WHEREAS Black youth are punished more harshly than Whites (Morris & Perry, 2016) and significantly more likely to be perceived incorrectly as older and more responsible (Goff, et al., 2014), and therefore more likely to be treated as if they were adults in criminal proceedings in general. In combination, these race-based differences in treatment impact members of the late adolescent class, placing Black youth more at risk of facing and receiving the death penalty compared with their White peers. In fact, a recent analysis shows that non-White (Black, Hispanic, and “Other”) members of the late adolescent class (20 years old or younger at the time of their crime) represent approximately two-thirds of persons in that age group who are sentenced to death, as opposed to a little more than half of non-Whites who were 21 years or older who received death sentences. Moreover, since *Roper*, the racial disproportion in the 18-to 20-year-old late adolescent class has increased, with more than three-quarters of the non-White members of the late adolescent class sentenced to death as opposed to 20% of Whites (Baumgartner, 2022), clearly demonstrating the disproportionately biasing effects, as a function of age, of minority racial status on the LAC when death is sought as a penalty.

WHEREAS in addition to the strong biasing effect of gender of the defendant on whether prosecutors seek death as a penalty (e.g., Shatz & Shatz, 2011), victim race and gender

also affect who is sentenced to death (e.g., Baumgartner, Grigg, & Mastro, 2015; Baumgartner, Johnson, Wilson, & Whitehead, 2016; Pierce, Radelet, & Sharp, 2017).

WHEREAS psychological science research also indicates that members of the LGBTQ+ community and those with nontraditional sexual orientations are dealt with more harshly in their interactions with the criminal justice system, including harsher sentencing (Movement Advancement Project, 2016; Nadal, 2021).

WHEREAS historically, SCOTUS has emphasized death as a penalty should be reserved for persons whose crimes and culpability represent the “worst of the worst” (e.g., *Roper v. Simmons*, 543 U.S. 551, 568 2005; *Kennedy v. Louisiana*, 554 U.S. 407, 420, 2008; *California v. Brown*, 479 U.S. 538, 541, 1987) and, given its extreme severity and finality, that the penalty of death is qualitatively different from any other sentence (e.g., *Woodson v. North Carolina*, 428 U.S. 280, 305, 1976; *Lockett v. Ohio*, 438 U.S. 586, 604, 1978). SCOTUS has repeatedly acknowledged that this qualitative difference between death and other penalties calls for a greater degree of reliability when the death sentence is imposed (*California v. Brown*, 479 U.S. 538, 541, 1987).

WHEREAS a review of the scientific literature as noted above indicates that death as a penalty for the late adolescent class is typically based on unreliable determinations of members’ current culpability status and even more unreliable predictions of their future potential.

THEREFORE, BE IT RESOLVED that based upon the rationale of the *Roper* decision and currently available science, APA concludes the same prohibitions that have been applied to application of the penalty of death for persons who commit a serious crime at ages 17 and younger should apply to persons ages 18 through 20. The same scientific and societal reasons as given by the *Roper* court in banning death as a penalty for those under the age of 18 apply to the late adolescent class.

THEREFORE, BE IT RESOLVED that it is clear death as a penalty is not applied equally and fairly among members of the late adolescent class. In addition, extraneous factors such as race, ethnicity, and gender (of both the defendant and the victim) influence the discretionary decisions of prosecutors to seek and their success in obtaining death verdicts for defendants who are members of the late adolescent class. When considered in conjunction with neuroscientific evidence of the degree of continuing development of key brain systems that remains to be accomplished in the late adolescent class, these and other status variables act to create biases and prejudices that lead to a higher probability of error by triers of fact in death penalty cases. In combination, these factors render the application of the death penalty to members of the late adolescent class inherently more unreliable and morally abhorrent in a developed society that is concerned with equality, generally and specifically, in legal justice for all.

THEREFORE, BE IT RESOLVED that APA calls upon the courts and the state and federal legislative bodies of the United States to ban the application of death as a criminal penalty where the offense is alleged to have been committed by a person under 21 years of age.

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D.(7) Council voted to receive the Report on Psychology's Role in Dismantling Racism: Racial Equity Action Plan and charges the APA CEO and Board of Directors with implementation of the priority actions outlined in the report.

E.(8) Council voted to approve that the third week of April be proclaimed Psychology Week, an annual celebration of psychology that includes "Psychology Day," recognized by the United Nations community and certain other institutions.

F.(21) Council was provided with an update from the Council Effectiveness Implementation Oversight Task Force.

G.(22) Council received as information an update from the Advocacy Coordinating Committee.

VII. PUBLICATIONS AND COMMUNICATIONS

No items.

VIII. CONVENTION AFFAIRS

No items.

IX. EDUCATIONAL AFFAIRS

A.(9) Council voted to postpone the item titled, *Guidelines for Equitable and Respectful Treatment of Graduate Students in Psychology Training* to a future meeting of Council.

B.(10) Council voted to approve forwarding to the Membership for a vote the following amendments to the APA Bylaws (bracketed/strikethrough material to be deleted; underlined material to be added):

ARTICLE XI

Boards and Committees

2. The Membership Board shall consist of no fewer than nine [eight] Members one of which should be a Graduate Student member, and one Affiliate of the Association. At least two of the members shall be Fellows of the Association. The remaining members shall be selected to represent the diverse membership of the Association. Members of the Board shall serve for staggered terms of three years each, except when filling a vacancy on the Board. The Board shall have responsibility for the oversight of membership recruitment and retention activities for the Association. The Board shall have the authority to elect qualified persons to initial Member, Associate member or Graduate Student member status. The Membership Board is responsible for establishing and regulating the APA criteria that the Fellows Committee uses to review and to recommend member nominees for election to Fellow status. The Board shall receive nominations from the Fellows Committee and shall forward recommendations without alterations or comments to the Board of Directors.

4. The Board of Convention Affairs shall consist of not fewer than six Members and one Graduate Student member of the Association, three or four to be elected every other year for a term of not less than four years. The President may each year appoint to this Board one or more Members of the Association for terms of one to four years at his/her discretion. It shall be the responsibility of this Board to recommend policies and procedures to be followed in planning the Annual Convention, to coordinate the programs of Divisions and other organized groups within the Association, and to arrange for programs of general interest at the time of the Annual Convention.

7. The Policy and Planning Board shall consist of not fewer than nine Members and one Graduate Student member of the Association, three or four of whom shall be elected each year and each of whom shall serve for an initial term of not less than three years. The Policy and Planning Board shall be selected to represent the range of active interests within the Association. No person shall be eligible to serve more than two consecutive terms. The Policy and Planning Board's function shall be the consideration of current and long-range policy. As a continuing body, it shall recommend to the Members, Board of Directors, and Council such changes in existing policy and such extensions or restrictions of the functions of the Association, its Divisions, or State/Provincial/Territorial Psychological Associations as are consonant with the purposes of the Association. The Policy and Planning Board shall report annually by publication to the membership. It shall review the structure and function of the Association as a whole in every fifth year and shall make recommendations by written report to Council and by publication to the Association.

9. The Board of Educational Affairs shall consist of not fewer than ~~[twelve]~~ thirteen persons, at least eleven of which shall be Members of the Association, one of which may be an APA Teacher Affiliate member, and one Graduate Student member, who shall serve for terms of not less than three years each. It shall have general concern for all educational and training affairs which transcend more than one Division or group of psychologists. Members of the Board of Educational Affairs shall be selected to represent the range of interests characteristic of psychology in all its aspects.

10. The Board of Professional Affairs shall consist of no fewer than nine Members and one Graduate Student member of the Association, who shall serve for terms of three years each, except when filling a vacancy on the Board. The Board of Professional Affairs shall be responsible for developing recommendations for and monitoring the implementation of APA policy, standards and guidelines for the profession of psychology, maintaining relationships with other professional organizations and groups appropriate to its mission, recognizing contributions to the profession of psychology through awards and honors, proposing to the Association ways to enhance the profession of psychology, and fostering the application of psychological knowledge in order to promote public welfare. Insofar as possible, members of the Board of Professional Affairs shall be elected to represent the range of interests characteristic of the profession of psychology.

11. The Board of Scientific Affairs shall consist of not fewer than nine Members and one Graduate Student member of the Association, who shall serve for terms of not less than three years. It shall have general concern for all aspects of psychology as a science, including the continued encouragement, development, and promotion of psychology as a science; scientific aspects of the program at the Annual Convention; and psychology's relations with other scientific bodies. It shall have particular responsibility for liaison with agencies giving financial support to scientific projects, for awards and honors in recognition of scientific achievement, and for seeking new ways in which the Association can assist scientific activities. Members of the Board of Scientific

Affairs shall be selected to represent the range of interests characteristic of psychology in all its aspects.

12. The Board for the Advancement of Psychology in the Public Interest (BAPPI) shall consist of not fewer than ~~[ten]~~eleven members elected for three-year terms. Nine of the members must be Members of the American Psychological Association, and one of the members must be a Graduate Student member of the Association. The ~~[tenth]~~eleventh member shall be a public member appointed by BAPPI for up to a three-year term. The mission of the Board shall be to encourage the generation and application of psychological knowledge on issues important to human well-being. It shall have general concern for those aspects of psychology that involve solutions to the fundamental problems of human justice and that promote equitable and just treatment of all segments of society. BAPPI shall encourage the utilization and dissemination of psychological knowledge to advance equal opportunity and to foster empowerment of those who do not share equitably in society's resources. The Board shall be concerned with increasing scientific understanding and training in regard to those aspects that pertain to, but are not limited to, culture, class, race/ethnicity, gender, sexual orientation, age and disability. The Board shall support improving educational and training opportunities for all persons in psychology and continue the promotion of culturally sensitive models for the delivery of psychological services. The Board shall be sensitive to the entire range of APA activities as they pertain to the mission of this Board and make recommendations regarding ethically and socially responsible actions by APA when appropriate. The composition of the Board shall reflect diversity in terms of ethnic minorities, gender, sexual orientation, disabilities and religion, as well as the range of interests characteristic of psychology in all its aspects.

In addition to the above motion, Council approved the following amendments to the APA Association Rules (bracketed/strikethrough material to be deleted; underlined material to be added):

10-2. MEMBERSHIP BOARD

10-2.1 The Membership Board shall consist of no fewer than eight members one of which should be a Graduate Student member, 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.

70. POLICY AND PLANNING BOARD

70-1.1 The Policy and Planning Board shall consist of not fewer than nine Members and one Graduate Student member of the Association. At least one member of the Policy and Planning Board shall be an early career psychologist.

120-1. BOARD OF EDUCATIONAL AFFAIRS

120-1.1 The Board of Educational Affairs shall consist of not fewer than ~~[twelve]~~ thirteen persons, at least eleven of which shall be ~~[m]~~ Members of the Association, one of which may be an APA Teacher Affiliate member, and one Graduate Student member, four or five to be elected each year for a term of three years. At least one member of BEA shall be an early career psychologist. Each of three seats on BEA shall be filled by nominees from among the constituencies of Science, Practice, and Public Interest, respectively, in a manner that is consistent with APA procedures for the election of standing board members. Nominations for slates will be solicited from the appropriate APA governance groups (BSA, BPA, BAPPI). These positions shall be for staggered three-year terms, with one of these three positions being filled each year. Each year the constituency group whose seat would be vacated shall be requested to provide a pool of at least five nominees for a three-year term. All other seats shall be filled according to Association Rule 110.15 in a manner to represent the Board of Educational Affairs' commitment to each level of education and training in psychology, from pre-college and undergraduate through postdoctoral. All ~~[twelve]~~ thirteen members are fully participating, voting members of the Board of Educational Affairs.

130-1. BOARD OF PROFESSIONAL AFFAIRS

130-1.1 The Board of Professional Affairs shall consist of ~~[thirteen]~~ fourteen members, including ~~[twelve]~~ thirteen APA members, four or five to be elected each year for staggered terms of three years, and one ex-officio member. The Council of Executives of State, Provincial and Territorial Psychological Associations (CESPPA) Representative to the Board of Professional Affairs shall serve as an ex-officio member. At least one member of the Board of Professional Affairs shall be an early career psychologist, and at least one member of the Board of Professional Affairs shall be a Graduate Student member.

140-1. BOARD OF SCIENTIFIC AFFAIRS

140-1.1 The Board of Scientific Affairs shall consist of ~~[nine]~~ ten members, three or four to be elected each year for a term of three years. At least one member of the Board of Scientific Affairs shall be an early career psychologist, and at least one member of the Board of Scientific Affairs shall be a Graduate Student member.

150-1. BOARD FOR THE ADVANCEMENT OF PSYCHOLOGY IN THE PUBLIC INTEREST

150-1.1 The Board for the Advancement of Psychology in the Public Interest shall consist of ~~[ten]~~ eleven members for staggered terms of three years each. Ten [Nine] of the members must be members of the American Psychological Association elected by the Council of Representatives. At least one member of the Board for Advancement of Psychology in the Public Interest shall be an early career psychologist, and at least one member shall be a Graduate

Student member. The ~~[tenth]~~ eleventh member shall be a public member appointed by BAPPI for up to a three-year term.

180-1. BOARD OF CONVENTION AFFAIRS

180-1.1 The Board of Convention Affairs shall consist of ~~[six]~~ seven elected members, three or four to be elected every other year for a term of four years, plus such other members that may be appointed by the APA President at his or her discretion for terms from one to four years. 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.

At the request of Council, the bylaw amendment ballot will be sent to the membership with statements in favor of adopting and against adopting statements in addition to an explanatory statement.

Council also approved the following amendments to the APA Association Rules (bracketed/strikethrough material to be deleted; underlined material to be added):

To become effective if the Bylaws amendments are approved by the membership

90-2. COMMITTEE ON INTERNATIONAL RELATIONS IN PSYCHOLOGY

90-2.1 The Committee shall consist of ~~[eleven]~~ twelve members, ~~[nine]~~ ten to be elected, each for a term of three years, and two to serve ex officio. Ex officio members shall include the APA chief staff officer, and one designee of the United States National Committee/International Union of Psychological Science (USNC/Biopsy's), provided this individual is an APA member. At least one member of the Committee on International Relations in Psychology shall be an early career psychologist, and at least one member shall be a Graduate Student member.

130-4. COMMITTEE ON PROFESSIONAL PRACTICE AND STANDARDS

The Committee shall consist of ~~[nine]~~ ten members, including a member from the Board of Professional Affairs, ~~[eight]~~ nine of whom shall be elected for staggered terms of three years, and one member (from the Board) shall be appointed for a term of up to two years. 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. The Committee shall report to Council through the Board of Professional Affairs.

130-5. COMMITTEE ON RURAL HEALTH

There shall be a Committee on Rural Health whose mission shall be to address the full breadth of issues affecting the health of persons living in rural and frontier America. The APA Rural Health Committee shall consist of ~~[eight (8)]~~ nine members each of whom shall serve a staggered term of three (3) years. 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. All members of the committee shall be APA members and reflect rural, gender, ethnic minority, sexual orientation and age diversity. The members shall be chosen by the APA Council of Representatives through the nomination process described in Association Rule 110-15. Committee members shall be limited to two successive terms of service and may not further succeed themselves without a break in service. The committee shall meet twice a year. The activity of the Committee will encompass the interests of all APA Directorates and communication will be maintained with all Boards, Committees, and Divisions with an interest in these issues. The Committee will identify, study, and attempt to ameliorate health and mental health problems that may yield to the special knowledge and competence of psychologists. The Committee will identify and develop programs to meet the needs of residents in these areas. Linkages of psychologists with other health providers in these areas will be promoted to enhance the assessment and treatment of health problems with a behavioral component. The Committee on Rural Health shall report to the Council of Representatives and the Board of Directors through the Board of Professional Affairs.

140-4. COMMITTEE ON ANIMAL RESEARCH AND ETHICS

140-4.1 There shall be a Committee on Animal Research and Ethics whose responsibility it shall be to (a) safeguard responsible research with animals, other than humans, and establish and maintain cooperative relations with organizations sharing common interests, (b) disseminate in cooperation with other organizations accurate information about such research, (c) review the ethics of such research and recommend guidelines for its ethical conduct, and (d) disseminate, in cooperation with other organizations, guidelines for protecting the welfare of animals, other than humans, that are used in research, teaching, and practical applications, and to consult on the implementation of these guidelines. The Committee shall consist of [~~six~~] seven members, two or three of whom shall be elected each year for a term of three years. 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. The Committee shall report to Council through the Board of Scientific Affairs.

140-6. COMMITTEE ON HUMAN RESEARCH

140-6.1 The Committee shall consist of [~~six~~] seven members elected by the Board of Scientific Affairs. Each year, two or three members will be elected for a term of three years. 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. The Committee shall report to Council through the Board of Scientific Affairs.

150-2. COMMITTEE ON WOMEN IN PSYCHOLOGY

150-2.1 The Committee shall consist of [~~six~~] seven members who are elected for staggered terms of three years. 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. It shall report to Council through the Board for the Advancement of Psychology in the Public Interest.

150-4. COMMITTEE ON SEXUAL ORIENTATION AND GENDER DIVERSITY

150-4.1 The Committee shall consist of [~~six~~] seven members to be appointed for staggered terms of three years. 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. It shall report to Council through the Board for the Advancement of Psychology in the Public Interest.

150-5. COMMITTEE ON DISABILITY ISSUES IN PSYCHOLOGY

150-5.1 The Committee shall consist of [~~six~~] seven APA members to be appointed for staggered terms of three years. Members should have expertise in one or more of the missions listed above. 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. The Committee shall report to Council through the Board for the Advancement of Psychology in the Public Interest.

150-6. COMMITTEE ON CHILDREN, YOUTH, AND FAMILIES

150-6.1 The Committee shall consist of [~~six~~] seven members who are elected for staggered terms of three years. 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. It shall report to Council through the Board for the Advancement of Psychology in the Public Interest.

150-8 COMMITTEE ON SOCIOECONOMIC STATUS

150-8.1 The Committee shall consist of [~~six~~] seven members to be appointed for staggered terms of three years. Three of the six committee members will be representatives from the Education, Science and Practice constituencies of APA. 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. The Committee shall report to Council through the Board for the Advancement of Psychology in the Public Interest.

150-7. COMMITTEE ON AGING

150-7.1 The Committee shall consist of [~~six~~] seven members, to be appointed for staggered terms of 3 years. All of the above areas of expertise should be represented on the Committee. 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. The Committee on Aging shall report to Council through the Board for the Advancement of Psychology in the Public Interest.

160-1. COMMITTEE ON ETHNIC MINORITY AFFAIRS

160-1.1 The Committee on Ethnic Minority Affairs shall consist of [~~six~~] seven members of the Association who shall serve for terms of not less than three years each. 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. The Committee shall have general concern for those aspects of psychology which concern ethnic minorities (American Indian/Alaska Native, Asian/Pacific American, Black and Hispanic). The Committee shall serve as the primary resource to the Board for the Advancement of Psychology in the Public Interest on ethnic minority concerns.

C.(11) Council voted to approve the continued recognition of Rehabilitation Psychology as a specialty in professional psychology for a period of seven years.

D.(12) Council voted to approve continued recognition of Clinical Psychology as a specialty in professional psychology for a period of seven years.

E.(13) Council voted to approve the continued recognition of Psychoanalytic and Psychodynamic Psychology as a specialty in professional psychology for a period of seven years.

F.(14) Council voted to approve approves the recognition of Psychoanalysis as a subspecialty in professional psychology for a period of seven years.

G. (19) Council was provided with an update on the business pending item, Reiteration of APA's Values on Discrimination in Light of Contemporary Resurgence in Discrimination and Hates Crimes (NBI #20A/Feb 2019).

H.(23) Council was provided with an update on the expiration of the recognition of sleep psychology as a specialty in professional psychology.

X. PROFESSIONAL AFFAIRS

A.(15) Council voted to adopt as APA policy the *Guidelines for Psychological Practice with Women with Serious Mental Illness* and approves December 31, 2032 as the expiration date for the Guidelines.

B.(20) Council received as information an update on the business pending item, Healthcare Practice Guideline Policy (NBI #13B/March 2018).

C.(18A/August 2022) A new business item, “Confidentiality within Profession of Psychology in Seeking Reproductive Care” was referred to the Board of Professional Affairs, the Board for the Advancement of Psychology in the Public Interest and the Ethics Committee.

D.(24) Council received as information an update on the work of the Advisory Steering Committee for Development of Clinical Practice Guidelines and APA Guideline Development Panels and plans for 2022.

XI. SCIENTIFIC AFFAIRS

A.(18B/August 2022) A new business item, “APA Resolution to Oppose Mental Health Screening Questions on Character and Fitness Examinations for Licensure to Practice Law” was referred to the Board of Scientific Affairs and the Board of Professional Affairs.

XII. PUBLIC INTEREST

A.(14) Council voted to adopt as APA policy the following Resolution on Psychology’s Role in Addressing the Impact of, and Change Required with Police Use of Excessive Force Against People of Color and Other Marginalized Communities in the United States:

APA RESOLUTION ON PSYCHOLOGY’S ROLE IN ADDRESSING THE IMPACT OF, AND CHANGE REQUIRED WITH POLICE USE OF EXCESSIVE FORCE AGAINST PEOPLE OF COLOR AND OTHER MARGINALIZED COMMUNITIES IN THE UNITED STATES

With the recent historic passage of important anti-racist and equity focused resolutions, the American Psychological Association (APA) has explicitly rejected racism and racist ideologies as they are observed and expressed in the United States (US) and internationally (APA, 2021d; APA, 2021b; APA, 2021c). APA has acknowledged that American psychology, including APA itself, has been complicit in actions that have perpetuated racism. Furthermore, APA has resolved to align its ethics, governance, and programmatic activities with human rights principles and practices (APA 2021e, APA, 2021b), and has emphasized the necessity for acknowledging and addressing racism and racial equity. Within the framework of these policies, APA has sought to promote its leadership in psychological science and practice towards the collaborative efforts that are necessary to address how racism has impacted important social institutions, and consequently, the health and well-being of individuals and communities.

One of the areas of specific demand for APA’s investment and collaboration is the challenge that exists with incidents of excessive use of force¹ by police towards people of color and other marginalized communities² in the US, and how this has led, at both the community and societal level, to a low perceived legitimacy of policing and its actions. This failure of trust has served to complicate and even negate efforts made across communities in the US by both individuals and varied political structures towards promoting safety and a shared investment for all citizens. It has led to anger, frustration, and demoralization, for both police officers and their fellow community members.

The purpose of the *Resolution on the Impact of, and Change Required with Police use of Excessive Force Against People of Color and Other Marginalized Communities* is tied directly to psychology's significant potential to contribute to the dismantling of racism and the promotion of racial equity, by helping to remediate conditions and situations that engage individual, systemic, and institutional sources of racism. With this resolution, we address those conditions and situations that operate within law enforcement and policing organizations at the federal, state, and local level, that directly and indirectly contribute to the challenges excessive force leads to with communities of color and other marginalized identities. APA specifically offers professional psychology's assistance in efforts to dismantle racism within law enforcement operations and organizations, and in their interactions with the communities they work within, by addressing the practices that perpetuate a continued reliance on excessive force.

This resolution commits APA as an institution towards advocating for and seeking change that will reduce disparities in policing and end the use of excessive force against people of color, most directly Black Americans, but also in interactions with other marginalized communities within the United States [e.g., LGBTQIA+ citizens; Latinx citizens; Asian-American and Pacific Islander (AAPI) citizens; Middle Eastern and North African (MENA) citizens; Native Americans and other Indigenous peoples; immigrants; and those with disabilities]. The overarching goal of this resolution is to promote the safety, health, well-being, and fulfillment of the human rights of those community members who are most vulnerable - Black Americans and other people of color, and members of other marginalized communities who are affected by excessive use of force - and those who work in law enforcement.

Foundational to this mandate, APA recognizes that law enforcement organizations, and police officers themselves, provide an important function within our society in addressing crime and safety for the public. There is a longstanding and constructive relationship that exists between psychology as a professional discipline, individual psychologists, and law enforcement; this includes psychologists advising and consulting to police organizations and their members, providing psychological services to police (and other public safety officers) in response to the stressors incurred by their professional demands, and collaboration within the justice system to insure a rational and reasoned, scientifically informed approach to protecting the human rights of persons navigating the justice system when facing criminal and civil charges. The solidity of this relationship between police and psychologists forms the basis upon which this resolution is undertaken.

APA further acknowledges that within this relationship, many police organizations and officials across the US have been, and remain committed to, working directly to address the implications of a history of racism and discrimination on the profession and its actions in the communities served. It is through this collaboration and commitment already present that APA seeks to promote a more active and direct engagement with an issue that is deeply challenging at this point in time.

The widely publicized use of excessive force against Black men, women, children, and youth by some law enforcement officers has placed into sharp focus the long term discriminatory treatment of people of color and other minoritized populations in the US (APA, 2021f). Extended

nationwide protests and social uprisings that have been sparked by recent police killings reflect generations of frustration and resentment that have been building since the beginning of policing in this country. This is a resentment that began within the context of slavery and has maintained throughout the Jim Crow era to today, against those laws, policies, and practices that harm people of color and other marginalized communities directly. Further, there is sustained resentment in communities of color in the US toward the failures of many of the efforts to reform policing practices, across all levels of policing in this country; this resentment is particularly towards the perpetuation of practices that have rested from the beginning of policing in this country on White-centric, patriarchal cultural traditions (Hasbrouck, 2020; Liu, 2017) that diminish the value and efficacy of persons of color in the US. And despite the efforts toward improvement and change taken to date, there remains in the opinion of many living within communities of color and marginalized identity in the US a belief that the continued failure to correct fundamental racial inequities and mistreatment of minoritized populations is a direct result of an explicit choice by police organizations. A choice that has hampered explicitly a capacity for trust and respect, and which has in turn entrenched failures at communication and collaboration necessary to rectify that situation.

Ending the likelihood for abusive interactions by members of police organizations towards people of color and other minoritized populations and communities is a critical societal problem of urgent concern to scientific and professional psychology. The effects of these abusive interactions have led to a long history of trauma and poor relationships regarding policing and public safety in many communities of color in the United States, most directly affecting Black and Brown communities. Such abusive incidents have contributed to ongoing social injustice, rooted in racism, bias and discrimination, that has fostered years of pernicious impact on individuals, families and populations, changing the course of health, well-being and lifetime opportunities for present and future generations (Baćak & Apel, 2020; Del Toro et al, 2019; Geller et al, 2014).

Importantly, this *Resolution on the Impact of, and Change Required with Police use of Excessive Force Against People of Color and Other Marginalized Communities* aligns with APA resolutions on psychology and racism, human rights, and organizational policies pertinent to the collective efforts between police and psychology, underscoring the necessity of identifying and then eliminating overt and implicit racism, misuses of power, and the unnecessary and unwarranted use of excessive force between police and communities. The Resolution, while not exhaustive in terms of addressing the entire gamut of needed police-related reforms, reflects APA's focused policy response and practice recommendations to foster the dismantling of racism and the pursuit of racial equity by ending excessive force. By doing so, safety and well-being will be enhanced among individuals and the communities that police are sworn to protect; and safer engagement by police and their communities will be ensured – one that will foster collaborative efforts towards justice.

HISTORY OF POLICING AND REFORM EFFORTS

Although a comprehensive review of the history of policing in the US is beyond the scope of this resolution, a brief review of the literature indicates that its early development in this country arose in part from efforts of White persons in positions of power to exercise social control over

enslaved agricultural laborers in the South, and immigrants and industrial laborers in the North (Chism, 2014; Hassett-Walker, 2021a, 2021b; Potter, 2013; Reichel, 1988). The historic connection of the police with social oppression and systemic racism that remains within the US, and the disparate impact of police use of force on people of color and other marginalized communities, has prevented the police as a social institution from gaining trust and legitimacy among communities most often impacted. The problem of trust and legitimacy persists notwithstanding the increased professionalism of the police and concurrent efforts to reform (La Vigne, Fontaine, & Dwivedi, 2017; Tyler, Goff, and MacCoun, 2015).

The continued disparities in police use of force, and their related problems of legitimacy and trust, have led to calls for “defunding the police” (Merrefield, 2021) by many communities and justice non-profits across the country. The meaning of “defunding the police” has varied from shifting money from police budgets to such efforts as mental health and substance use treatment, provision of health care, community resource development, and the provision of crime prevention programs (Bowleg et al., 2021) to the abolition of a direct role for police, that is focused on explicit restrictions on their capacity to contribute to community violence and trauma (Hasbrouck, 2020). Simultaneously, other community and justice organizations, while acknowledging the need for change, have called for policing to move away from a model of control and coercion to one of consensus and community trust (American Public Health Association, 2018; President’s Task Force on 21st Century Policing, 2015). Psychology and psychologists from a number of areas of research and practice have been a part of this dialog, in response to the important roles they play in responding to and collaborating with those addressing the need for change and improved collaboration in policing (Bowleg et al., 2021; Society of Industrial and Organizational Psychology, 2020; Tyler, Goff, & MacCoun, 2015; [Young, 2019](#)).

Increasing the diversity of police personnel has been advocated as one way to achieve reform. For many years, including up to the present day, and consistent with how institutions in the US have been constructed in response to deeply entrenched segregation that was promoted by laws and customs across the country, the ranks of many police forces were entirely comprised of White persons. Some remain so, in fact. This has been due to both the underlying disparities that were historically built into policing and other occupational structures in the United States, and the disproportionate attrition rates for minority candidates and recruits in many areas of the country (as one example, please see the considerations identified in the city of Chicago regarding minority recruitment and hiring as reflected in Ferguson & Witzburg, 2021). While many police forces have worked to increase diversity through recruitment, police officers from minoritized populations and communities still remain seriously under-represented in many departments across this country (U.S. Department of Justice and U.S. EEOC, 2016).

Another vehicle for effecting police reform, particularly as it relates to the lethal use of excessive force, has been the court system. In some jurisdictions, police officers charged for their use of lethal excessive force have been prosecuted under state homicide statutes. Other cases have been litigated under federal civil rights and hate crime related laws. The US Department of Justice Office of Civil Rights has statutory authority to pursue criminal charges for violations of civil rights and to sue police agencies for pattern-or-practice violations, and to negotiate consent

decrees to institute reforms. As of 2017, four independent studies have produced evidence that reforms tied to US Department of Justice Civil Rights Division's agreements with specific police departments have succeeded in establishing more effective constitutional policing practices and improved police-community relations (US Department of Justice Civil Rights Division, 2017). Although a highly uneven process, and one that is not without its own challenges, use of the court system in the US, which itself has a long history of injustice regarding people of color and other marginalized populations in this country, has been viewed as an important setting for more judiciously dealing with excessive use of force by police officers and organizations. Federal law also permits individuals to sue if police use of force violates one's civil rights. Such claims are evaluated against a standard of objective reasonableness under the Fourth Amendment ban on unreasonable searches and seizures (*Graham v. Connor*, 1989; Ross, 2002). Such lawsuits against police have, in practice, provided limited opportunities to victims seeking redress for the use of unreasonable force, because of the judicially-established doctrine that protects government officials from liability under federal law for constitutional violations, so long as they did not violate "clearly established laws" (Schweikert, 2020).

Each of these efforts and options discussed above have shown a variable responsiveness to community demands for reform of the use of excessive force and remain an area where significant collaboration can occur through psychological consultation. It is in fact the continued development of strategies drawing from what has been learned through these experiences to date where professional psychology can provide its greatest engagement and consultation. Through a mutual effort engaged between policing and the social, behavioral, and organizational sciences that psychologists bring to the table, new efforts towards guiding decision making across the many levels of collaboration that are needed to bring forth change can take place.

THE INTERSECTION OF RACE, POVERTY, AND POLICE USE OF EXCESSIVE FORCE

Communities characterized by concentrated poverty and racial segregation are frequently subjected to aggressive policing strategies, including drug and gang suppression efforts, higher levels of police discrimination and misconduct, particularly towards young men, and under-responsive policing when community members do report crime and security needs (Foster, 2020; Kubrin, 2010; La Vigne et al., 2017; Fontaine et al., 2019). Extant research indicates that the majority of acts involving police use of excessive force occur in marginalized and under-resourced communities where systemic racism and other forms of discriminatory power imbalances have long been present (Feldman et al., 2019; Gee & Ford, 2011). Evidence about disparate police use of force against people of color and other marginalized communities has been found across the literature addressing these issues, specifically: (a) evidence from surveys or other sources of evidence (e.g., body camera footage) on individuals' contact with police; (b) evidence from systematic identification of cases of police-involved incidents, e.g., fatal encounters; and (c) evidence from studies of community-level variables, e.g., studies using police agency data.

Police-civilian contact. In the 2018 Police-Public Contact Survey (PPCS; U.S. Bureau of Justice Statistics, 2018; Harrell & Davis, 2020), while racial/ethnic groups were *less* likely to report any contact with police compared to non-Hispanic Whites, they were *more* likely to report contact

where interactions included threats or use of force. Hispanics were more likely than non-Hispanic Whites to perceive threats and use of force as not necessary, and Blacks were more likely than Whites to perceive threats or use of force as excessive (Harrell & Davis, 2020). In a survey of police-public encounters, DeVolder, Frey, Cogburn, Wilcox, Sharpe, Oh, Nam, and Link (2017a) found that racial/ethnic minorities, and particularly males of color and other minoritized identities, in addition to transgender respondents and younger adults, were at higher risk of police victimization. Further, one study of body camera footage found that Black drivers received ruder and more disrespectful treatment from officers during traffic stops in comparison to their White counterparts (Voigt et al., 2017).

Police-involved deaths. Data has established that excessive police use of force is a significant cause of death for individuals of color (Edwards, Lee & Esposito, 2019). Specifically, Black men have been killed at nearly three times the rate of White men; and Black women, American Indian/Alaska Native women and men, and Latinx men are also more likely to be killed by police than their White counterparts (Edwards, Lee & Esposito, 2019). Analyses from another database of police-involved deaths found that neighborhoods where residents were poorer and more likely to be people of color had among the highest rates of police-involved deaths, with the risk of police-involved death being higher for non-Hispanic Blacks residing in the whitest neighborhoods (Feldman et al., 2019).

A Ruderman Family Foundation study of 2013-2015 media reports of police use of force estimated that individuals with disabilities (i.e., inclusive of physical and cognitive disabilities) represent one-third to one-half of all people killed by law enforcement officers (Perry & Carter-Long, 2016). Relevant to this, the Centers for Disease Control and Prevention (2018) estimated that individuals with disabilities represent a quarter of the population and are thus the largest minoritized group in the United States. Furthermore, people of color are more likely to have a disability or a mental health disorder due to several factors, including lack of access to healthcare. Individuals with intellectual and neurodevelopmental disabilities, who identify intersectionally with other minoritized identities (e.g., people of color, members of indigenous communities, and those who are LGBTQIA+), are victims of negative police interactions at higher rates than their counterparts without disabilities (The Arc, 2021), leaving them more vulnerable to both negative outcomes and potential death due to excessive force.

Police department records. The Center for Policing Equity has reported that while police employed force in less than 2 percent of all police-community interactions in the 12 cities analyzed, Black community members experienced rates of use of force 3.6 times higher than White counterparts, and 2.5 times higher than the overall rate in the communities studied (Goff et al., 2016). Jacobs and O'Brien (1998) found higher rates of Black citizens killed by police in cities with a significant Black community or recent growth in their Black population.

While likely an underestimate of the actual events that have occurred, these findings together highlight directly the particular vulnerability seen within the Black community to the impact of excessive police use of force and its reverberations. This is a vulnerability that further shared with other minoritized communities, including women intersectionally, and those who are Native and Indigenous, Latinx, and/or disabled. This is further magnified by the failure of many

US police organizations to share information with the Federal Bureau of Investigation (FBI), both in the past when requested and since 2019, following the launching of the National Use-of-Force Collection program (Jackman, 2021). Only 44% of local, state, and federal policing organizations have shared information; while an improvement, this has led to a continued and seriously problematic lack of actual data that can guide both collaborative efforts at change, and address the extent and full nature of the challenge.

EFFECTS OF EXPOSURE TO POLICE VIOLENCE AND USE OF EXCESSIVE FORCE ON INDIVIDUAL HEALTH AND WELL-BEING

Exposure to police violence³ and use of excessive force have both immediate and long-term effects on the health and well-being of individuals throughout their lives. Police victimization has been found associated with suicidality (DeVylder, Frey, Cogburn, Wilcox, Sharpe, Oh, Nam, & Link, 2017a), and psychological distress and depression (DeVylder, Oh, Nam, Sharpe, Lehman, & Link, 2017b). Studies have found that contact with the police, especially if perceived as being unsatisfactory or unfair, is associated with greater stress, and poorer health and indices of well-being (Bačák & Apel, 2020; Del Toro et al., 2019; Geller et al., 2014).

Police use of force has historically had a pernicious impact on the well-being of people of color and other marginalized persons, who remain more likely to be the targets of these practices (Edwards, Lee, & Esposito, 2019; Hall, Hall & Perry, 2016). Black adults are significantly negatively affected by police killings of Black victims (Bor, Venkataramani, Williams, & Tsai, 2018) and the experience of proximity to police killings of unarmed minority victims has a substantial negative influence on well-being.

Excessive force by police has been found to have a demonstrable and devastating impact not only on the well-being of adults but also on children. Children and adolescents who observe the use of physical force by police or who are themselves victimized by police often experience life-altering, negative effect on their well-being, that potentially continues into adulthood. Del Toro et al. (2019) found that stress mediated the relationship between being stopped by the police and later delinquency among a sample of mostly Black and Latino boys. Black and Latinx high school students showed negative academic and psychological effects associated with proximity to police killings of minority victims (Ang, 2021). As an adaptive response to these negative interactions, young people may perceive authority negatively, have distrust in authorities to provide safety, and develop attitudes that support personal use of violence and resistance to police authority (Fine et al., 2021; Slocum & Wiley, 2018; Smith Lee & Robinson, 2019). This has been particularly a concern with regard to incidents taking place at schools.

Even in the absence of physical force, marginalized populations who feel victimized by police through episodes of harassment, aggressive interrogation, and even community-based negative police-initiated interactions have reported increased rates of mental health symptoms, including higher rates of depression, substance use, and other manifestations of emotional distress (Bačák & Apel, 2020; Mann-Jackson et al., 2018; Nelson, 2018). Such police practices are highly associated with cumulative stress, including race-based traumatic stress, in community members who are directly impacted. Race-based cumulative stress is a well-known social determinant linked to poor health outcomes (Aymer, 2016; Kauff, Wolfer, & Hewstone, 2017).

A factor that contributes to the negative impact of police use of force on vulnerable populations is that police officers are often called to respond to matters outside the scope of their public safety mission, training, and expertise, such as responding to mental health, substance abuse, behavioral health emergencies and to family crises and interpersonal disputes (Steadman & Morrisette, 2016). These are often situations that reflect community-based trauma and challenge, during which undue force may be used. While recognizing that relying on law enforcement in such circumstances emanates from the lack of public funding of agencies and trained providers who are generally better qualified to address significant emotional, behavioral, and psychosocial needs (Steadman & Morrisette, 2016), it is also the case that efforts at training police to be responsive to these situations cannot effectively reproduce what engagement by trained mental health resources is able to provide.

Individuals made vulnerable by societal forces, especially people of color, and intersectionally those who are LGBTQ+, disabled, or living with low socioeconomic status and/or poverty, face challenges and barriers to accessing care at community mental health centers, behavioral and substance use treatment programs, inpatient psychiatric units, and shelters serving those without homes or victims of interpersonal violence. As a result, behaviors that would otherwise be addressed in these settings are often required to be dealt with by the police (Hales & Higgins, 2016). These serve as problematized settings for difficult interactions, that may more likely increase both negative responses by those who have been marginalized, and potentially impulsive and deadly responses in return from those sent to attempt to stabilize the situation. This extends the cycle of trauma and despair that alienates communities from trust of police, while further impacting the stigma that underlies expectations regarding persons of color and marginalized intersectional identities. The trauma that occurs runs both ways: police who are poorly trained to address these challenges are often left with significant trauma and negative self-efficacy, contributing to their own vulnerability to mental health concerns.

USE-OF-FORCE STANDARDS AND TRAINING

Police officers “are members of quasi-military organizations, called upon for duty at all times, armed at almost all times, and exercising the most awesome and dangerous power that a democratic state possesses with respect to its residents—the power to use lawful force to arrest and detain them” (see *Policemen’s Benevolent Association of New Jersey v. Township of Washington*, 1988, p. 91). Police use of force is regulated by constitutional law, state law, administrative law, and departmental policies and procedures, including training requirements. In general, the use-of-force by law enforcement officers is justified and permissible only under specific, limited circumstances, such as self-defense or defense of another individual or group (National Institute of Justice, 2020).

Most law enforcement agencies have policies on use-of-force that delineate a use-of-force continuum of actions, moving from lower to higher levels of force, that an officer may take to resolve a situation. Although the frequency and nature of police training varies considerably by agency size and other factors, police officers are trained to respond to situations with the appropriate level of force (Bureau of Justice Statistics, 2020). However, there are no universal standards for the use-of-force continuum and how officers should apply it (National Institute of Justice, 2009). The degree of specificity and strictness of use-of-force policies vary greatly across

agencies and jurisdictions (Obasogie & Newman, 2017). One study of police use-of-force policies in the US found that police departments with policies containing a greater number of specific limits on use of force experienced fewer citizen deaths caused by police (Sinyangwe, 2016). Even though the US Constitution does not grant the federal government power to regulate policing in this country, Congress may exercise its powers to *encourage* states to adopt policing policies that put specific limits on use of force, including by using federal funds to incentivize change.

Use-of-force training includes education on the applicable federal and state laws governing use of force, skills training in weapon use, and tactics for employing reasonable (lethal and non-lethal) force (Federal Law Enforcement Training Centers, n.d.). This is an area where psychologist engagement can be particularly helpful, by assisting in both examinations of the factors that contribute to how use of force decisions are made, and how to also assess where errors in decision making occur as a result of internal and external experiences. Such consultation can increase responsiveness to the underlying vulnerabilities that do exist towards problematic, potentially racist choices, and how they can be more clearly and successfully confronted to alter their likelihood.

Problematically, Stoughton (2014) has observed that police culture and training within the US encourages the development of a warrior mindset and mentality in which police officers “are taught they live in an intensely hostile world, a world that is quite literally gunning for them” (p. 227). This has been identified as one contribution to a tendency for police officers to perceive threat from the initiation of an interaction, particularly with minoritized groups, and therefore respond with excessive force, leading to negative outcomes that are more potentially violent than the situation warrants. Consistent with calls for law enforcement to move away from a model of control and coercion and toward a model of consensus and community trust, there have also been calls for the police to move away from the warrior mindset to a guardian mindset (McLean et al., 2020).

In 2019, major law enforcement organizations, in partnership with the Federal Bureau of Investigation, developed the National Use-of-Force Data Collection to provide a mechanism for law enforcement agencies to report their officers’ use-of-force incidents for the purpose of compiling national statistics. However, participation of law enforcement agencies is entirely voluntary (Federal Bureau of Investigation, 2021); and as discussed above, remains at a level currently hampering the ability to collect needed national data. It is exactly this type of data that is necessary for building effective means of understanding where direct consultation and guidance from psychologists to police organizations could be engaged and utilized.

WHEREAS the International Bill of Human Rights establishes the obligation of nation-states to respect, protect and fulfill human rights (APA, 2021e; cite from UNOHCHR);

WHEREAS the APA supports and prioritizes social justice and human and civil rights to reduce bias, stigma, and discrimination (APA, 2021a);

WHEREAS the enduring, insidious, and pervasive nature of racism in the United States often operates outside of the conscious awareness of its targets, perpetrators, and beneficiaries, has

had an incalculable, negative toll on the basic human rights to survival, security, health, well-being, and societal participation of generations of people in the United States and across the globe (Alvarez et al., 2016; APA, 2012; 2019), and underlies racial disparities in the distribution of a shockingly broad array of basic human necessities, including housing, health care, economic security, education, and employment (Lee et al., 2020; Williams & Collins, 2001);

WHEREAS throughout the long history of law enforcement in the United States, some police have been used to protect and advance the interests of the hegemonic political and cultural segments of a White society that empowered and legitimized them, while Blacks and other disadvantaged groups have been disproportionately subjected to police brutality in the normal course of daily life (Hassett-Walker, 2021a, 2021b; Potter, 2013; Reichel, 1988), as well as to aggressive dispersion tactics during peaceful protests and sit-ins (Nodjimbadem, 2020);

WHEREAS notwithstanding some critical analyses of policing that conclude the institution's central role in the structures of systemic racism renders it fundamentally flawed and demands it be abandoned (defunded) (e.g., Hasbrouck, 2020), policing remains a ubiquitous institution in United States society, and there are significant efforts to address racism and its impact in policing (U.S. Department of Justice Civil Rights Division, 2017) and to make changes that remove its significant influence on policing decisions;

WHEREAS some analysts see policing as "moving away from a focus on what is legal or effective in crime control and toward a concern for how the actions of the police influence public trust and confidence in the police (Tyler, Goff, & MacCoun, 2015; President's Task Force..., 2015) and areas of research and practice in psychology can contribute to constructive change (Tyler, Goff, & MacCoun, 2015; APA, 2020);

WHEREAS both direct exposure and geographic proximity to police use of force are associated with poorer health and indices of well-being (Bačak & Apel, 2020; Bor, Venkataramani, Williams, & Tsai, 2018; Del Toro et al., 2019; Geller et al., 2014), including suicidality (DeVylder, Frey, Cogburn, Wilcox, Sharpe, Oh, Nam, & Link, 2017a), psychological distress and depression (DeVylder, Oh, Nam, Sharpe, Lehman, & Link, 2017b), delinquency (Del Toro et al., 2019), and academic underachievement (Ang, 2021);

WHEREAS a lack of accurate data exists on police use of force across United States communities and its association with race, ethnicity, gender, mental illness and other disabilities, LGBTQ+ identity, immigrant, refugee, and asylum-seeking status and other factors (Shane, 2018);

WHEREAS in studies of individuals' contacts with police (DeVylder et al., 2017b; Harrell & Davis, 2020), of police-involved deaths (Edwards, Lee & Esposito, 2019; Feldman et al., 2019; Perry & Carter-Long, 2016), and of law enforcement crime reports (Fontaine et al., 2019; Foster, 2020; Goff et al., 2016; Jacobs & O'Brien, 1998; Kubrin, 2010; La Vigne et al., 2017), people of color, particularly those who are Black, and other marginalized communities, have been shown consistently to be at high risk of police use of force ranging from threats to death;

WHEREAS in the absence of accessible and appropriate mental health services, treatment programs, and community-based supports, police are too often called upon to intervene in behavioral health and nonviolent interpersonal crises (Steadman & Morrisette, 2016), and where such encounters may escalate to a point where police believe that use of force is warranted;

WHEREAS law enforcement has utilized psychological knowledge to assist police officers in learning how to approach and interact with individuals with various mental health problems and disabilities (Iacobucci, 2014; Tucker et al, 2011), and are in a position to do similarly with regard to working with communities of color and those who are marginalized;

WHEREAS the racial disparity in police threats and uses of force, detentions, interrogations, arrests, criminal convictions, sentencing, and incarceration (Fryer, 2018; Goff et al., 2016; Lee et al., 2020; Pierson et al., 2020; Scales, 2020) “encourages large swaths of American society to see themselves as existing within the law’s aegis but outside its protection” (Bell, 2017, p. 2054);

WHEREAS the violence that people of color and other marginalized populations and communities have encountered at the hands of police has resulted in a “stigma of lawlessness,” (Hinds, 1979, p. 9) that stains the reputation of all police officers and stimulates the development of a loss of respect for or trust in legal institutions (Tyler, Goff, & MacCoun, 2015; Wood et al., 2021);

WHEREAS police use-of-force training has been shown to be most effective when it reinforces policies that “include rules that establish force continuums and require officers to intervene and prevent other officers from using excessive force” (Obasogie & Newman, 2017, p. 281);

WHEREAS the nature of police work is often traumatic, it can have profound health effects on police officers, in a manner that is shared by persons with whom they interact, including higher rates of cardiovascular disease, sleep disorders, hypertension, glucose intolerance, depression, and lower life expectancy for male police officers (Violanti, 2011);

WHEREAS Congress may exercise its powers to encourage states to adopt policing policies and establish national policing standards;

THEREFORE, BE IT RESOLVED that the APA reaffirms “its denunciation of racism” in all forms for its destructive psychological, social, educational, and economic effects on human rights and human welfare throughout the lifespan” (APA, 2021a, 2021b, 2021d, 2021f);

THEREFORE, BE IT RESOLVED that the APA affirms basic human rights and liberties including access to health, education, and economic opportunities and opposes statutes, laws, and ordinances that contribute to the criminalization of poverty (e.g., subsidy restrictions, bonding requirements, foreclosure rules) (APA, 2021a; APA, 2021e; APA, 2021f; Herring et al., 2020), that further stigma and discrimination, which contribute to a devaluing and disengagement from communities by those who are required to protect them;

THEREFORE, BE IT RESOLVED that the APA calls for respecting, protecting, and fulfilling human rights to be the foundation for police use of force (APA 2021e);

THEREFORE, BE IT RESOLVED that the APA acknowledges the history of racism in policing and the important societal need for law enforcement to engage with this history, acknowledge its impact on policing, and work collaboratively with all the communities they serve to gain legitimacy and trust, including particularly people of color and other marginalized communities;

THEREFORE, BE IT RESOLVED that APA opposes police use of excessive force and other police misconduct against people of color and other marginalized people, including, but not limited to, verbal intimidation and/or violence specifically intended, or reasonably understood, to dehumanize an individual or group (APA, 2021e) and recommends revision of any police department policy, general order, or directive that legitimizes the inappropriate and/or discriminatory use of force and/or instrumental brutality and violence (APA, 2021f);

THEREFORE, BE IT RESOLVED that the APA will advocate for the development, implementation, and evaluation of empirically rooted, culturally informed policies, programs, and practices that eliminate the use of excessive force by police against people of color and other marginalized communities as well as other forms of misconduct and discrimination (APA, 2021e; APA, 2021f);

THEREFORE, BE IT RESOLVED that the APA will advocate for law enforcement standards and practices within police departments to reduce the detrimental impact of police misconduct and use of excessive force, and to promote a healthy relationship between police officers and their communities (Iacobucci, 2014);

THEREFORE, BE IT RESOLVED that the APA supports research and subsequent program development in collaboration with police and communities in the following areas:

- Policing strategies sought by specific communities, particularly communities of color;
- Police-civilian relations in the aftermath of police-inflicted trauma to develop interventions that promote repair;
- Police functions that may be more effectively carried out by others;
- Strategies for increasing police officer intervention with other police officers to prevent mistakes and in response to witnessing peer-officer misconduct;

Validation of assessment tools to support improved police selection and interventions to address bias and use of excessive force;

- Training that encompasses implicit bias, cultural humility, and anti-racism;
- Training that engages de-escalation strategies when interacting with individuals with developmental disabilities, mental health disorders, substance use disorders, and in communities that have been historically traumatized by interaction with law enforcement;
- Strategies for promoting repair and establishing legitimacy between police and historically marginalized communities;
- Strategies examining best practices for crowd control and increasing the use of less-lethal practices against protestors;

- Mandated federal reporting of use of force statistics by United States police agencies;
- Community policing practices such as community engagement or collaborative problem-solving with community members;
- Strategies for and engagement in necessary collaborations with educational systems on how to more effectively and safely work with students and educators within schools and other learning settings to reduce traumatic and dehumanizing approaches to intervention;
- Demilitarization of police tactics, including modes of transportation and crowd and situation management, within communities of color and increased use of community focused efforts for engaging in such management of events and situations of concern;

THEREFORE, BE IT RESOLVED that the APA will continue to advocate for the funding of community-based human services to address unmet needs for persons with behavioral health treatment needs, including the impacts of police use of excessive force and community violence among Blacks, other people of color, and other disadvantaged/marginalized groups;

THEREFORE, BE IT RESOLVED that, consistent with an understanding of and support for collective action (e.g., van Zomeren & Iyer, 2009), APA calls for increased collaboration and potential partnerships among law enforcement agencies, police unions, community members and their organizations, and psychologists (and other social scientists) as part of multi-disciplinary teams in the community (APA, 2018; Power, 2018), in order to better protect police officers' health and safety on the job and to better equip them with the tools and resources to de-escalate threats presented by mental health and substance use-related crises (Iacobucci, 2014);

THEREFORE, BE IT RESOLVED that the APA recommends the expansion of basic police training to include training on how to intervene with individuals with disabilities (including mental health, behavioral, intellectual, physical, and developmental differences), as well as children, youth, adults, and older adults;

THEREFORE, BE IT RESOLVED that APA advocates for policies that address research and training for law enforcement personnel to promote the eradication of practices that result in the diversion of persons from low SES backgrounds, including from non-marginalized communities, and persons with mental health, behavioral and substance use issues, into the criminal justice system;

THEREFORE, BE IT RESOLVED that the APA recommends that police departments partner with mental health and other human services organizations to determine the best use of local behavioral health resources with the goal of maintaining the safety of all community members, including such practices as establishing referral networks in their communities to assist in dealing with individuals in crisis, and to consider methods of utilizing culturally and linguistically competent professionals to assist in public interactions;

THEREFORE, BE IT RESOLVED that the APA recommends all law enforcement agencies adopt policies that both incentivize and require all officers to accurately and promptly report all

relevant incidents of use of force (Oversight Hearing on Police Use of Force and Community Relations, 2020); ,

THEREFORE, BE IT RESOLVED that APA encourages use-of-force policies and training that establish meaningful restrictions on how and when police use force against civilians; require the use of de-escalation techniques, when possible; require fellow officers to intervene to stop another officer from using excessive force; and require comprehensive reporting of uses and threats of force;

THEREFORE, BE IT RESOLVED that the APA urges Congress to establish and incentivize states through federal funding mechanisms to implement a federal standard that police officers (a) use force *only when reasonable and necessary* and only as a last resort after exhausting reasonable options, (b) use, when appropriate, de-escalation techniques; (c) intervene when witnessing the use of excessive force by others; (d) never use force as a punitive measure, as a means of retaliation against individuals who only verbally confront officers, or against individuals who pose a danger only to themselves; and (e) accurately report all uses of force (Oversight Hearing on Police Use of Force and Community Relations, 2020);

THEREFORE, BE IT RESOLVED that APA supports federal, state, and local mandates for the reporting of use of force statistics by police agencies;

THEREFORE, BE IT RESOLVED that the APA recommends use-of-force training include de-escalation practices, skills for intervening with other officers using excessive force, and programs that promote officer wellness;

THEREFORE, BE IT RESOLVED that the APA calls for the creation of robust and genuinely independent entities (e.g., civilian police complaint boards) to investigate police uses of force resulting in injury, death, or disability;

THEREFORE, BE IT RESOLVED that the APA reaffirms its support for the health and well-being of police officers and recommends further research on the causes of, as well as appropriate treatments for, mental health and general medical conditions that disproportionately impact those in law enforcement; and

THEREFORE, BE IT RESOLVED that the APA recommends, when appropriate, police agencies recruit and hire police personnel from within the communities they serve.

FOOTNOTES:

¹ The US Bureau of Justice Statistics (2021) defines police use-of-force as “the amount of effort required by law enforcement to gain compliance from an unwilling subject” and police use of excessive force as “the application of force beyond what is reasonably believed to be necessary to gain compliance from a subject in any given incident.” Throughout this resolution, the term “force” is defined as “physical effort to control, restrain, or overcome the resistance of another,” (ASCIA et al., 2020) and includes both deadly force (any use of force that creates a substantial risk of death or serious bodily injury) and non-deadly or less-lethal force (any use of

force other than that which is considered deadly force that involves physical effort to control, restrain, or overcome the resistance of another). Force does not include verbal commands or other nonphysical de-escalation techniques (ASCIA et al., 2020).

²The term “marginalized” refers to any group of persons that the dominant societal group has historically disadvantaged based on socially constructed, perceived differences from and smaller numbers than the dominant societal group.

³APA defines “police violence” according to the Police Violence Classification Matrix (PVCN) proposed by Corey and Stewart (2015). This matrix distinguishes between legitimate and illegitimate uses of force by police, recognizing that there are times when use of force is both necessary and justified as well as times when police engage in aggression and violent behavior that cannot be justified under the law. The PVCN allows for delineating the complex factors (e.g., inadequate training, policy, individual motivations) that may lead to violent police behavior.

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XIV. INTERNATIONAL AFFAIRS

A.(17) Council voted to approve amending the following Association Rules (bracketed/strikethrough material to be deleted; underlined material to be added):

90-2: COMMITTEE [~~ON INTERNATIONAL RELATIONS IN PSYCHOLOGY~~] FOR GLOBAL PSYCHOLOGY

90-2.1 There shall be a Committee [~~on International Relations in Psychology~~] for Global Psychology whose responsibility shall be, generally, to increase contacts of all kinds between psychologists in the United States and their colleagues abroad and, specifically, to (a) encourage and support the free circulation of psychologists and of psychological ideas and information; (b) promote and assist attendance at international meetings and conferences; (c) promote exposure to world psychological literature; (d) support programs of international exchange of psychologists at all levels of academic and professional training; (e) promote inclusion of an international perspective in the teaching of psychology at all educational levels; (f) increase sensitivity to cultural and linguistic variance at all levels of academic and professional training; (g) encourage the advancement of psychological knowledge that is relevant to international affairs and to encourage the application of that knowledge to the formulation of policy in international affairs; (h) monitor within the international context and take action in cases involving infringements of the rights of psychologists or abuse of psychological knowledge and techniques wherever these may occur, consistent with APA's Ethical Principles of Psychologists and with the Resolution Concerning Professional Ethics in Psychology (1976) of the International Union of Psychological Science, and apply psychological knowledge to the alleviation of psychological suffering attendant upon abuses of human rights; (i) initiate and maintain

communication with international and regional organizations of psychologists, and with other national societies of psychology; and (j) assess and report on the potential effects of APA's plans, programs, and operations on psychologists in other countries and on other national and international associations of psychologists.

While issues of urgency may occasionally arise that require ad hoc actions and decisions of international importance, under normal circumstances APA boards, committees, divisions, and Council should be encouraged to communicate and consult with the Committee ~~on International Relations in Psychology~~ for Global Psychology before final action is taken. Such a procedure helps to ensure that an analysis of the potential short- and long-term international consequences of proposed actions and positions occurs before final decisions are made.

The Committee shall consist of twelve members, ten to be elected, each for a term of three years, and two to serve ex officio. Ex officio members shall include the APA chief staff officer, and one designee of the United States National Committee/International Union of Psychological Science (USNC/IUPsyS), provided this individual is an APA member. Members of the Committee may be APA Members or international affiliate members. At least one member ~~[of the Committee on International Relations in Psychology]~~ shall be an early career psychologist, and at least one member shall be a Graduate Student member.

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

B.(25) Council was provided as information an update the 2021 report summarizing APA activities at the United Nations.

XVI. FINANCIAL AFFAIRS

A.(26) Council received as information the 2021 Audited Financial Statements.

On Wednesday afternoon, Dr. Jason Cantone was awarded a presidential citation.

On Wednesday afternoon, Dr. Rosie Phillips Davis was presented with the Raymond D. Fowler Award for Outstanding Member Contributions.
