

THE Division 15 Business Meeting



APA 2024

Approval of 2023 Business Meeting Minutes



President's Report



Dr. Dionne Cross Francis

APA DIVISION 15

THEME & GOALS 2023-24



THEME:

FIRST, Do No HARM:

*Rehumanizing Educational
Psychology*

in Order to do Good



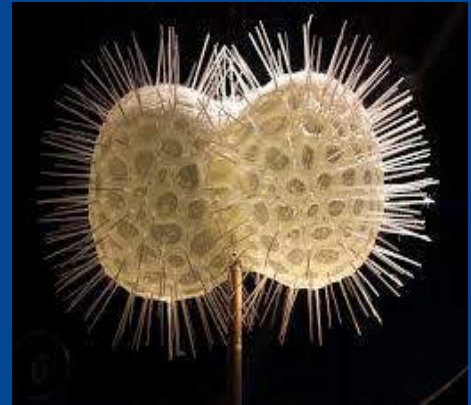
**REHUMANIZE. → REVERSING THE DAMAGE DONE BY
DEHUMANIZATION (Wheeler & Fiske, 2005)**



OPERATIONALIZED

Advocating research that:

- seeks to replenish participant communities
- Incorporates rehumanizing tenets



APA 2024 Call for Proposals

The Presidential Theme for Division 15 is **First, do no harm! Rehumanizing Educational Psychology in order to do Good**. This theme acknowledges the long history of educational psychology thriving as a field based on the knowledge gained from communities, often underserved ones, without the obligation to give back or replenish these communities. To endeavor not to do harm as we engage with communities is a low bar toward which to strive; instead, this theme aims to bring awareness to the unintentional harm research in educational psychology may have caused and to be intentional about doing good. Rehumanizing directs us to reverse the damage done and to consider how our work can ascribe to a person (participant) the individuality and complexity characteristic of being human. **This invites us to consider the sociohistorical and cultural contexts in which persons (participants) are situated; reconceptualize what we mean by vulnerable – who is at risk? who benefits?; and, relinquish ownership of the experiences to the participants and communities. We must ask ourselves how can we protect the communities with whom we work? honor their voices? replenish what we have taken?**

Proposals that align with the division's Presidential Theme, center questions rather than answers, discussion rather than lectures, and involve undergraduate researchers, are particularly encouraged.

Recommended guidelines: **APA Task Force on Race and Ethnicity Guidelines in Psychology**



SNOW AWARD

4. a statement indicating how the nominee has acknowledged the essential role of participants and communities in their scholarship and/or how they have replenished participants and communities that have supported their scholarship.



PINTRICH AWARD

3. An autobiography and personal statement (500 words maximum). Name this file according to the following convention: LastnameFirstinitial_statement.pdf (e.g., PintrichP_statement.pdf). Please briefly describe your educational trajectory, salient research experiences, and future research and/or career plans. In addition, please discuss:

- what inspired you to conduct your dissertation research;
- what you view as particularly significant strengths and contributions of your dissertation research and why;
- how your work has acknowledged the essential role of participants and communities in your scholarship; how you have replenished participants and communities that have supported your learning
- anything else you would like to mention about your personal and/or professional trajectory that you view as relevant to your application for this award

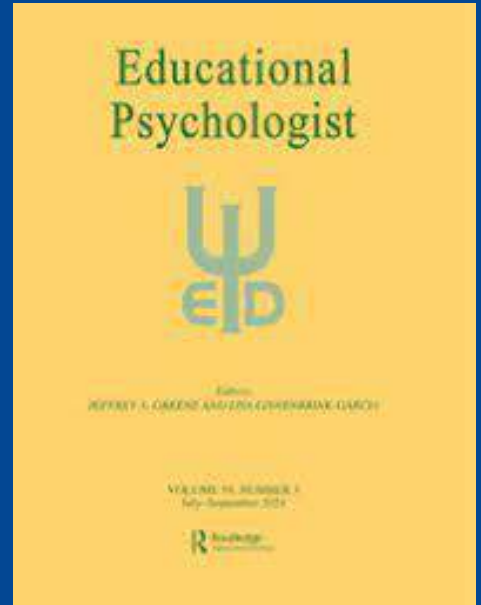


EP SPECIAL ISSUE “RACE-BASED RESEARCH IN EDUCATIONAL PSYCHOLOGY

Invited Session: Presidential Theme: Operationalizing “First Do no Harm:” Centering Race and Race-focused Research in Educational Psychology. Chair, Dionne Cross Francis.....

Location: Seattle Convention Center, Skagit 1

- a. *Features of anti-racist research toward radical belonging in the common school.* Nicole Louie, Carl Grant, Mariana Pacheco, & Leema Berland.
- b. *Black girl embodied motivation: A Critically reimaged achievement motivation theory.* Terrell Morton, Charlotte A. Agger, Whitney N. McCoy, Monica L. Miles, Hanna S. Lim & ReAnna S. Roby.
- c. *Combating scientific racism in psychological science: Interrogating notions of rigor.* Germine Awad, Kevin Cokley, Tiffany Whittaker, Ashley Bennett, Taylor Payne, & Jendayi Dillard.



REPLENISHING DIVISION 15



EXPANDING MEMBERSHIP

Target location
(undergrad
psychology and
education programs)



Typical
recruitment
location (doctoral
students)

Targeting locations along the shaft of the pipeline



UNDERGRADS IN DIV 15

Our National Effort

- Committee to organize “CALL OUT” to undergrads in Education and Psychology (Dr. Kelly Rodgers and Team)
 1. Initiative contact with universities
 2. Create awareness about educational psychology as a field
 3. Pathways to becoming an educational psychologist



UNDERGRADUATES IN DIV 15

Our Local Effort



Keri Willsey
Stephanie Charlton

Heritage University is home to a multicultural student community – 11% of our students are Native American and 73% of our students are Hispanic. Additionally, 85% of our students are the first in their families to attend college.

GRADUATE STUDENT AMBASSADORS

- **Ambassadors:**
 - support general Division 15 awareness and growth within their programs and help disseminate D15's most important messages.
 - For example, ambassadors should proactively forward important messages/award calls to fellow graduate students in their programs.
 - serve as the point person for graduate students who have questions regarding membership.
 - They may also support recruitment efforts by sharing D15 enrollment and renewal information among students in their graduate programs no more than twice per year.



Introducing Dr. Jessica DeCuir-Gunby

Your Incoming President!

Treasurer's Report

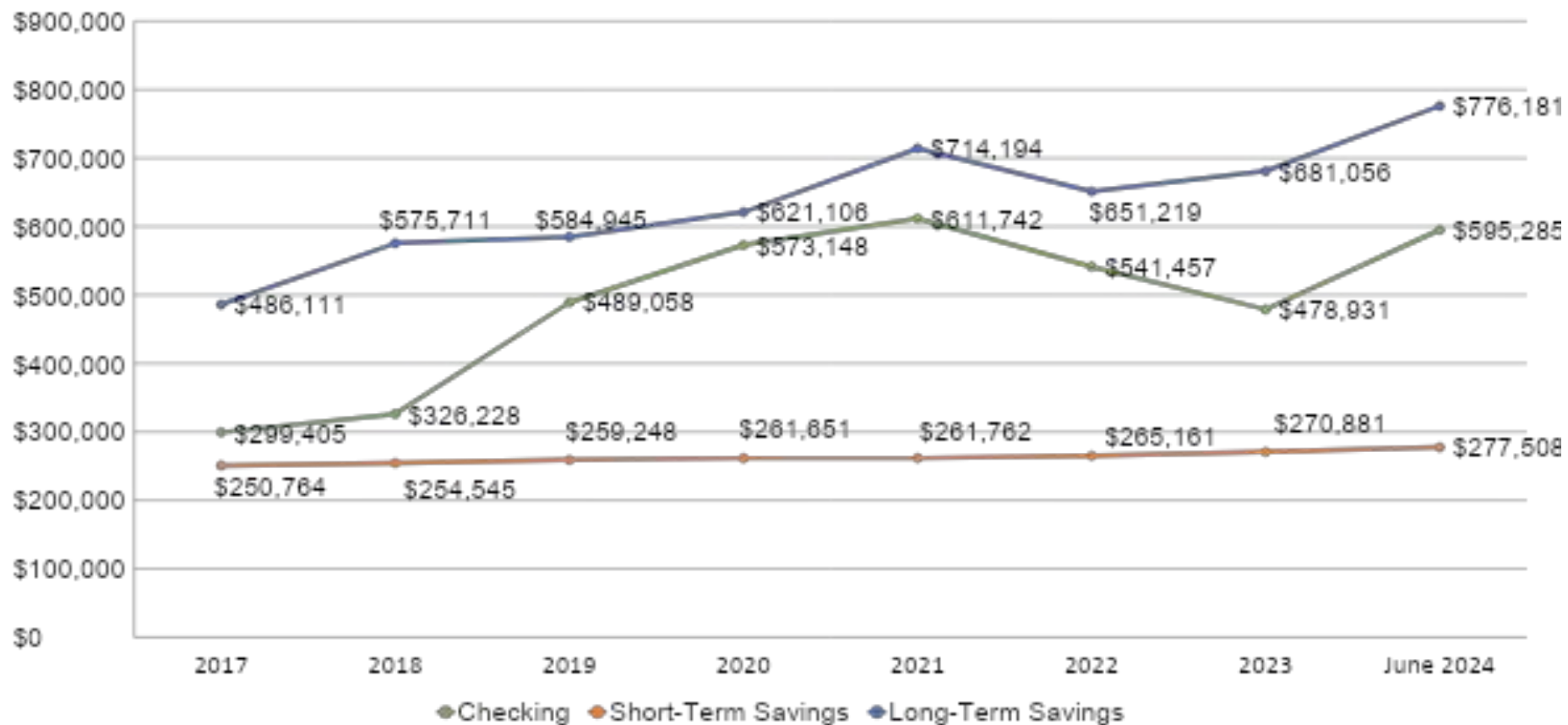


Dr. Alex List

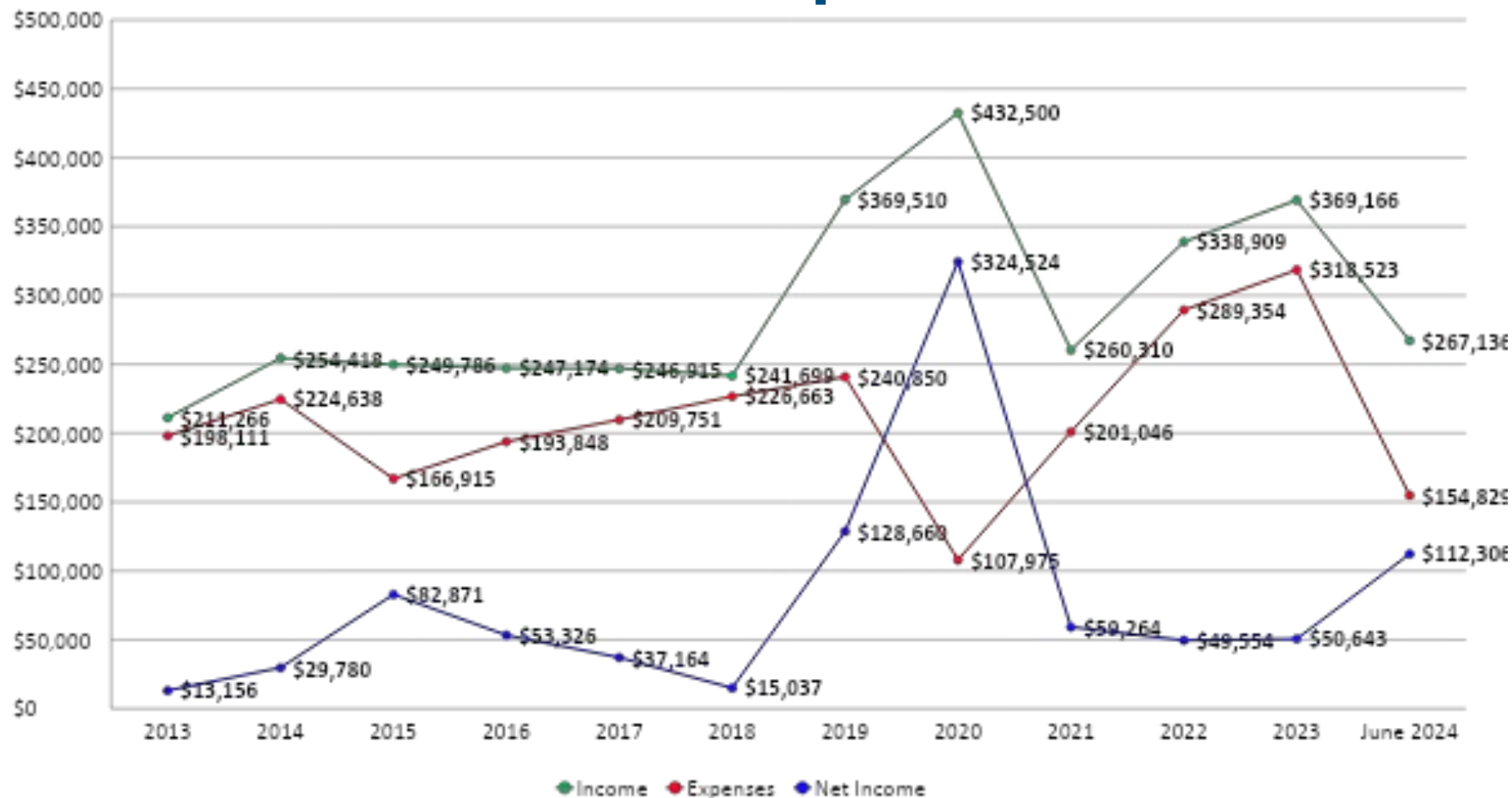
Account Summary

- Account Summary (As of June 2024)
 - \$595,285 in checking
 - \$277,507 in short term investments (money market savings acct)
 - \$776,181 in long term savings (mixture of mutual funds and ETFs)
 - \$32,647 in deposits, advances, and other receivables
- Net assets total \$1,681,620
- Net assets have remained relatively steady over the past five years

Holdings Over Time



Income & Expenses



Current Balance

- Internal records by the Division 15 Treasurer team indicate for the January to June 2024, there has been
 - \$267,136 of income (primarily Taylor & Francis Royalties)
 - \$154,829 of expenses
- Bottom line: Division 15 is healthy and currently operating well within our 2024 budget

Updates and Future Directions: “Foundation for the Future”

- (Much!) improved record keeping both internally and in relation to APA
- Clearer communication process with committees re: budget (ongoing)
- Have a process to periodically move some holdings from checking to high-yield savings account
- Working on gaining access to long term investment account to revise investment strategies
- Financial future looks exciting re: EDPSY Handbook and E3P

Passing the Torch

- Congratulations to Dr. Annette Ponnock! She will become Division 15 Treasurer at the end of this conference!
- Many thanks to outgoing past treasurer Dr. Stephen Tonks! His experience, insight, and continued hard work have been invaluable to the treasurer team and he will be greatly missed.
- Many thanks to Wade George who is the treasurer support MVP and makes the role manageable and fun!
- Transition treasurer role to a 3-year term.

Publications Updates



EP Journal Update



Jason Chen & Krista Muis

Educational Psychologist Incoming Editors' Vision

Pillar 1: Increase participation of educational psychologists from marginalized groups

- 3.2% of all articles in *EP* from 1963-2022 were race-focused (Kumar & DeCuir-Gunby, 2023)
- Greater inclusion of BIPOC scholars on the editorial board and as contributing authors
- Expand theoretical perspectives by considering race-focused, race-reimagined, and anti-colonial approaches

Pillar 2: Broaden and increase submissions and readership of *EP* while maintaining strength in educational psychology

- Boundaries between fields are becoming blurred. Need to expand our notions of types of contributions educational psychologists make.
- Recruit authors from diverse fields to speak to educational psychology theories with an eye toward cultural, contextual, and structural factors in learning and instruction
- Host interactive “how to” workshops at conferences (AERA, APA, EARLI), and continue the APA Division 15 podcast

Educational Psychologist

Incoming Editors' Vision

Pillar 3: Grow the influence of special issues yet maintain appropriate balance with individual submissions

- In half of the special issues from 2018-2022, introductions and commentaries had low or no citations likely due to the “summary” nature of those articles
- We will provide critical guidance to guest editors to ensure introductions and commentaries are forward-thinking and focus on theory building and/or how they inform policy

E3P Journal Update



Sharon Nichols

Introduction to E3P: *Educational Psychology for Policy and Practice*

- **Goals of Journal**

- Initial prospectus of journal drafted in September 2019
- Emerged out of work of policy and practice committees (both of which have evolved over time)
- Developed to fulfill critical gap in EdP scholarship that places emphasis on the role and importance of how EdP science and theory inform educational policies and practices

- **Some Details:**

- Inaugural co-editors: Sharon L. Nichols and Francesca López
- Tentative: Launch date January 2025 with first issue published January 2026 (APA Publishing)
- Journal Format/Content: Research, Reviews, Commentaries, Briefs

- **Be on the Lookout:**

- Invitations for Editorial Board/Review Panels (to include students) (Reviewing structure/protocols TBD).
- Calls for MS, including potential Special Issue Topics
- More details related to publishing timelines and journal contents
- Events/trainings to help potential authors and/or reviewers

Race and Diversity Committee

Mission

- Advance the capacity of educational psychologists to incorporate race and diversity into their research, teaching, and service
- Promote the work of scholars using critical, anti-racist, and Indigenous approaches to educational psychology research.

Chair: Christy Byrd, christy_byrd@ncsu.edu

2023-2024 Activities

- Thinking about how to develop a community of practice
- Winter and summer syllabus challenges (<https://go.ncsu.edu/syllabuschallenge>)
- Webinar on critical and Indigenous methodologies
- Talk at Grad Seminar on race-focused and race-reimagined approaches
- Critical conversation on building an anticolonial syllabus
- Trip to Seattle's Daybreak Star Indian Cultural Center

Division 15 Business & Member Recognition

By Dionne Cross Francis

2023 Award Recipients

(Presented This Year)



Ying Wang

Paul E. Pintrich
Outstanding Dissertation
Award



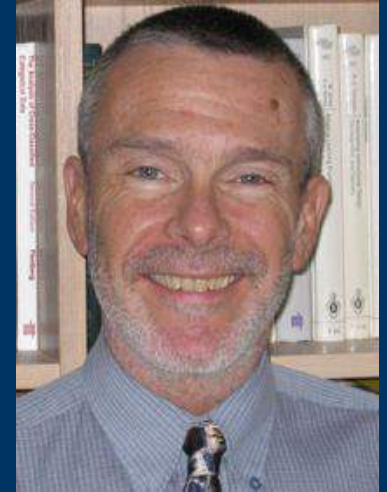
Sarah Shi Hui Wong

Paul E. Pintrich
Outstanding Dissertation
Award



Carlton Fong

Richard E. Snow Award
for Early Contributions



Phil Winne

The Career Achievement Award
for Distinguished Psychological
Contributions to Education

2024 Award Recipients

(Presenting Next Year)



Brendan A. Schuetze

Paul E. Pintrich Outstanding
Dissertation Award



Teomara Rutherford

Richard E. Snow Award for
Early Contributions




Dale Schunk

The Career Achievement Award for
Distinguished Psychological
Contributions to Education

Will You Be a 2025 Winner? Apply!

New Policy Briefs



Volume 4, Number 2
October 2022

DIVISION 15 POLICY BRIEF

GENERATION COVID-19: RESPONDING TO THE PANDEMIC'S IMPACTS ON YOUTH


Authors: Gabriel Velez, Ph.D., College of Education, Marquette University
Camelia E. Hostinar, Ph.D., Department of Psychology, University of California, Davis

INTRODUCTION

In 2020, the COVID-19 pandemic disrupted millions of lives across the world, impacting health, affecting relationships within families and communities, and drastically altering social systems like education and economies. These cross-cutting effects were particularly strong for adolescents and young people because of the time in their lifespan that the pandemic impacted. Adolescence is a key time for social and cognitive development: forming social bonds, constructing identities and visions of one's future trajectory, cementing academic skills as a foundation for higher education, and more (Jennett, 2015; Dahl et al., 2018; Mikus et al., 2014; Steinberg, 2005). It is also a period of heightened emotional and stress reactivity (Dahl & Gunnar, 2009), posing unique challenges for adolescents' mental health (Gruber et al., 2021). Lockdowns and stay-at-home orders disrupted schools, which are central contexts for adolescent development that provide space for socialization, skill-building, and psychosocial support (Eccles & Thrane, 2001).

Though the pandemic has faded from public discourse, the reverberations continue for young people as research and theory indicates that major socio-ecological perturbations have lasting impacts on young people's understandings of the world and themselves (Elder, 1974; Hirshnak, 2008; McAdams & McLean, 2013). With those who were adolescents during the most impactful moments of the pandemic now in college, it is urgent that policymakers, educators, and campus college campuses are responsive to the challenges of this COVID generation. Research in psychology and education is achieving this goal: through the pandemic deeply impacted and now as these young people's institutions can offer important support.

This brief presents a developmental impacts of the young people, with a particular focus on the experiences of those currently over 20 review articles from a special issue in *Psychology* are on-line recommendations for universities' policymakers about how to promote the



Volume 4, Number 2
June 2022

DIVISION 15 POLICY BRIEF

MOVING BEYOND NEONATAL HEARING SCREENINGS: POLICY RECOMMENDATIONS AND WAYS TO REDUCE THE RISK OF LANGUAGE DEPRIVATION IN CHILDREN

Authors: Giovanna Morini, Ph.D., Department of Communication Sciences and Disorders, University of Delaware
Emily S. Frazer-Abel, Department of Communication Sciences and Disorders, University of Delaware
Michael Teixido, MD, ENT & Allergy of Delaware, Department of Otolaryngology, Thomas Jefferson University
Roberta Michnick Golinkoff, Ph.D., School of Education, University of Delaware

THE PROBLEM SPACE

When left undetected, hearing loss can have permanent negative effects on children's speech and language acquisition, academic performance, health outcomes, and interpersonal relationships¹. Despite the well-documented relation between hearing ability and successfully navigating a predominantly "hearing world", thousands of children who are deaf or hard-of-hearing (DHH) still go undetected, and in many cases must endure the permanent negative sequelae that accompany language deprivation. Hearing screenings during childhood are essential for the early identification and management of hearing loss.

Who Screenings are Currently Provided?
Improvements have been made around early identification and treatment of children with hearing loss. In 1999, the American Academy of Pediatrics (AAP) recommended

such programs. Federal funding also became available to initiate and develop statewide, universal newborn hearing screening and intervention, also known as Early Hearing Detection and Intervention (EHDI) in the United States, neonatal hearing screenings were conducted before infants left the hospital within 1-2 days of birth. The number of children that were screened increased from 22% in 2010 to 95% in 2020, demonstrating the importance of hearing screening. However, whether there is a significant number of children 13



Generation COVID-19: Responding to the Pandemic's Impact on Youth
By Gabriel Velez and Camelia E. Hostinar

Moving Beyond Neonatal Hearing Screenings
By Giovanna Morini, Emily S. Frazer-Abel, Michael Teixido, and Roberta Michnick Golinkoff

New Practice Briefs

Healthy Identity Development Includes Ethnicity & Race

By Allison Rae Ward-Seidel

Centering Black Adolescent Girls' Voices: Strategies to Prevent Disproportionate Discipline

By Aisha N. Griffith, Jean K. Sack, Justyce Harris, So Jung Lee, & Bradley Crimmins

Promoting Students' Self-Regulated Learning (SRL) in Classrooms

By Huy Nguyen & Chris Wolters

Relational Accountability Within Restorative Justice: Promoting Healing, Learning, And Growth

By Gabriel Velez, Jean Sack, Laura Pareja Conto, Kara Beckman, & Holly Recchia

Read them all here!



Early Career Research Grant Recipients

Mary DePascale, Boston College

Do #PreschoolMathActivities support math learning?: Examining caregivers' perceptions, use, and implementation of early math activities posted on social media

Guillermo Farfan, RMC Research Corporation

Increasing Teachers' Self-Efficacy in Using Data to Inform Mathematics Instruction: Laying the Groundwork for a Targeted Intervention

Imogen R. Herrick, University of Kansas

Photovoice for CC Education: Exploring Creativity and Cognitive-Emotional Responses Across the Americas

Honorable Mention: Johana Chaparro-Moreno, Boston University

Beliefs, Values, and Practices of the Early Childhood Education Community Towards the Language Environment in Infant/Toddler Classrooms

Division 15 Policy Grant Recipients

Jane Vogler, Michelle Buehl

Investigating Generative AI: Current Policies in Higher Education

Gabriel Velez, Micah Richardson, Walter Lanier, Bevin Christie

Making Meaning of Metrics: Milwaukee Youth of Color Lived Experiences
and Thinking About Education Data Points for Change

Gale Sinatra, Laurel Kruke

Are K-12 Educators Ready to Teach Climate Change?

2024 Outstanding *Educational Psychologist* Article

Akane Zusho, Revathy Kumar, & Rhonda S. Bondie

“Transforming fear into rigor, love,
freedom, and joy: A new paradigm of
standards-based reform”

2024 Podcast Episodes



Dr. Jeff Greene, Host

Erika Patall

Jose H. Vargas

Alexandra List, Gala S. Campos
Oaxaca, Hongcui Du, Hye Yeon Lee,
& Bailing Lyu

David D. Timony & Jeanette King

Aisha Griffith

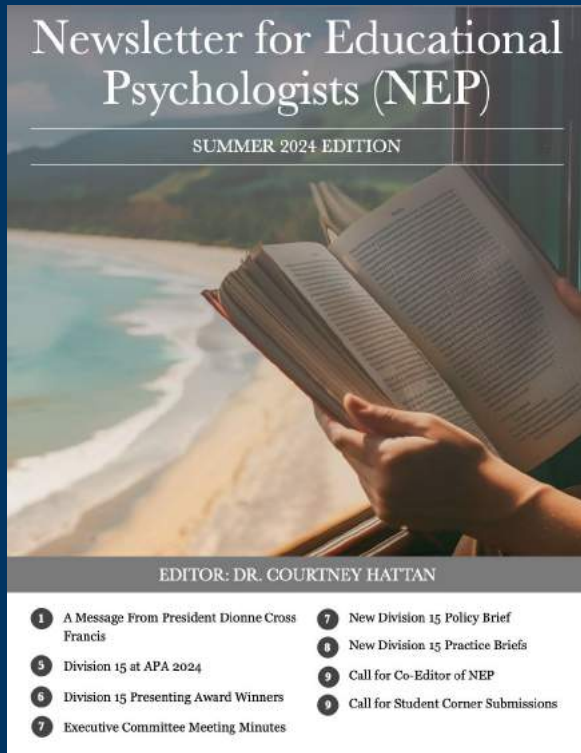
Lorraine R. Blatt

...and more on their way!

Now Available via Spotify!

Newsletter for Educational Psychologists

Editor: Courtney Hattan



***Now Accepting
Applications for Incoming
Co-Editor!***

Find All Issues Here

Thank You!

Outgoing Leaders

Beverly Faircloth
Outgoing Past President

Stephen Tonks
Outgoing Past Treasurer

Caroline Wiley
Outgoing Member-at-Large

Kelly Rodgers
Outgoing Member-at-Large

Incoming Leaders

Tim Urdan
President-Elect

Christine Bae
Member-at-Large

Jeff Greene
Member-at-Large

How Can You Stay Connected?

LISTSERV - Our most important messages. Find out about webinars, award calls, grants, and more—don't miss this channel!

The Weekly Digest - Division 15 news, ed psych jobs, education news, and announcements.

Social Media - Facebook, Twitter, YouTube, LinkedIn.

The Job Board - Free access for all (sharing and receiving). Subscribe for updates via email. Send jobs to Wade George.

The Podcast Series - Free to access on iTunes, SoundCloud, & Spotify

2024 Program Committee Report

By Kat Cheng, Mike Yough, and Jane Peras

Submissions & Acceptance

	Submitted	Accepted	Presented	Acceptance Rate
Total Posters	261	203	200	77.78%
1) <i>In-person</i>	242	160	140	66.12%
2) <i>Virtual</i>	19		60	
Type of Session	Presented			
<i>Critical Conversations</i>			27	
<i>Symposia</i>			19	
<i>Invited Address</i>			7	

Thank You 2024 Program Reviewers!

Egypt	Ab-Lail	University of Arizona	Octavia	Foghtian	O. F. Development	Suzanne	Matthew	Langston University	Jeffrey	Shivak	Cleveland Clinic
Ananda	Kovacs	Northern Arizona University (NAU)	Ludmila	Gullina	Marathon Univer	Suzanne	Matthew	Langston University	Elizabeth	Speelman	Georgia College & State University
Yurandi	Kozaravata	Washington State University	Nathaniel	Gubogov	University of Albu	Schwarz	Isela	UHealth	Liz	Speelman	Georgia College & State University
Walea	Al	Port-Saïd University, Egypt	Selen	George	University of Iowa	Angela	Miller	George Mason Un	Tianying	Sun	The Pennsylvania State University
Ruean	Abubari	Mississippi State University	Isabel	Gruvaviani	Mississippi State	Diga	Mikolaj	Northland College	Shengyi	Sun	Pennsylvania State University
Taraz	Amaga	Independent Trainer and Consultant	Michele	Gill	Univ. of Central Fl	Zuhrah	Isabel	George Mason U	Shaunancy	Subler	University of South Florida
Alexia	Austin	Felding Graduate University	David	Gillette	Oregon State Univ	Kim	Ilkuchausk	George College U	Alexis	Takag	Santa Clara University
Ranosa	Belek	University of Arizona Global Campus (UAGC)	Jackie	Goldman	Oregon State Univ	Nadia	Newberry	Andrew Univers	Chlor	Talley	California State University, Monterey Bay
Zachary	Bonnie	Austin Peay State University	Sarifur	Hader	Lafayette	Pearl	Cladea	Washington State	Jillian	Tracker	University of Texas at San Antonio
Estelita	Bengali	University of Delaware	Jessica	Hadi	Temple University	Olayinka	Oluniga	Washington State	Ian	Theodorou	Helanic Open University
Rozik	Boymer	University of Cincinnati	Eric	Hairabe	William College	Olayinka	Oluniga	Washington State	Maria	Thomas	VBS Purvanchal University, Jaunpur, India
Agnas	Bratschkaya	Duquesne College City University of New York (C	Eric	Hairabe	William College	Olayinka	Oluniga	Washington State	Samiel	Tran	Oklahoma State University
Arlan	Briti-Ebas	University of South Malaysia	Courtesy	Haban	University of Nor	Olayinka	Olu	University of Nige	Ngan	Tran	Purdue University
Bobby	Bromberg	Virginia Commonwealth University	Abu	Habibi	University of Dela	Hanan	Pak	The Ohio State U	Hong	Tufail	Atlanta Igbal Open University
Illegan	Bostler	University of Delaware	Paul	Hanweisy	University of Dela	Hanan	Patrick	Purdue University	Mubeshara	Tufail	Atlanta Igbal Open University
Christina	Calderon	University of Wisconsin-Eau Claire	Heriberto	Hendrick	Texas A&M Univ	Nguyen	Rafaela	University of Wisc	Mubeshara	Van Winkle	University of Nevada, Las Vegas
Gala	Campan	Penn State	Heriberto	Herringer	Texas Tech Univ	Nguyen	Peng	University of Wisc	Mubeshara	Velez	Mercyhurst University
Jose Antonio	Campan Gil	pkabababab	Wing	Ho	Hong Kong Meta	King	Peng	University of Wisc	Mubeshara	Veng	University of Delaware
Sergio	Castro	University of Arizona	Plan	Hokana	University of Ariz	King	Peng	The Ohio State U	Gabriel	Vivian	McGill (Alumni)
Juan Cristobal	Castro-Morales	University of Birmingham (UK)	Sugih	Hunhoff	Oregon State U	Andrew	Peng	American Univers	Solbana	Vogler	Oklahoma State University
Adrian	Chakour	University of Cincinnati - Blue Ash	Sugih	Indonesica	Ludwig State Univ	Enay	Petersen	American Univers	James	Vomund	University of Tennessee, Knoxville
Suzuki	Chopra	S.P. Jain Global, Singapore	Inaga	Jawar	The Chicago Sch	Jayla	Powers	Missouri State Univ	James	Vongkulkarn	University of Nevada, Las Vegas
Stacey	Cooper	Holston Community College, The City University	CHETNA	JAWHIAL	CENTRAL UNIV	Melissa	Prasety	Cherokee Univers	Jeff	Wahidi	George Mason University
Stacey	Cooper	Holston Community College, CUNY	CHETNA	JAWHIAL	CENTRAL UNIV	Melissa	Prasety	Cherokee Univers	Jeff	Wang	University of Arkansas
Lara	Costa	UNC-Chapel Hill	Chinese	James	Radford University	Riki	Qian	Northern State Un	Satar	Wang	University of California, Berkeley
Ananda	Dahi	Saint Leo University	Chinese	James	Radford University	Riki	Qian	Northern State Un	Satar	Wang	University of California, Berkeley
Yan	Dai	Auburn University	Pratik	Kamat	Swales Shri LLC	Our	Ramazeer	Washington State	Ying	Wang	University of Michigan
Tig	Dai	University of Illinois Chicago	Avi	Kapote	Temple University	Joel	Redder	Western Kentucky	Gong	Wang	University of Michigan
An	Dang	University of North Texas	De Jis, American	And Pte Practice	Dr Han Kamari	Ananda	Rapad	SCHOOL EDUC	Julie A.	Wang-Kilobgaard	University of California, Berkeley
Ananda	Dalgado	University of Delaware	Stephan	Kaur	The University of	Ananda	Reebha	OF ANDHRA PRA	Julie A.	Wang-Kilobgaard	University of California, Berkeley
Ananda	Dalgado	University of Delaware	Heena	Kaur	The University of	Ananda	Reebha	OF ANDHRA PRA	Julie A.	Wang-Kilobgaard	University of California, Berkeley
Ulrica	Dobrensek	University of Southern Indiana	Yoo-eun	Kim	University of Ho	Wanona	Rao	University of Cent	Carmie	Waxel Sloan	University of Central Florida
Hannah	Douglas	University of Arizona	Alyssa	Lewison	Florida State Univ	Wanona	Rao	University of Cent	Carmie	Waxel Sloan	University of Central Florida
Penik	Driver	Dominican University	Soeun	Lee	Leidmark College	Emily	Riley-Lago	University of Cent	Carmie	Waxel Sloan	University of Central Florida
Hargal	Du	Florida State University	Hyeyon	Lee	Sungjuankwan U	Kristina	Rutherford	University of Cent	Carmie	Waxel Sloan	University of Central Florida
Ziwei	Du	Texas A&M University	Hyeyon	Lee	MGill University	Tatiana	S	University of Dela	Nathaniel	Waxel Sloan	University of Central Florida
Josajay	Duncan	Temple University	Christine	Lee	Georgia Institute	Hyeyon	S	Dartmouth Univers	Meng Qi	Waxel Sloan	University of Central Florida
Jessie	Eck	University of Delaware	Jalme	Lee	University of Calif	Abubakar	Saba	University of Dela	Meng Qi	Waxel Sloan	University of Central Florida
Dibesh	Fajoy	Washington State University	Gies	Li	Virginia Comm	Katerina	Serg	Fordham Univers	Lihong	Xi	University of Connecticut
Sara	Feld	George Mason University	Gies	Li	Virginia Comm	Katerina	Serg	Fordham Univers	Lihong	Xi	University of Connecticut
Carla	Fink	AGU	Nick	Logan	McGill University	Shoa	Shan	Social Science Re	Cong	Yi	Tsinghua University
Rebecca	Fossler	University of Arizona	Maggist	Madigan	McGill University	Shoa	Shan	Social Science Re	Cong	Yi	Tsinghua University
Jim	Fyfe	SUNY Potsdam	Daniel	Madigan	York St John's	Suzanne	Shin	University of North	Xiaorong	Zhang	George Mason University

Grad Student Poster Award Finalists:

- Youth Purpose: Exploring Educational Context and Measurement, **Sergio Castro**
- Teaching, Buoyancy, and Adaptability in Beginning Secondary School Students' Academic Development, **Jeremy Jiadong Pan**
- Resilient Yet Vulnerable: Understanding the Academic Experiences of Black Girls and Women, **Destiny Williams-Dobosz**
- College Student Motivation and the Interplay of Sexual Orientation and Other-Gender Similarity, **Nathaniel Woznicki**
- Gender Disparity Among Protagonists in Chinese Children's Books, **Ching-I Huang**
- Parental Expectations of Children's Schooling across Asian Immigrant Families and Other Groups, **Qiling Wu**
- Adolescent COVID-19 Learning Experiences: Adaptations to Digital Learning, Michelle Dusko Biferie
- Understanding Reading Difficulties: Neural Correlates of Reading and Inhibitory Control in Children, **Sadie Pazoki**
- Understanding ESL Teacher's Perceptions of the Motivations of Learners Who Have Experienced ACEs, **Mykhail Balabin**
- Impact of WISE Interventions on Academic Performance within MSIs, **Al Robiullah**

This Year's Poster Award Winners:

Resilient Yet Vulnerable: Understanding the Academic Experiences of Black Girls and Women

Destiny Williams-Dobosz

Understanding Reading Difficulties: Neural Correlates of Reading and Inhibitory Control in Children

Sadie Pazoki

Thank You to Program Committee Supports

Div 15 Grad Student Poster Award Judge Panel

- Matt Graham, PhD
- Whitney McCoy, PhD *
- Jane Vogler, PhD
- Angela White, PhD

Div 15 Director of Communications

- Wade George

Div 15 Program Committee Graduate Assistant

- Jane Peras, LTP, MST



2024 Claire Ellen Weinstein APA Division 15 Graduate Student Seminar Recap

EAP APA
DIVISION 15



COMMITTEE CO-CHAIRS



- Ben Torsney, PhD - Temple University



- Annette Ponnock, PhD - Thrive Global



- Vanessa Vongkulluksn, PhD - UNLV

GRADUATE STUDENT COMMITTEE REPRESENTATIVES



- Joey Eisman, Almost PhD – Temple University

GRADUATE STUDENT PARTICIPANTS

- **Jaylene Patterson**
 - University of Kentucky
- **Xiaowen Wang**
 - East China Normal University
- **Laurel Kruke**
 - University of Southern California
- **Addison Helsper**
 - Ball State University
- **Destiny Williams-Dobosz**
 - University Illinois
- **Katrina Jean**
 - University of Arizona
- **Molly Taylor**
 - Virginia Commonwealth University
- **Monica Hernandez- Johnson**
 - University of Nevada Las Vegas
- **Mayra Marquez-Mendez**
 - University of Nevada Las Vegas
- **Adriana Martinez Calvit**
 - The Ohio State University
- **Victoria Johnson**
 - University of Minnesota
- **Xuefei Zou**
 - University of Pennsylvania

SEMINAR RECAP

- **Navigating / wrapping up the PhD**
- **Navigating the job market**
- **Collaboration: Research, Policy, Practice**
- **Alternative academic career paths**
- **Maintaining your well-being**
- **Getting that grant**
- **Panel discussion: scholars, alternative academic careers**

SEMINAR RECAP

- **Navigating / wrapping up the PhD**
- **Navigating the job market**
- **Collaboration: Research, Policy, Practice**
- **Alternative academic career paths**
- **Maintaining your well-being**
- **Getting that grant**
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Sharon Zumbrunn having students play with fire



**Scholars panel
(left to right):**
~Christy Byrd
~Alexandra List
~Vanessa
Vongkulluksn
~Sharon Zumbrunn
~Teya Rutherford
~Jason Chow



Sharon Zumbrunn imparting wisdom about writing



Moral of the story:

- **The seminar went well.**
- **The students were excellent and learned a lot**
- **The Co-chairs / presenters were awesome**
- **2025 will be even better**

Enjoy Dr. Bev Faircloth's Remarks!

...

Then, Join Us for Our Closing Social Hour!

7:30 - 9:30 PM

Alder & Ash

(Right Here in This Building!)

We have
budgeted for
two (2) drinks
per attendee!