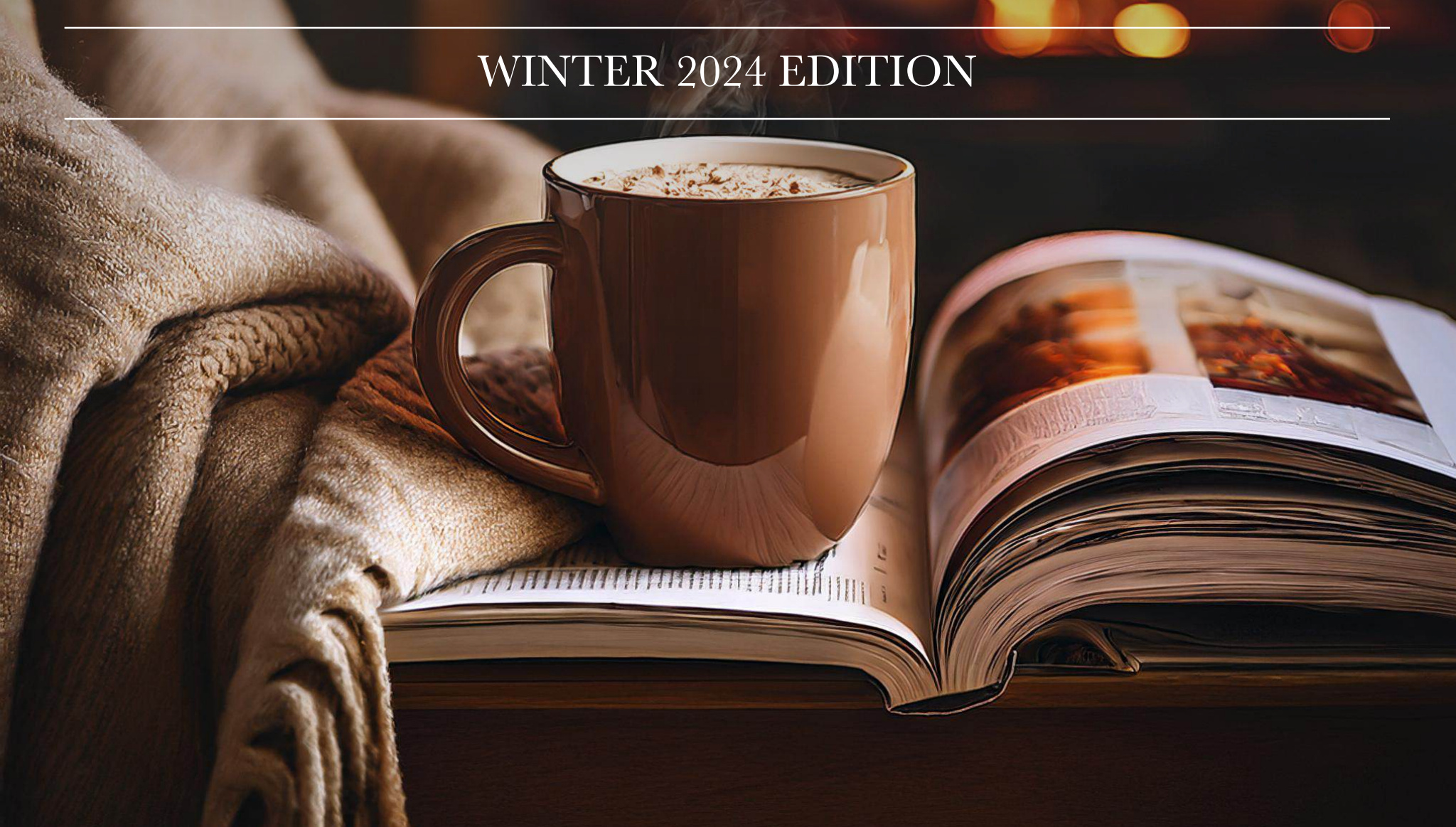


Newsletter for Educational Psychologists (NEP)

WINTER 2024 EDITION



EDITOR: DR. COURTNEY HATTAN

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Takin' it to the Streets

The Power of Resistance and Collective Action

by President Jessica T. DeCuir-Gunby

We all were horrified as we collectively bore witness to the police-involved murders of George Floyd and Breonna Taylor and the racially motivated murder of Ahmaud Aubrey by armed vigilantes in 2020. Protests against police brutality and racism erupted around the country and the world. These experiences seemed to awaken the racial consciousness of the nation, prompting many to engage in deep self-reflection about their feelings about race and racism. Companies began to create anti-racist practices and policies. Many pledged money to diversity, equity, and inclusion (DEI) initiatives, and some began apologizing for their participation and contribution to systemic oppression (Kinderman, 2022). APA even issued a resolution apologizing for its role in promoting, perpetuating, and failing to challenge racism and racial discrimination (American Psychological Association, 2021). Concurrently, the field of educational psychology began to expand its discussions of DEI, featuring special conference sessions, handbooks, and journal articles focusing on various DEI issues (e.g., López, 2022; Strunk & Andrzejewski, 2023).



Dr. Jessica T. DeCuir-Gunby

For a while, the country was engaging in the long overdue racial reckoning and was making progress. Then, the anti-DEI reverberations started to occur. Some of the earliest backlash began with critiques of Critical Race Theory (CRT). Angry parents started attending school board meetings, demanding that CRT not be taught in K-12 schools, although CRT was never taught in schools. CRT was soon equated with anything that appeared to be similar, including Social Emotional Learning, multicultural education, implicit bias, etc. Anti-LGBTQ initiatives emerged in response to issues involving transgender students and schooling. Calls were made to ban books that addressed these topics, and anything conceived to be related. There were questions about what and how teachers and professors taught in the classroom (e.g., the teaching of reading), including an overall interrogation of teachers' and professors' expertise and qualifications, going so far as to threaten the tenure and promotion system. Historical facts (e.g., the role of racism in the founding of the United States) and scientific facts (e.g., climate change), as well as the teaching of these facts, were challenged. States across the country passed anti-CRT, anti-DEI, and anti-LGBTQ education legislation, with some states going so



far as to defund DEI-related programs altogether (Filimon & Ivănescu, 2024; Lange & Lee, 2024). Lastly, the United States Supreme Court decimated Affirmative Action programs in education in *Students for Fair Admissions v. President and Fellows of Harvard University* and *Students for Fair Admissions v. University of North Carolina* (2023).

As a field and community, Educational Psychology has largely been silent while these attacks occurred and continue to expand. It is time for us to take a stand and do something! Therefore, the Presidential Theme for 2024-2025 is “Takin’ it to the Streets: The Power of Resistance and Collective Action.” It is a clarion call to the field of educational psychology. We must begin to engage in *resistance* and *collective action* by using our voices to address current issues in education and challenge anti-education narratives through research, policy, practice, and advocacy. By *Takin’ it to the Streets*, we endeavor to educate our communities by translating our scholarship and making it more accessible to the public.

As a result, I have specified the following initiatives for my presidential year that center on three crucial areas: membership, DEI, and public scholarship.

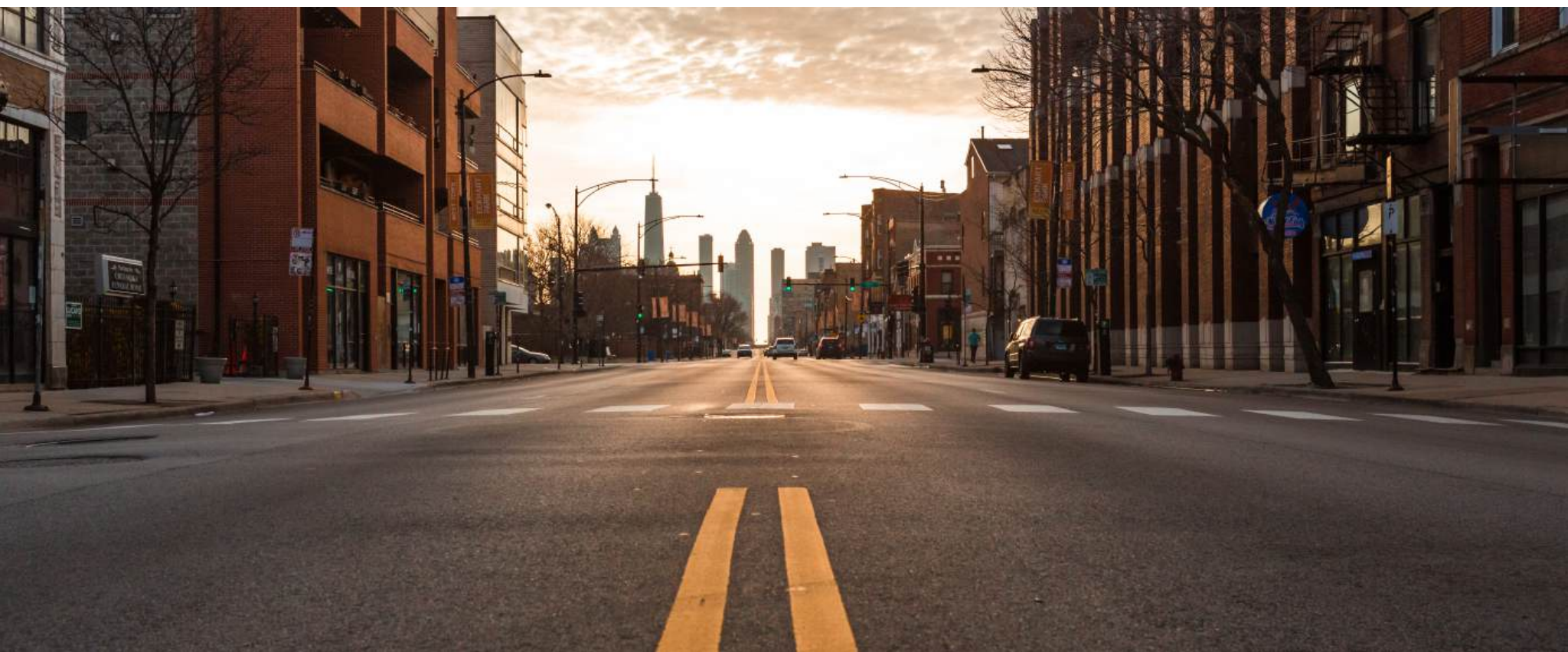
Membership: To *resist* and engage in *collective action*, we need a large, active, and diverse membership. Thus, the first initiative is to continue increasing and expanding Division 15 membership. We will redouble our focus on recruiting graduate students and encourage them to grow professionally with the Division. We also will encourage educational psychologists who are members of sister organizations to consider joining and

becoming active in Division 15. We must broaden our membership to include more underrepresented and marginalized groups by recruiting members from Historically Black Colleges and Universities, Hispanic Serving Institutions, and Minority Serving Institutions. Lastly, it is paramount that we bring to bear the innovation and expertise of the Division membership by reinvigorating and expanding engagement with the Division 15 Fellows.

DEI: As DEI-related research and practices continue to be attacked, the second initiative is to continue to address ways to promote *resistance* by helping advance the integration of DEI in the Division and the field. We will actively promote and center the work of the Race and Equity Committee as they offer activities related to DEI research, methodology, and teaching. Furthermore, a research grant program will be offered to support the work of scholars in the Division engaging in DEI research.

Public Scholarship: To engage in *collective action*, members need appropriate tools to enhance the connection of their research to practice, policy, and advocacy. This last initiative should provide the field with the mechanisms needed to communicate our work to the people by *Takin' it to the Streets*. We will increase the promotion of our new journal, *Educational Psychology for Policy and Practice* (E3P), and provide professional development opportunities. Specifically, we will offer professional development opportunities focusing on a variety of topics, including writing opinion pieces (e.g., for *Psychology Today*), learning how to speak to the media, writing policy briefs, talking to policymakers, and translating our work on social media.

Last year, our past president, Dionne Cross Francis, challenged us to rehumanize educational psychology to do good. I am extending that call to action. Now it is time for us to do good by resisting and combining our collective voices while *Takin' it to the Streets!*



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New Division 15 Practice Briefs!



Rehumanizing Education
Through Relationships

[Click Here to Read](#)



Healthy Identity Development
Includes Ethnicity and Race

[Click Here to Read!](#)

2025 Division 15 Awards

Call for Nominations & Applications



The Paul R. Pintrich Outstanding Dissertation Award

Applications & Nominations Due In Early Spring

The Paul R. Pintrich Division 15 Dissertation Award is given to an individual who finishes his/her doctoral dissertation within the previous two calendar years from when the award will be announced, and who is a member of Division 15 at time of nomination. The dissertation must be in the area of educational psychology, broadly defined. Find past recipients [here](#).

Stay tuned for application details!

The Richard E. Snow Award for Early Contributions

Applications & Nominations Deadline: January 14, 2025

Given annually, this award is named to a scholar who has completed their doctoral work within the past ten years, has made significant research contributions to the field of educational psychology, and who is a member of Division 15 at the time of consideration. Find the full call and past recipients [here](#).

Chair: Andrew Elliot (andy@psych.rochester.edu)



The Division 15 Career Achievement Award

Nominations Deadline: January 31, 2025

The Career Achievement Award for Distinguished Psychological Contributions to Education is among the most prestigious award given to living educational psychologists for their substantial, achievements and contributions to the field. The award's winners are recognized for research in the best tradition of educational psychology, meaning that the award is conferred for original, scientific research that contributes significantly to knowledge, theory, or practice in educational psychology. Find the full call and past recipients [here](#).

Chair: Clark Chinn (clark.chinn@gse.rutgers.edu)



Call For Proposals: Division 15 Dissertation Research Funding

Due December 9, 2024

Division 15 invites graduate students who are members or affiliates of the division to apply for a Dissertation Research Grant. The purpose of the grant is to provide financial support for educational psychology doctoral students preparing to collect their dissertation data. Two grants will be awarded, each including a \$1,500 stipend to be applied toward the student's dissertation research.

[Learn more at the full call, here.](#)

Proposals are due no later than December 9, 2024. Questions may be directed to award Co-Chairs, Christopher A. Wolters (wolters.21@osu.edu) and Heather Haverback (HHaverback@towson.edu).



Don't Forget to Renew!

Register for another great year with Division 15



Be sure to renew your membership soon to avoid any interruptions to your benefits in 2025! Our #1 source of membership attrition is self-reported as merely forgetting to renew—don't fall into that number this year!

- **Full APA Members:** Renew quickly through your annual statement or by logging into your [MyAPA account](#).
- **Division 15-only Members or Affiliates:** Renew or rejoin online here: <https://join.apa.org/divisions>. *Don't worry if you can't find your member number—it's helpful but not required!*

If you run into any questions or need assistance, Division Engagement is here to help. You can reach them at 202-336-5500 or membership@apa.org.

Let's make 2025 another fantastic year for Division 15 and its members. Thank you for your continued support, and happy holidays to you and yours!

Journey Toward an Anticolonial Educational Psychology

Get Ready to Depart

By Tasneem L. Talib (Ball State University) N. Leigh Boyd (Passaic County Community College), Aletta M. Sanders (Ball State University), Joseph I. Eisman (Temple University), & Neelam Rattan (San Jose State University)

Corresponding Author: N. Leigh Boyd, ncboyd@pccc.edu

Scared. Intrigued. Curious. Questioning. Seeking. Uncomfortable. These few words describe some of the initial thoughts, feelings, and motivations of participants attending Division 15's Race and Diversity Committee's *Building an Anticolonial Educational Psychology*. In this three-part series, we will describe the journey of some of the participants from different backgrounds to demonstrate the impact of colonialism, the need for anticolonial work in educational psychology, and examples of how individuals and institutions can engage in this anticolonial work. We begin this series by describing colonialism, its forms, and its impact.

Building an Anticolonial Educational Psychology Workgroup

In the summer of 2023, a group of 44 educational psychologists and students came together to discuss the legacy of colonialism in educational psychology and strategies to build an anticolonial educational psychology. Over the course of multiple Zoom meetings, we examined colonialism and its impacts on teaching and research, reflected on our roles as educators, practitioners, and researchers in the field, outlined strategies for creating an antiracist and anticolonial educational psychology, and set goals for continued anticolonial work in the field. We want to recognize Dr. Christy Byrd, Associate Professor and Chair of Division 15's Race and Diversity Committee, and Dr. Korinthia Nicolai, Postdoctoral Fellow and Visiting Professor, for their commitment to a more equitable educational psychology and their tireless efforts to build and support communities engaging in anticolonial and antiracist work. So often, scholars of color are under-recognized in the field, and thus, we found it important to highlight their leadership and continued inspiration.

Colonialism & Anticolonialism

What is Colonialism?

Our initial meeting focused on establishing definitions to guide our work. One of our foundational readings described two types of settler colonialism: external and internal (Tuck and Yang, 2012). External colonialism refers to stealing Indigenous Peoples' land and stripping it of its raw materials, animals, crops, and human beings to build colonizers' wealth. We see examples of external colonialism in both the past and the present, with settlers building plantations, farms, and factories on occupied land and selling extracted resources to create wealth for a limited few. On the other hand, internal colonialism refers to managing people, land, and resources. Thus, while external colonialism refers to the act of taking land and its resources to build wealth and power, internal colonialism refers to ongoing acts of controlling those resources to maintain wealth and power. Our educational and criminal justice systems, for example, have been unjustly used as tools of internal colonialism, leading to inequities in accessibility, education, and wealth. Taken together, we learned that the goal of colonialism was to amass property, wealth, and power (i.e., external colonialism) through the control of land and subjugation of people (i.e., internal colonialism).



Colonialism in Educational Psychology: A Thing of the Past?

In our field of educational psychology, settler perspectives have become the centerpiece of knowledge and research. These views are repackaged as theories, data, and research findings and then used to rationalize and maintain unfair social structures. More specifically, colonialism has shaped our interpretation of educational data, our understanding of “normative” human development, and our adoption of “best” teaching practices. For example, early forms of intelligence tests, using settler perspectives as the “norm,” were interpreted to justify racial superiority and the need for separate education. In fact, G. Stanley Hall, the first APA president, disagreed with the idea that Black Americans should be educated equally with their white peers because he thought they were incapable of benefitting from such an education, given their “diminished evolutionary inheritance” (Youniss, 2006). Our field has, therefore, played a role in reinforcing the colonialist mission of maintaining power through systematic oppression. Although it is tempting to simply look at (external) colonialism as a singular event of the past, we continue to see the imprint of (internal) colonialism today, including disparities in school discipline, retention, and test scores. Ladson-Billings (2006), in her 2006 AERA Presidential Address, referred to these disparities as the education debt. Thus, rather than pointing to cultural and community “deficits” as the basis for disparities, she noted the cumulative impacts of historical, economic, sociopolitical, and moral inequities. We run the risk of adding to this education debt if we fail to critically examine the role of colonialism in our field.

Solution: A Decolonial or Anticolonial Approach?

And so, we took up the mission to do just that—to critically examine the role of colonialism in educational psychology and identify strategies to “decolonize” educational psychology. Although our workgroup aimed to “decolonize” educational psychology, we soon realized that decolonization did not accurately reflect our intent. In the context of settler colonialism, decolonization has to include the repatriation of land to Indigenous People (Tuck & Yang, 2012). Although Tuck and Yang (2012) specifically addressed reparations to Indigenous People, we recognize that other groups (e.g., those who were enslaved) have been harmed by colonialism, and thus other forms of reparations may be necessary. While decolonization requires the repatriation of literal space (i.e., land, resources), anticolonization requires the repatriation of metaphorical space (e.g., classrooms, journals) (Nicolai et al., in press). We, therefore, chose to adopt an anticolonial approach, with the



aim of repatriating space in educational psychology to people who have been marginalized* by our educational policies, systems, and practices. Through our discussions, we defined what it meant to take an anticolonial stance. Simply, anticolonial is defined as taking an active stance against colonialism. More specifically, an anticolonial approach is characterized by:

- critically examining power, institutions, processes, and policies that implicitly or explicitly marginalize
- decentering white colonialist perspectives as the norm
- repatriating spaces in our journals, textbooks, and course readings to Indigenous People and people of color, moving beyond Western, individualistic conceptualizations and sources of knowledge
- recognizing and incorporating different ways of knowing and doing in our classrooms, empowering the voices of Indigenous People and people of color

We recognize that we are working within and have benefited from the very systems we seek to change; thus, there is an innate tension in this work. Yet, we hope that in sharing our journeys, we can elevate our communities of practice and respective institutions.

Conclusion

An anticolonial stance requires educational psychologists to be introspective and examine their places within colonialism. On the first day of our meeting, we were asked to reflect on our identities, and in doing so, we began to question ourselves, displaying our vulnerabilities. “How do I begin to define myself through the veil of ‘I am not enough?’ What can be done about it?” “What can I say to advance issues surrounding diversity when I benefit from existing power paradigms and systems of oppression?” “How do I speak up when I am afraid of the potential pushback from students, communities, and state officials?” “In what ways have I been blind to and benefited from colonization in this field?” “How can I push back against colonizing norms in the field, while trying to build a career in that field?” We, the authors of this piece, are at different places in our careers and found our own approach to educational psychology evolved as we examined our places in this colonialist system. Although we aimed to deconstruct colonial ideologies and reconstruct our field, we realized that we first had to deconstruct our sense of self; without this deconstruction, our subsequent actions would be mere tokenism. Over the next two installments, we will share our own journeys and reflections as a means of advancing equity and anticolonialism within our own lives, teaching, and research. We do not offer our stories as templates for change but simply to start a conversation about how the field of educational psychology can progress toward greater equity and inclusion.

**Note: We intentionally used the phrase “those who have been marginalized.” As Laila McCloud (2024) noted in her keynote address at the 2024 Grading Conference, it is important to refrain from stating “marginalized people” as it implies that marginalized is an inherent identity. In contrast, using the phrase “people who have been marginalized” shifts the focus from an inherent identity characteristic to institutional practices and policies that lead to marginalization.*

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What is Educational Psychology?

A helpful primer video (and conversation starter!) from Division 15!



One persistent challenge of the field of educational psychology is public confusion regarding what educational psychology actually is! For example, people often confuse educational psychology with school psychology, or with educational counseling. There is little familiarity and understanding that the label “Educational Psychology” refers to the science and practices that describe and promote people’s learning, motivation, development, and well-being. So, Division 15 has developed a brief (~60 seconds) explainer video that introduces educational psychology and its applications to lay audiences. **We encourage you to use this video liberally—including in your email signature if desired!**

We would like to express our sincere gratitude to Avi Kaplan (script author) and Jeff Greene (narrator) for their contributions to this video!

Call for Proposals: Division 15 at the 2025 APA Convention

Due January 8, 2024 by 5:00 PM PST

Division 15 invites submissions for the annual APA convention, to be held August 7-9 in Denver!

The Presidential Theme for Division 15 is Takin' it to the Streets: The Power of Resistance and Collective Action. This theme concerns the frequent attacks on education and the limited response from education researchers and psychologists. Across the United States, and globally, there have been numerous attacks on education. Recently there have been calls to eliminate Critical Race Theory (CRT) and social-emotional learning (SEL) from schools. Many states have passed anti-diversity, equity, and inclusion (DEI) legislation, defunding PK-12 and higher education DEI programs. Similarly, several states have passed anti-LGBTQ legislation in PK-12 school settings. In addition, there are constant critiques of K-12 and higher education classroom pedagogy and curricula. Schools and communities are even banning books! These attacks negatively impact students and teachers and will continue to harm our education system. We must resist the attacks on education and engage in collective action by leveraging our voices. Education researchers and psychologists should engage in research that counters and challenges policies and practices that can detrimentally impact schooling. In doing so, we should take it to the streets by widely sharing our research with the broader community to help create change.

Proposals may address any aspect of educational psychology. We welcome submissions that ask critical questions that are relevant to education and society as well as challenge traditional paradigms and methodologies. Potential topics include but are not limited to the impact of educational policies on marginalized communities, innovative DEI advocacy approaches, strategies for counteracting anti-educational legislation, social justice and community engagement training models, and the examination of the cultural-political context on pedagogy and curriculum development. Proposals that align with the division's Presidential Theme are particularly encouraged. By engaging with these critical themes, we can leverage our collective voices to challenge detrimental policies and practices impacting education.

APA and Division 15 members and non-members are invited to submit their work for presentation in the Division 15 Program for the APA Convention.

Submissions may fall under the following formats:

- **Individual Presentations:** These submissions should reflect a single project, study, or paper with one or more authors. All individual presentations will be submitted as posters into the system. Once the conference platform is finalized, we will work to allocate accepted proposals into appropriate formats that are still to be determined (e.g., structured poster sessions, paper sessions). Student-led posters at both undergraduate and graduate levels are welcome.
- **Symposia 2.0** (50 or 110 minutes): Symposia 2.0 are focused sessions in which multiple speakers present information related to a unifying topic that is viewed to be a significant common theme, issue, or question. The presentations generally include a review of data but may also include discussions of contrasting viewpoints or other innovative strategies for engaging the audience. The Symposia 2.0 session format should include an introduction to the topic by an expert, someone who can set context and offer background for why the session topic is important. This can be the chairperson. Speakers then give their presentations, which are followed by an exchange of ideas and discussion between the audience and speakers.
- **Critical Conversations:** (50 minutes) Proposals for critical conversations (formerly called Discussions) should include 1 or more brief presentations designed to provide the information needed for the audience to effectively participate in the discussion. The session should include a chair who will moderate the discussion and ensure that the bulk of the time is spent in conversation with the audience.

All proposals must be submitted through APA's convention proposal portal at <https://convention.apa.org/proposals>. We strongly encourage authors to refer to the updated (2023) APA Style Journal Article Reporting Standards when addressing race, ethnicity, and culture as they prepare their submissions. And, please note that presenting authors will be contacted to review at least one proposal.

Those with questions about proposal formats or who have novel ideas about presentation formats should contact Division 15 Program Co-Chairs, Whitney N. McCoy (whitney.mccoy@duke.edu) and Angela White (awhite@jcsu.edu).

Serve Division 15 as a Convention Proposal Reviewer!



Division 15 is looking for qualified graduate students, researchers, and practitioners to serve as submission reviewers. If you have reviewed for Division 15 previously, we thank you for your service and hope that you will consider serving in this important role again for the 2025 Convention!

Reviewers play an important role in shaping the convention program. Division 15 Program Co-Chairs will consider each reviewer's feedback to determine which proposals are accepted for the 2025 APA Convention.

To volunteer, please complete [this form](#) by December 20, 2025.

Given the deadlines set by APA, submissions will be assigned in early January and reviews will be due back in early February.

Please contact Division 15's Program Chairs Angela White (awhite@jcsu.edu) and Whitney McCoy (whitney.mccoy@duke.edu) if you have any questions or problems submitting the reviewer form.

Executive Committee Meeting Minutes

2024 APA Convention Meeting | August 2024

Find full minutes [here](#).



- Provided an update on E3P contract.
- Considered shifts to the career achievement award (e.g., changing the name, simplifying the nomination process).
- Discussed potential changes to the Division 15 endorsement policy.
- Presented a budget update, which included finalizing a template for committees to request funds, compensation for E3P editors, stipend and travel reimbursement for EP editors, and grad student seminar funding.

Introducing Our New Journal: *Educational Psychology for Policy and Practice (E3P)*

D15
Pubs

By Co-Editors Dr. Sharon Nichols & Dr. Francesa López

We are thrilled to announce the official launch of the division's new journal, *Educational Psychology for Policy and Practice* (or E3P). After more than five years of a seemingly unending array of approvals and contract negotiations that involved the support and efforts of many Division 15 members and leaders, we are excited to have a signed contract with APA publishing. As the inaugural co-editors, we are both proud and humbled to play a key role in getting the journal over the finish line and finally in print!

As we close out 2024, we are working closely with the team at APA publishing to finalize the particulars for the journal including the submission guidelines, getting oriented to the submission portal, and finalizing the editorial board configuration that will include invitations to many Division 15 members—so be on the lookout for your invitation, and if you are asked to review a manuscript, please say yes! We are currently working with the goal of being ready for manuscript submissions in early 2025 with the first issue being published early 2026. As per the contract, the plan is to publish 2 issues in the first three years with the option to expand to four issues a year thereafter. We are also working on guidance for future editorial board members, reviewers, and authors, as well as protocols for additional types of publication opportunities associated with the journal such as special issue proposals and briefs. We will be sure to keep Division 15 members informed of our progress.

The mission of E3P is to advance educational psychological science in the public sphere as well as to inform educational policy and practice. E3P will include publications that seek to apply educational psychology science to phenomena and issues of direct relevance to educational policy and/or practice. The journal will publish empirical research, literature reviews, and commentaries in the areas of policy and practice. It also will support work that pushes the field forward through theoretical or methodological reviews of educational psychology science as it relates to issues of educational policy and practice.

We welcome any questions you might have as we get closer to the rollout and beyond!



Call for Applications: Co-Editor of *Newsletter for Educational Psychologists*

Apply by January 15, 2025

Division 15 seeks applicants for NEP's Co-Editor (to join Editor Courtney Hattan in 2025, and to then assume the full Editor role for the two following years).

NEP is published 2-3 times per year, dependent on content volume. It contains Division 15's most important announcements, original content, and updates from leaders. NEP's issues are [permanently archived](#) and provide a historical lens through which future generations of scholars can understand the challenges and opportunities faced by educational psychologists today.

The selected Co-Editor should be a scholar past successful defense of their dissertation, but otherwise may occupy any career level (early career through retiree). It is estimated that each issue will require approximately 5-10 hours of commitment—again, with publication 2-3 times per year.

To apply, please send a CV and brief statement of interest (no more than one paragraph) to Wade George at wade.george@apadiv15.org by no later than midnight PST on January 15, 2025.

Calling All Students for Our “Student Corner” of NEP!

Now Accepting Proposals for Short, Original Pieces



The NEP Student Corner features current students of educational psychology. NEP is for all members of Division 15, and we hope to capture student reflections, experiences, or interviews in this recurring feature written by one or more students in the field. As we work within and outside of Division 15 to expand psychological knowledge and theory connected with education, the experiences of our Division 15 graduate students will continue to change as well. How is the student experience in becoming a member of this community different than it was for your professors or mentors? What experiences have particularly shaped your understanding of educational psychological knowledge and theory? What do you think the field should know?

We invite current student members of Division 15 to submit a 100-word proposal by February 1, 2025 through [this link](#).

Proposals chosen for future NEP publication will be contacted for a 600 to 800 word length feature article in the upcoming year.

Call for Research Grant Proposals: Education Research in Response to Anti-DEI Movements

Due by January 6, 2025

The purpose of this one-time grant opportunity is to fund projects that address the impact of anti-DEI (diversity, equity, and inclusion) policies and legislation on schooling and seek to understand the experiences of marginalized groups in educational contexts. These projects are designed to push our traditional theories forward and to understand the intersection of race and context on student learning, motivation, development, and/or academic outcomes.

We are looking for projects designed to understand how teaching, learning, and school practices have been impacted by the anti-DEI movement. What motivational challenges have arisen among teachers? What is happening concerning classroom practices? Assessments? School climate? Also, we are looking for projects that specifically seek to understand how the anti-DEI movement has impacted the experiences of students of color, immigrant students, and/or other marginalized groups (e.g., LGBTQ+). How have anti-DEI policies/legislation impacted student identity? Achievement? Peer relationships?

Proposal Requirements

Qualifications

The lead authors of submitted projects must be researchers in educational psychology and must be Fellows, members, associates, or affiliates of Division 15. Applicants can be at any stage of their career, including late, middle, or early-career scholars. PhD students are welcome to apply as collaborators with a more senior scholar. Applications will be considered from individuals working in academic institutions, research and development organizations, or other research venues. For those individuals who are not currently APA or Division 15 members, they should consult the Division website on how to become a member at www.apadiv15.org/join.

Monetary Award

We have \$50,000 available to fund multiple grants ranging from \$1,000-\$10,000. Grants funded will depend upon the quality, overall number of submissions, and alignment of the proposed project to the goals of the initiative. Funds are awarded in one lump sum to the recipient's institution; the institution must agree to be responsible for administering the funds and accounting to the IRS. These funds cannot be used to pay indirect costs; funds are only provided for direct costs associated with conducting the research. Funds may be used to pay for research assistant time, technology tools directly related to the research activities, participant incentives, and travel to the APA conference. Funds may not be used for salary or stipends, APA Division 15 membership, or fees/travel to non-APA affiliated meetings/conferences.

What to Submit

- A title page with address, institution, phone, email, and title of the research proposal.
- A proposal (blinded) of not more than four single-spaced pages describing the proposed research and use of the award. This document should be structured using the following sections: Statement of the Problem (that should underscore the theoretical framework guiding the project), Research Question(s), Methods and Design, Data Analysis, and Research Dissemination Plan. The research dissemination plan should include at least one strategy for sharing research findings with the larger, non-research-affiliated community (e.g., op-ed, policy brief, webinar podcast, etc.) The title page, abstract, references, tables (up to 2), and/or figures (up to 2) are not counted toward the four-page limit.
- A 1-page budget outlining how the monies will be expended and justification for why the funds are needed.
- A timeline including the start and end dates of the project.
- A current vita for each author listed, including the date of conferral of doctoral degree.
- A letter of support from your institution—indicating the institution’s capacity to administer the funds (if awarded) the grant will not pay any indirect costs.

The review committee will conduct a blind review of all applications. Therefore, please use this form to submit your PDF application: <https://forms.gle/t1PgWr3f2XMqbKLe7>. Your PDF should be labeled with a submission file code consisting of a color name and a 4-digit number of your choosing (Pink1234, Orange5013, etc.) to avoid names or institutional affiliations associated with your submission. Please also complete all other fields on the form so that once our review process is complete, we can successfully link your proposal with your contact information to deliver decisions.

If you have any difficulty using the submission form, please send your PDF proposal to APA Division 15 by email at (DEIGrant@apadiv15.org) instead.

When to Apply

Completed applications should be submitted by no later than 11:59 (PST) on January 6, 2025. Awardees will be notified by February 14, 2025, for projects slated to begin February 15, 2025. Projects should be finalized no later than December 31, 2025.

Criteria and Obligations

Applications will be evaluated based on the scientific merits of the proposed work, inclusive of the theoretical grounding of the work, how well the project aligns with the goals of the grant program, the soundness of the methods, and the implications of the potential findings for advancing DEI research/practice in educational psychology. Awardees will be expected to turn in a brief one-page progress report midway through their proposed project.

Division 15 must be acknowledged in any presentations or publications that result from this funding. Awardees will submit a final report at the conclusion of their project to APA Division 15 by email at (DEIGrant@apadiv15.org) instead.

*Grant sponsored by the Executive Committee of Division 15 & the Division 15
Committee on Race & Diversity.*

