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Unexamined Narratives: Our Methods Need Tools that Make Assumptions Visible

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Every field carries stories about how the world works. This article explores how such narratives shape education research and how methodological tools can reveal the assumptions behind them.

Education research is built from narratives. Researchers weave events, actors, and conditions into coherent narratives that shape what feels plausible prior to analysis, structuring the explanations that follow. Narrative scholarship shows that such structures elevate some elements while muting others (Bruner, 1990; Polkinghorne, 1995). In educational contexts, narrative patterns reflect the cultural and institutional landscapes that shape how experience is interpreted and retold (Clandinin and Connelly, 1990). Some become so widely shared that they function as master narratives that guide

what counts as a compelling explanation (McLean & Syed, 2015).

These master narratives matter because they guide reasoning in ways researchers may never name. A quick way to see this is to ask yourself what a “good” decision is and then try to explain what led you to that conclusion. This difficulty illustrates how such narratives operate. They shape what feels like a convincing explanation, including links between causes and outcomes that seem credible. Making these assumptions visible is essential for methodological clarity, a point underscored by a recent call to foreground the interpretive commitments underlying research practice (Pek and Bauer, 2023). Without reflection, researchers risk reproducing assumptions that limit the range of questions asked and the explanations considered.

Budgetary decision-making in public K-12 districts offers a clear illustration. A familiar narrative suggests that improved outcomes follow directly from increased investment, often expressed as “more money, more learning.” Research complicates this relationship (Grubb, 2009), but the narrative remains compelling because it aligns with cultural expectations about how resources should produce results. Even rigorous analyses can lean on this assumption. Its persistence highlights a methodological concern: narrative commitments embedded in a field can shape scholarly reasoning before any methodological choice occurs.

This raises a broader question: how can researchers identify the narrative commitments shaping their fields, and how might doing so support more reflective interpretation in areas where multiple traditions coexist? Identifying these commitments requires tools that map conceptual patterns, reveal explanatory habits, and surface assumptions rarely articulated in methods sections or positionality statements. The goal is not to challenge individual findings but to understand the interpretive structures that make certain explanations feel intuitive across a field.

I approached these questions using bibliometric mapping and meta-narrative synthesis. Bibliometric mapping uses citation patterns to visualize how research communities form and interact (van Eck & Waltman, 2010). Meta-narrative synthesis examines how different traditions develop their concepts and explanations over time (Greenhalgh et al., 2005; Wong et al., 2013). Together, these methods illuminate the narrative architecture of a field, making visible the assumptions and interpretive patterns that shape how researchers explain a shared phenomenon. Their value lies in making these elements visible.

To illustrate, I mapped ninety-five peer-reviewed publications on K-12 budgetary decision-making (Chase, 2025). Co-citation mapping showed which works were cited together and which clusters of scholarship later authors interpreted in relation to one another. Three interpretive communities emerged: governance (red), sociocultural leadership (green), and managerial practice (blue). These communities are rarely cross-cited, suggesting that the field draws on multiple explanatory logics with limited integration.

Node sizes reflect how often publications were co-cited. Larger nodes represent “louder” narrative voices that later researchers treat as central. Proximity

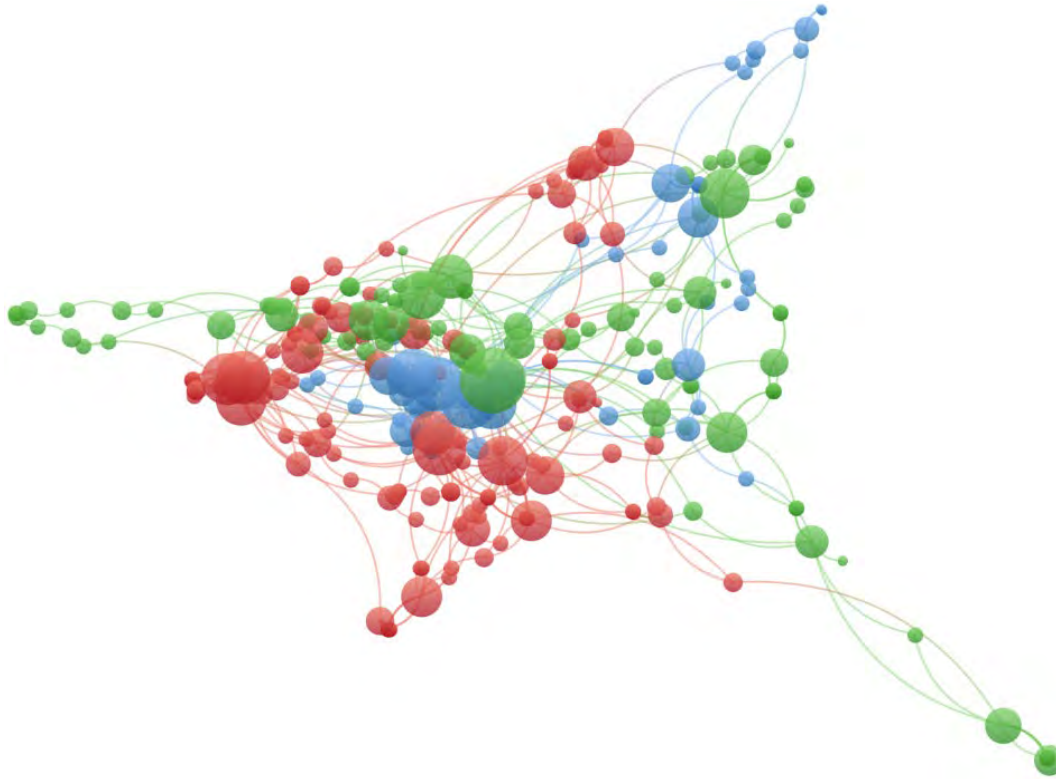


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indicates how similarly publications are cited across studies, meaning nodes positioned close together are effectively in closer conversation. The uniformly thin links show that no pair of publications was co-cited more than once, suggesting the field rarely builds shared lines of argument around the same works. This pattern points to deeper interpretive differences across traditions.

Figure 1

Co-Citation Map of K-12 Budgeting Decision-Making Scholarship



A keyword co-occurrence map, supported by close reading of the publications, reinforced this pattern. Governance research emphasized efficiency, compliance, and resource optimization, reflecting a narrative of “rules shaping decisions.” Leadership studies focused on sensemaking, ambiguity, and identity, consistent with a narrative of “meaning shaping decisions.” Managerial work highlighted systems, routines, and performance metrics, reflecting a narrative of “systems shaping decisions.” These vocabularies signal distinct interpretive frames and show that each tradition operates with different assumptions about what matters most in budgeting.

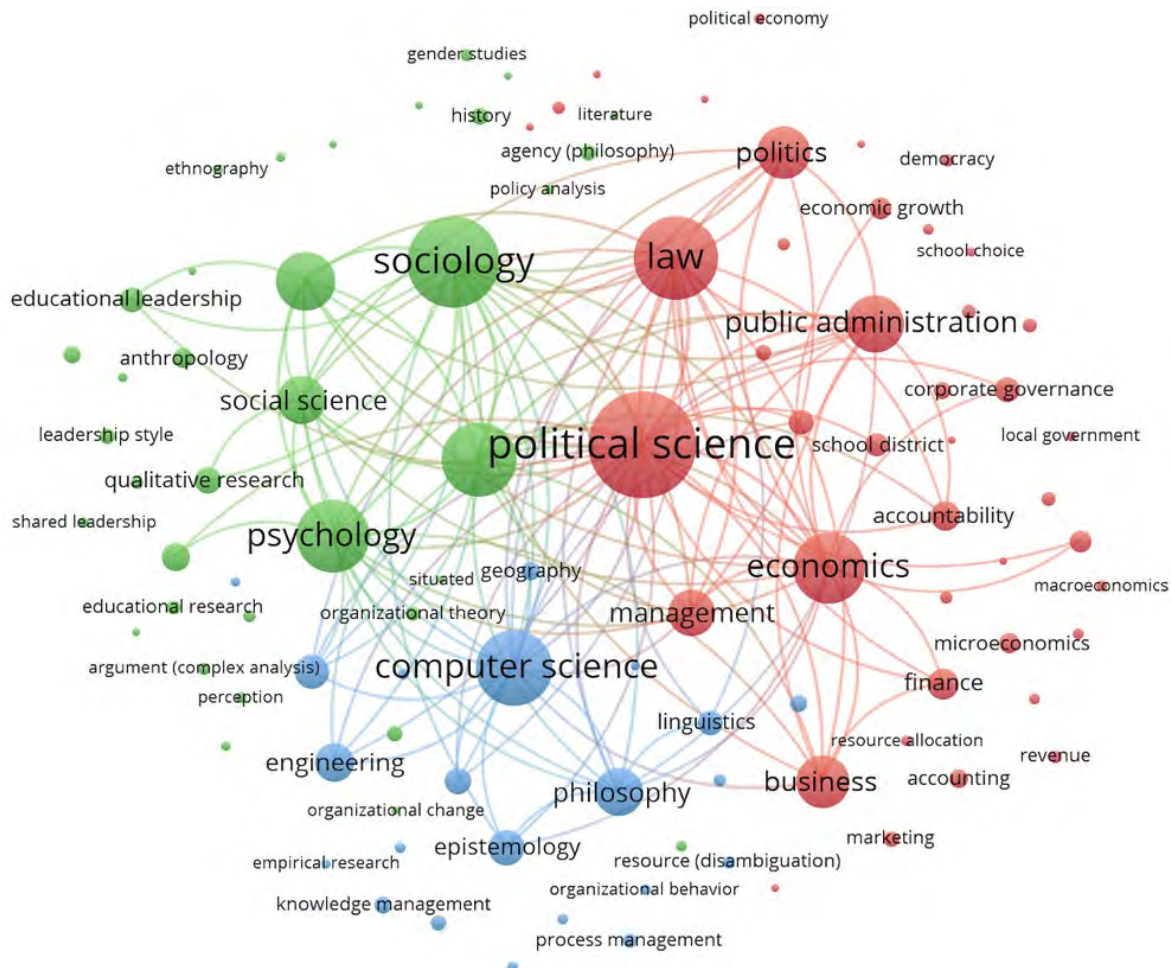
These patterns reveal how traditions construct different narratives of budgeting. Although my larger analysis produced eleven patterns (Chase, 2025), four illustrate how narrative assumptions function across traditions.

- Narrative of constraint. Across traditions, budgeting is described through images of limits, scarcity, and trade-offs. Constraint becomes not only common but the defining condition of decision-making.
- Narratives shaped by different lenses. Governance, leadership, and managerial scholarship interpret the same decisions through rules, meanings, or routines. These differences reflect distinct assumptions about what drives action, yet they are rarely acknowledged as competing explanations.
- Narratives carried across fields without their foundations. Ideas from business, economics, or psychology often enter budgeting research without the assumptions that originally gave them meaning. This leads to conceptual drift where borrowed narratives no longer align with the contexts in which they are used.

- Narratives that rarely surface. Psychological or ecological perspectives appear only occasionally, even though they offer tools for explaining how individuals interpret complexity, uncertainty, or risk. Their limited use shows that some interpretive possibilities remain largely outside the field's shared sensemaking.

Figure 2

Keyword Co-Occurrence Map of K-12 Budgeting Decision-Making Scholarship



For methodological reflection, the importance of these patterns lies in what they reveal about scholarly reasoning. Fields often rely on narrative assumptions that remain implicit, shaping what counts as a persuasive explanation. Mapping these assumptions makes visible the interpretive foundations on which analyses rest (Pek and Bauer, 2023).

This transparency strengthens researchers' ability to identify their commitments, question inherited logics, and consider alternatives that have received less attention. For reviewers, attending to a study's explanatory logic supports deeper evaluation of methodological choices. For practitioners and policy leaders, recognizing circulating narratives helps distinguish between explanations grounded in evidence and those grounded in cultural familiarity.

Education research is shaped by narrative configurations. Methods that surface these configurations support more transparent and contextually grounded inquiry. Examining the assumptions shaping our explanations strengthens the field's ability to engage with complexity. Approaches such as bibliometric mapping and meta-narrative synthesis reveal interpretive commitments that guide research and offer one path toward the methodological reflection scholars continue to call for.

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Basic Application of Bayes' Theorem and Empirical Keying in Test Item Development

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Demonstrating how the Bayesian approach may be ideal for assessment construction involving low item intercorrelations

Harvard statistics professor Joseph Blitzstein, commenting on the exquisite simplicity of Bayes' Theorem, describes it as having "incredibly deep consequences and to be applicable to just about every field of inquiry." (Roberts, 2020) In spite of this vaunted profundity, simplicity, and general applicability, Bayes' Theorem in its most basic form has not found favor in the construction of instruments for psychometric assessment. Although a good deal has been written about Bayesian psychometric modeling in comparison to classical test theory and item response theory approaches (Levy & Mislevy, 2016), I am not aware of any published test that explicitly incorporates Bayesian techniques in its development.

Empirical keying of clinical test items was at one time a favored strategy for test development. It dates back to the 1930s with the item development phase of the original MMPI (Hathaway & McKinley, 1942). In their development of scales for this comprehensive clinical personality measure, Hathaway and McKinley followed the brilliant strategy of requiring a significant correlation between a test item and membership in the group of clinical subjects corresponding the scale to which that item would be assigned. While this doubtless produced powerful sets of items that individually predicted the construct represented by their particular scale, empirical keying of items created a dilemma. Although the individual items within scales met the requirements of significant correlation with membership in the clinical group, these items did not correlate very well with each other within scales, resulting in deficits in internal consistency.

The hallmarks of a clinical measure to predict diagnoses or behavioral characteristics are empirical validity and absence of subjectivity in determining scores. Perhaps the most notable example of an instrument that runs counter to these ideals is the House-Tree-Person (H-T-P) projective technique. Interpretation of this technique requires reference to elements of the case history and clinical theory, usually psychoanalytic theory, as well as subjective interpretation of the relationship of each indication from the subject's drawings and associations. This "rational/clinical" interpretive model for drawings methods is required study at about 60% of psychology graduate programs geared toward training practitioners.

The subjective approach to drawings methods has had a rather unfortunate history. Perhaps the most dramatic illustration of the failure of empirical research to validate projective use of drawings is a series of investigations of human figure drawing interpretive hypotheses developed by psychologist Karen Machover (1949). These clinically derived hypotheses were empirically tested against relevant criteria. Out of



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the 30 interpretive hypotheses tested, only two were statistically significant (Kahill, 1984). Thus, while the clinical theory may be valid with respect to general therapeutic and diagnostic questions, purely theoretical interpretations of diagnostic drawing signs proved useless.

I have developed an adaptation of the H-T-P that requires "blind" interpretation, i.e., without reference to the case details or theory, employs empirically keyed items generated through meticulous criterion development, and includes Bayesian weights for individual items as well as a Bayesian procedure for aggregating individual items that relate to the same criteria. The procedure possesses adequate interscorer reliability and is supported by empirical validity studies as well as a parallel Bayesian validity measure through the empirically assigned weights.

It should be noted that, unlike self-report clinical personality inventories, the H-T-P does not entail the presentation of a standard set of stimuli to all subjects. Even in computerized adaptive testing under an item response theory model, subjects are exposed to a subset of standard stimuli depending on their performance on prior items. In the H-T-P, the content is entirely left to the subject. While the test items of the present procedure reflect whether specific test indicators are present or absent from the protocol, subjects are not responding to a set or subset of standard stimuli, but are left entirely to their own devices. This characteristic of the procedure requires a probabilistic psychometric model as a basis for valid interpretation.

The development phase began with a sample of 250 forensic psychological evaluation cases in which the test subject's files were reviewed for evidence of criterion conditions such as Antisocial Personality Disorder, Substance Abuse Disorder, and Depressive Disorder, as well as behavioral characteristics such as history of assaultive behavior, psychiatric hospitalization, more than three arrests, and having served a sentence in county jails or state prisons. Potential test items were culled from books and manuals on the H-T-P and notes from assessment presentations by recognized experts in the technique.

A correlation matrix comprising approximately 200 trial items and 16 criterion categories, based on the 250 subjects' file reviews, yielded a number of significant relationships between individual predictor items and clinical conditions or behavioral characteristics. This was followed by a cross-validation study conducted on a sample of 150 new forensic psychological evaluation cases that demonstrated convergent and discriminant validity for unweighted individual test items. In this cross-validation study, interscorer agreement assessed by Fleiss' Kappa using three experienced clinical and forensic psychologists as raters was adequate (Dyer, 2018).

The next phase of development involved the computation of Bayesian posterior probabilities for each test item against each of the criteria with which it had a significant relationship. This analysis was conducted on a combined sample using some new cases and the original item development and cross validation samples. The percentage difference between the prior probability and Bayesian posterior probability for each of the item-criterion combinations provided the basis for the development of item weights.

For each individual item-criterion combination, the percentage difference between the prior probability and posterior probability was converted to a scale in which each seven-point increase in the likelihood of the posterior probability over the prior probability was assigned one scale point. This blunting was for the purpose of avoiding overly precise interpretations of the results, in other words not attempting to interpret differences of one or two percentage points in drawing conclusions about subjects.

Being that each Bayesian posterior probability may be used as the prior probability for assessment of the impact of another variable on the presence of the criterion condition, these seven-percentage point scores are simply added across items for each item-criterion combination to yield a total score for that criterion. These score intervals are interpreted in the following manner:

- 1 Not to be interpreted individually, but can be added to other scores for the same variable
- 2 Mildly suggestive of the condition
- 3 Suggestive of the condition
- 4 Strongly suggestive of the condition
- 5 Indicative of the condition
- 6 Strongly indicative of the presence of the condition
- 7 Very strongly indicative of the presence of condition

This psychometric model is exactly the opposite requirement of classical test theory for the composition of a scale. Whereas extremely low item intercorrelations are a negative characteristic for classical test theory scales, a Bayesian format actually requires predictors of the same criterion to be at most weakly correlated with one another. This is because the use of highly correlated predictors for the same variable is redundant and produces artificially inflated relationships.

The scoring system is not intended to yield a precise estimate of the posterior probability of the condition. These scores provide an estimate of the increase in the likelihood of the presence of the criterion given the positive items for the criterion in the test record. The recommended interpretive language for each score level is intended to be appropriate for any base rate of the target condition in the sample of cases assessed by the test user.

A logistic regression study of weighted and unweighted scores using a new sample of 179 subjects found that weighted scores significantly predicted the majority of criteria studied. Weighted scores were found to be somewhat superior to unweighted scores as predictors.

The development technique presented above employed the tasks of a theory-dependent, purely subjectively interpreted projective technique to develop an empirically valid and reliable psychometric instrument using empirical item keying with an underlying Bayesian probabilistic model.

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Culture and Morality: Findings from India

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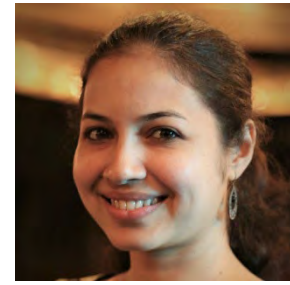
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In the context of shaping moral reasoning from childhood to adolescence and adulthood in India, four studies illustrate the importance of how culture, development, and social class interact

Contemporary psychological science has become increasingly attentive to the limitations of Western, Educated, Industrial, Rich, and Democratic (WEIRD)-centric knowledge and the urgent need for emic, culturally-grounded perspectives that can enrich global psychology. Across four studies, our work in human development and moral psychology describes the interplay of culture, development, and social class in shaping moral reasoning from childhood to adolescence and adulthood in India. Demonstrating the promise of the cultural-developmental approach for capturing plural moral ontologies, these studies highlight how indigenous concepts such as *dharma*, relational responsibility, self-refinement, and divinity are foundational to the Indian moral world, thereby challenging 'universalistic', Euro-Western assumptions that have largely dominated moral psychology. By placing Indian worldviews at the heart of the analysis and employing diverse qualitative methods, our research contributes to a broader disciplinary shift toward cultural inclusivity, methodological plurality, and epistemic decolonization.

In Pandya, Jensen, and Bhangaokar (2023), we investigated moral reasoning among children of high and low socio-economic status (SES) using a mixed-methods design anchored in the cultural-developmental approach. Findings revealed striking differences in the use of the three ethics of morality—Autonomy, Community, and Divinity—across social class. High-SES children used Autonomy more frequently, conceptualizing the self in psychological terms, reflecting their exposure to Westernized schooling and globalized urban environments. Low-SES children, by contrast, invoked Autonomy through concrete experiences involving fear of physical punishment, while simultaneously expressing strong duty orientations rooted in familial and community expectations. Across both groups, Divinity reasoning appeared early and spontaneously, contradicting developmental assumptions derived from Western samples. Indigenous moral concepts—humility, compassion, and *karmic* reasoning—surfaced prominently, illuminating moral worlds that braid together spiritual, interpersonal, and social concerns. This study demonstrates that moral ontologies are not only culturally variable but also shaped by intra-cultural factors such as social class. By amplifying the experiences of children from marginalized communities, this work contributes to a more equitable developmental science and underscores the need to examine moral reasoning within lived realities.



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In Pandya and Bhangaokar (2024), we presented a longitudinal examination of moral reasoning in India, studying children from middle childhood to late adolescence. Using the cultural-developmental approach, we tested hypotheses about the three ethics of morality—Autonomy, Community, and Divinity—and explored the use of indigenous moral concepts over approximately 4.5 years. Findings revealed that Autonomy increased across adolescence, and importantly, Community remained highly salient throughout development. Indigenous duty concepts focused on interpersonal responsibility such as *kartavya*, *zimedāri* and *jawabdāri* emerged early and consistently, illustrating how moral obligations toward family, elders, and society are foundational to the moral worlds of children and young adolescents in India. They also reflected a deep concern for *beizzati* (the loss of honor) when reasoning about their moral decisions, highlighting the foundations of an encompassing sense of self. Notably, Divinity was prominent in middle childhood and decreased during adolescence. The forms of Divinity reasoning shifted from fear of divine punishment to a more nuanced understanding of the nature of Hindu divinity rooted in traditional customary practices and duty. The study contributes to the decolonization of moral psychology by empirically demonstrating that Indian adolescents navigate moral dilemmas by blending personal goals with relational obligations, emphasizing balance and contextualized moral judgment. These findings do not conform to Western ideas of increasing individualism and autonomy during adolescence at the expense of social responsibility.

In Pandya and Bhangaokar (2023), we examined the moral landscape of established adulthood (ages 35–45) through the lens of gendered roles and responsibilities in highly educated, upper-class Hindu families. Using qualitative interviews, we explored how men and women reason about potentials and obligations in the context of marriage, work, and family. Participants endorsed equality in competence but emphasized that women’s role engagement is more intense and multidimensional. Women expressed critique of patriarchal norms that constrain their participation in the workforce, while also demonstrating agency, multitasking, and adaptive negotiation. Men, despite awareness of women’s increased burdens, often reproduced traditional gender norms through passive acceptance. Yet decisions around balancing work and family were consistently embedded in an ethos of maintaining familial harmony, reflecting the cultural centrality of relational interdependence. The study situates established adulthood within the indigenous framework of *Grihastha Āshrama* (stage of the householder in the Hindu *Āshrama Dharma* Theory), where fulfilling obligations with integrity is considered a pathway to spiritual and moral maturity. These findings highlight that adulthood in urban India involves a continuous negotiation between globalization-driven individual aspirations and enduring *dharmic* expectations that prioritize family wellbeing, social cohesion, and moral responsibility. The paper thus expands global discussions on adulthood by incorporating indigenous moral principles and culture-specific markers of maturity and family wellbeing.

Finally, in Pandya and Bhangaokar (2025), we addressed a central lacuna in moral psychology—the neglect of non-Western worldviews in conceptualizing suffering. Using in-depth qualitative interviews with urban Hindu adults, we demonstrated that suffering is understood not only as a biomedical condition but as a phenomenon deeply embedded in metaphysical, ethical, and relational frameworks. Participants drew upon moral ideas such as *karma* (righteous deeds), *swadharma* (duty appropriate to one’s role, life stage, and nature), and *samatvam* (equanimity), interpreting suffering as both inevitable and purposeful. Rather than an experience to be eradicated through external intervention, suffering was described as a catalyst for self-refinement, spiritual growth, and moral responsibility. Suffering in the Hindu worldview is linked to the cultivation of dynamic, context-dependent discernment (*viveka*), humility, and righteous action. This view disrupts the dominant Western framing that separates psychological distress from moral meaning-making. By foregrounding culturally grounded, relational and spiritually-embedded meanings that remain underrepresented in dominant frameworks, this perspective broadens prevailing approaches to suffering. It challenges the biomedicalization of distress and highlights the need for models that acknowledge interpersonal, collective, and spiritual dimensions of human suffering. Our findings underscore that wellbeing in this worldview is not hedonic but interspersed with moral self-regulation, acceptance of impermanence, and striving toward *moksha* (spiritual liberation).

Together, these four studies offer a cohesive and robust program of research demonstrating that morality in India is pluralistic, relational, and culturally-centered. Across developmental periods—childhood, adolescence, established adulthood—and across social contexts—urban high- and low-SES—our work uses multiple qualitative methods that are culturally responsive. These insights pave the way for a global psychology that embraces multiple ontologies, recognizes socio-historical contexts, and enables culturally grounded methodologies to emerge from the field and contribute to the decolonization of psychological knowledge.

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The Who, Why, and How of Division 5 Members

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The American Psychological Association (APA) Division 5 has a long and distinguished history. Following APA's major reorganization in the 1940s, which created specialized charter divisions, Division 5 emerged as one of the earliest groups dedicated to advancing psychological measurement. Originally named Evaluation and Measurement, the division focused on the scientific foundations of measurement and assessment. As psychology evolved, Division 5's mission expanded to include both applied and theoretical statistics, leading to the name Evaluation, Measurement, and Statistics (EMS) and reflecting its central role in psychometrics, assessment, statistical methodology, and program evaluation. In 2014, the division adopted its current name, Quantitative and Qualitative Psychology, to recognize the growing prominence of qualitative inquiry and mixed methods approaches.

Today, Division 5 is organized into three sections: Assessment; Evaluation, Measurement, and Statistics (EMS); and Society for Qualitative Inquiry in Psychology (SQIP). Its core vision is to promote methodological excellence across quantitative, qualitative, and mixed methods traditions. The vision of the division is to support scholarship, research, practice, and professional development – particularly for



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students and early-career scholars – while fostering an inclusive, interdisciplinary community across psychology and related fields, including educational psychology, industrial-organizational psychology, clinical and counseling assessment, and school psychology.

A key priority in Jolynn Pek's recent Message from the APA Division 5 President is fostering meaningful member engagement by exploring how Division 5 can better support its community. To better understand the needs and interests of our members, a Division 5 Membership Survey was developed by Jolynn Pek (President), Rachel Fouladi (Past President), Debbi Bandalos (Past-past-past President), Emily Shaw (Past-past Section Representative for Assessment), and Mac Murphy (Listserv Coordinator), and distributed from November 2025 through January 2026. In addition to this survey, we obtained membership data from APA and section data compiled by Mia Semelman (Membership and Diversity Coordinator) for section elections, to better understand the makeup of our membership. This report summarizes quantitative findings from two sources: APA and Section Membership information, and the Division 5 Survey. Data cleaning, merging, and analysis were conducted by student and post baccalaureate volunteers at The Ohio State University: Saumil Srivastava, Julia Curtis, and Ashley Boisvert.



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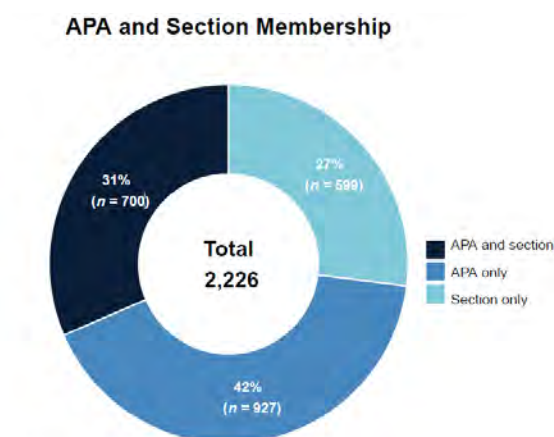


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Who Are We?

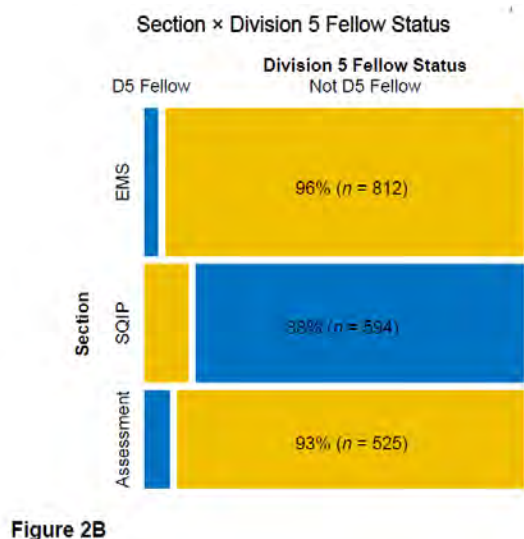
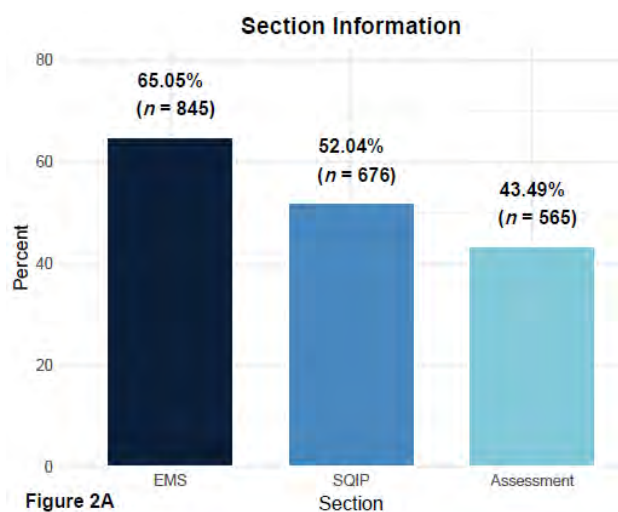
APA and Section Membership

Combining APA membership data from 2025 and up to February 2026 resulted in $n = 1,627$ unique APA Division 5 members. We also identified $n = 1,299$ unique members with Division 5 Section information, yielding a total of $n = 2,226$ Division 5 members across all sources. All Division 5 members can be grouped into three categories (Figure 1): APA members of Division 5 without Section information (42%), APA members with Section information (31%), and non-APA members with Section information (27%).



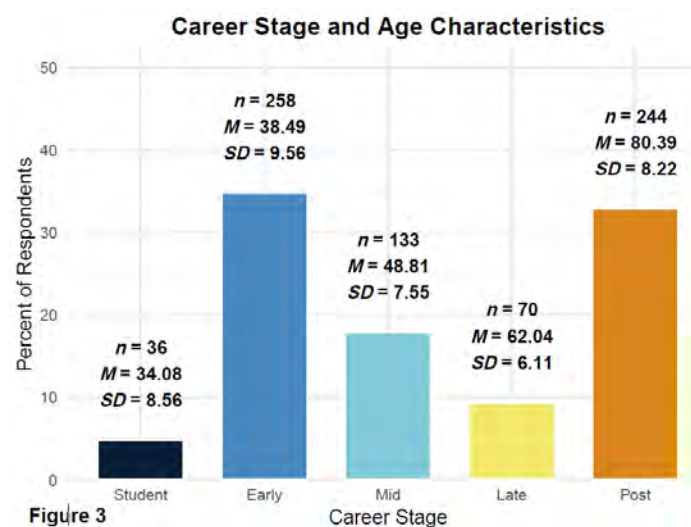
Among APA Division 5 members ($n = 1,627$), APA categorized individuals as Members (40%), Graduate Students (24%), International (8%), Student (7%), Associates (2%), and Other (19%). Approximately 10% of APA Division 5 members were Fellows. Among Division 5 members with Section information ($n = 1,299$), 65% belong to EMS, 52% to SQIP, and 43% to Assessment (Figure 2A). These percentages exceed 100% because members may affiliate with more than one Section. The mosaic plot in Figure 2B crosses Section membership by Division 5 Fellow Status. SQIP has the most Division 5 Fellows (12%), followed by Assessment (7%) and EMS (4%).

Across all members ($n = 2,226$), most did not provide demographic information on gender (59% missing), race (66% missing), and career stage (68% missing). Members who reported their age ($n = 1,456$) had a mean of 48.27 years (SD



= 21.27). Among those who provided career stage information, 35% ($n = 256$) identified as Early Career, 32% ($n = 244$) as Post Career, 18% ($n = 133$) as Mid-Career, 9% ($n = 70$) as Late Career, and 5% ($n = 36$) as Students. Figure 3 provides career stage information alongside age.

Among members who provided gender information ($n = 919$), 46% ($n = 420$) identified as female, 53% ($n = 488$) identified as male, 0.5% ($n = 5$) identified as nonbinary, and 0.5% ($n = 5$) chose to self-describe. Among members who provided race information ($n = 767$), 73% ($n = 561$) identified as White or European American, 7% ($n = 52$) as bi- or multi-racial, 6% ($n = 43$) as Asian or Asian American, 4% ($n = 32$) as Black or African American, 4% ($n = 32$) identified as Latino/a/x or of Spanish origin, 3% ($n = 23$) identified as Another Race or Ethnicity. The remaining members who provided this information identified as Arab American, Middle Eastern, North African, Southeast Asian, American Indian, Alaska Native, Indigenous, or preferred not to answer.

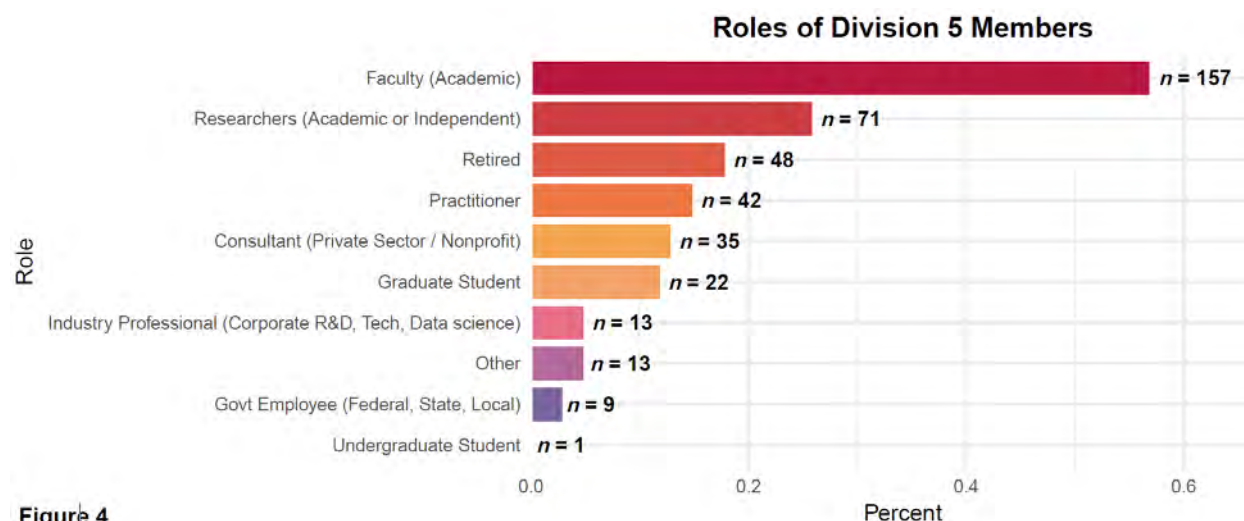


Division 5 Survey

The Division 5 Survey had 318 respondents, representing a 14% response rate from the total membership of $n = 2,226$. 66% identified as Division 5 members, 23% reported they were not members, and 11% were unsure of their affiliation to Division 5. Within Division 5 respondents ($n = 206$), 85% were members, 9% were affiliates, and 7% were student members. Section affiliations were broadly consistent with the APA and Section Membership Data (Figure 2A), with 67% (vs. 65%) from EMS, 36% (vs. 52%) from SQIP, and 42% (vs. 43%) from Assessment.

Members reported a wide range of professional roles (see Figure 4), with the largest groups being faculty and researchers, followed by retired members. These patterns align with the proportions of reflected in the APA membership data; as shown in Figure 3, the largest segments of our membership identify as early career or retired. Members who indicated Other Professional Role include individuals engaged in academic, administrative, clinical,

advocacy, and creative pursuits, ranging from university leadership and research to counseling, nonprofit work, entrepreneurship, and reflective writing, with one person noting they are working in exile.



The professional interests of members spanned a wide range. A majority (58%, $n = 159$) reported an interest in quantitative methodology, followed by 47% ($n = 130$) in psychometrics, measurement research, or assessment. Teaching quantitative, qualitative, or mixed methods was endorsed by 43% ($n = 117$). Applied research or practice in quantitative methods was selected by 37% ($n = 101$), qualitative methodology by 31% ($n = 86$), and applied research or practice in measurement or assessment by 30% ($n = 83$). Mixed methods was endorsed by 29% ($n = 79$), program evaluation by 18% ($n = 50$), and applied research or practice in program evaluation by 17% ($n = 9$). Percentages exceed 100% because members could select multiple areas of professional interest.

Why Do Members Engage with Division 5?

The primary reasons members joined Division 5 ($n = 214$) were scholarly discussion (27%), access to journals (25%), interdisciplinary collaborations (16%), professional development (9%), networking opportunities (8%), mentor-mentee relations (8%), and continuing education credits (3%). An additional 22 members cited other motivations, many of which emphasized supporting Division 5's mission - advancing strong methodological practices, open science, assessment, and quantitative and qualitative research - while staying informed, engaging with the community, pursuing leadership or service roles, and maintaining professional affiliation and learning.

The mosaic plot in Figure 5 highlights several section-level differences in reasons for joining Division 5. SQIP members were most likely to join for scholarly discussions, whereas EMS and Assessment members showed greatest interest in access to journals. SQIP members also expressed comparatively higher interest in interdisciplinary collaborations and networking opportunities. In contrast, Assessment members demonstrated stronger emphasis on cultivating mentor-mentee relationships relative to EMS and SQIP members.

Member participation was assessed with a Likert-type response scale with 0 = never, 1 = less than once a year, 2 = once a year, 3 = a few times a year, 4 = once a month, and 5 = several times a month. Overall, members report participating a little more than once per year ($M = 2.18$, $SD = 1.45$). Participation levels were similar across Sections, though SQIP members reported somewhat higher engagement ($M = 2.49$, $SD = 1.48$) compared to EMS ($M = 2.08$, $SD = 1.43$) and Assessment ($M = 2.08$, $SD = 1.46$). In terms of obstacles to participation, members ($n = 272$) most frequently cited not having enough time (42%) and not being aware of available opportunities (42%). Additional barriers included uncertainty about how to get involved (27%) and difficulties with access (16%). Other

challenges mentioned were the cost of participation, the lack of an interactive platform for engagement, and a sense of inactivity in Division 5.

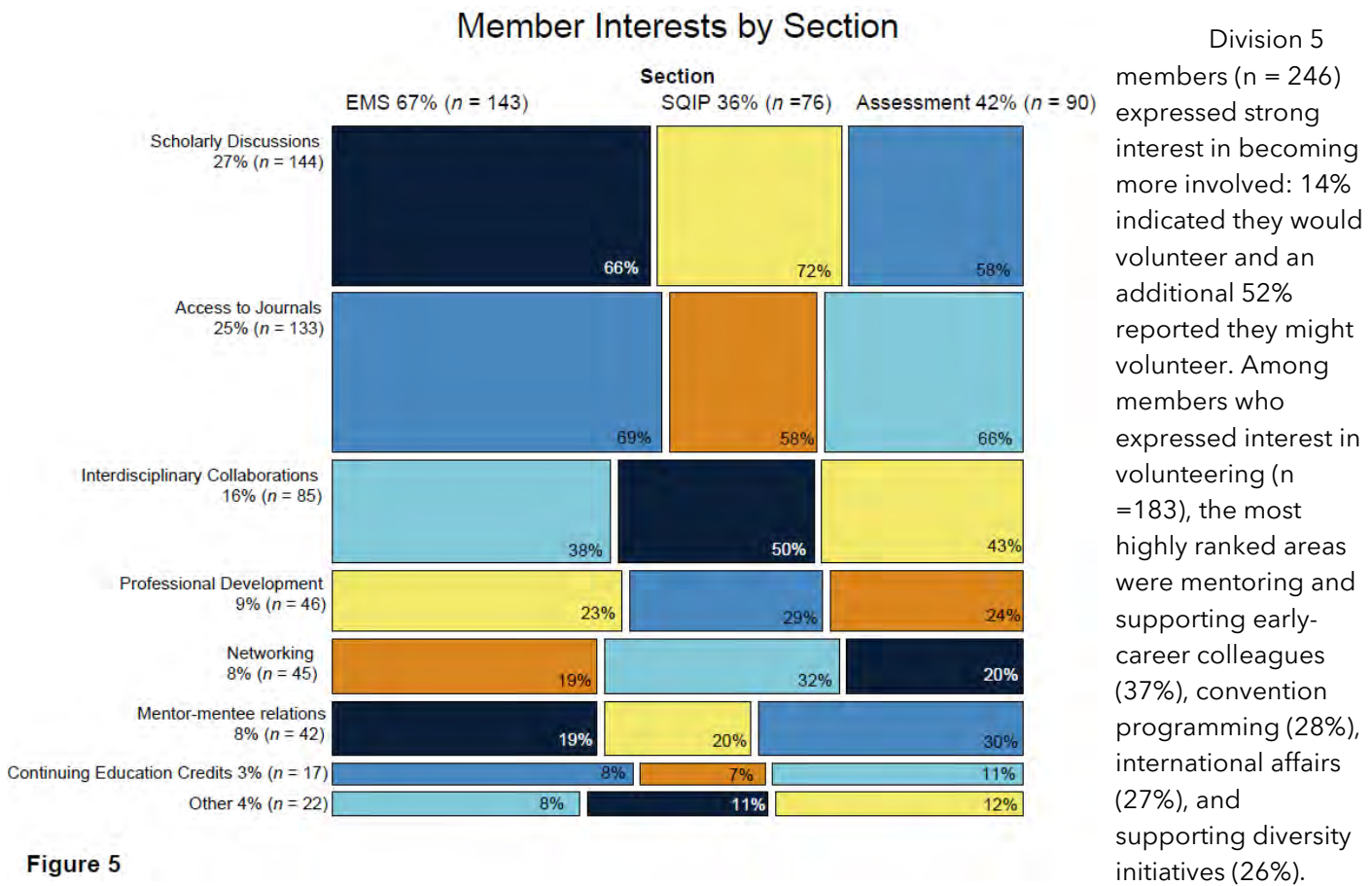


Figure 5

How Should Division 5 Move Forward?

We thank Division 5 members for engaging with the survey and providing thoughtful suggestions for improvement. The data indicate a need to increase membership among students and mid- and late-career professionals, who are currently underrepresented (see Figure 3). Strengthening these groups would expand opportunities for mentoring, networking, and scholarly exchange (see Figure 5 and volunteer-interest results). Division 5 is already planning networking and mentoring activities for the 2026 APA Convention and will share details as they develop.

Immediate steps toward strengthening Division 5 include: (a) offering clearer information about how to become a member - including membership types, their relationship to APA membership, benefits, and costs; (b) providing accessible guidance on how to get involved in Division 5 initiatives; and (c) improving communication with current and prospective members so they are aware of opportunities to participate and engage. To support steps (a) and (b), Division 5 plans to offer webinars on membership and engagement opportunities, with recordings and information available for later viewing. For step (c), we will be rebuilding our website to create a more responsive platform for updates, announcements, and information about ongoing and upcoming initiatives.

In closing, we will continue analyzing the rich qualitative feedback members provided to guide future programming, identify other areas where Division 5 can better support its community, and prioritize emerging methodological needs. We look forward to using these insights to strengthen Division 5 and build a more connected and vibrant division.

New Committee Members of Division 5

Jolynn Pek¹ & Leo Wilton²

¹The Ohio State University

²State University of New York at Binghamton

Author Note: Correspondence concerning this article should be addressed to Jolynn Pek, Department of Psychology, The Ohio State University, 228 Lazenby Hall, 1827 Neil Avenue, Columbus, OH 43210. E-mail: pek.5@osu.edu.

New Committee Members of Division 5

The strength and vitality of the American Psychological Association's Division 5 (Quantitative and Qualitative Psychology) are reflected in the many members who generously contribute their time and expertise to our committees. As President and President-elect, we are delighted to introduce and welcome the newest members of our boards – colleagues who have enthusiastically stepped forward to help advance methodological excellence across the full spectrum of quantitative and qualitative traditions.

Financial Officer (2026 - 2029)



Pascal Deboeck is an Associate Professor in the Department of Psychology at the University of Utah. His work centers on developing and applying quantitative methods for analyzing intensive, intraindividual time-series data, including the use of derivatives, differential equation modeling, and dynamical systems approaches to social, behavioral, and medical processes. As Financial Officer, he looks forward to supporting Division 5 by helping ensure that operations run smoothly behind the scenes.

Coordinating Officer (2025 - 2028)



Joshua Langfus is a postdoctoral fellow in the Department of Psychiatry and Behavioral Sciences at the University of California, San Francisco. He earned his Ph.D. in Clinical Psychology from the University of North Carolina at Chapel Hill with a concentration in Quantitative Psychology. His research focuses on measure development and evaluation and on expanding access to care for children with ADHD and other externalizing disorders. As Coordinating Officer, he supports the executive committee by strengthening communication, sharing timely information, and streamlining the division's digital record-keeping systems.

Member-at-Large, Evaluation Measurement and Statistics (2025 - 2028)



Brian French is a Professor of Educational Psychology and Methodology at Washington State University. His research spans applied and methodological issues in measurement, statistics, and research methods. As a Member-at-Large, he is committed to representing the membership broadly, supporting new opportunities for engagement and increasing the Division's visibility.

Section Representative, Assessment (2025 - 2028)



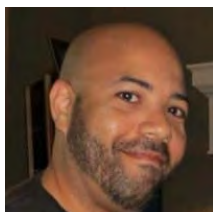
Ryan McGill is Associate Professor of School Psychology and the Gerdelman Family Term Distinguished Associate Professor in Education at the William & Mary School of Education in Virginia. His scholarly interests include psychological assessment, measurement, and judgment and decision-making in psychology. As a Section Representative, he aims to advocate effectively for assessment-focused members and highlight emerging challenges in the field, including reduced commercial test development and the integration of digital assessment tools into practice.

Section Representative, Evaluation Measurement and Statistics (2025 - 2028)



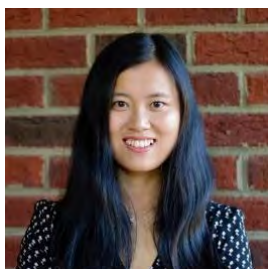
Elizabeth Sanders is Professor of Measurement and Statistics at the University of Washington College of Education, where she has taught courses in applied statistics and measurement for nearly 20 years. Dr. Sanders' substantive work spans a wide range of educational, health and psychological topics, most notably in child literacy development, and her statistical methods research focuses on analytics for complex data structures, especially multilevel and structural equation modeling. As Section Representative, she will help elevate the section's visibility and support members working across diverse methodological areas.

Editor, The Score



Kevin Williams is a Senior Measurement Scientist at Educational Testing Service. His research focuses on the Dark Triad of personality, the definition and assessment of "difficult-to-measure" psychological constructs, and psychometric and fairness issues in psychological assessment, including the role of AI in the assessment development process. As Editor of The Score, he aims to expand readership and uphold high standards for the quality, quantity, and diversity of submissions, while continuing to feature content central to Division 5.

Historian



Cynthia Tong is Associate Professor in the Department of Psychology at the University of Virginia and APA Fellow of Division 5, with research interests in Bayesian statistics, longitudinal modeling, and their applications in psychology, education, and data science. As Historian, she plans to document the institutional memory of Division 5 by interviewing past Division 5 presidents to capture their perspectives on the field's development, priorities, and future directions.

Website Committee (2026 - 2028)



Ivan Jacob Agaloos Pesigan (Jek) is a postdoctoral fellow in the Prevention and Methodology Training Program at Penn State's Prevention Research Center. He develops statistical methods, computational tools, and reproducible workflows for intensive longitudinal data, with work spanning dynamic modeling, uncertainty quantification, trait-state decomposition, multilevel and meta-analytic methods, and open-source software for scalable psychological research. As part of the Website Committee, he aims to maintain a clear, accessible, and engaging online presence by making it easier for members to find awards, events, resources, and opportunities, while also highlighting Division 5's work and strengthen community connections.



Vishal Thakkar is an Assistant Professor in the Department of Psychiatry at the University of Texas Southwestern Medical Center. He has interests in statistics education and clinical trials. As part of the Website Committee, he is excited to help ensure that Division 5's online information remains current, accessible, and useful for all members.

Fellows Committee, Assessment (2025 - 2028)



Zeeshan Butt is a licensed clinical health psychologist and healthcare quality leader with nearly 20 years of experience at the intersection of behavioral science, medicine, and technology. His career spans academic health centers, healthcare technology, consulting, and private practice. More information is available at www.zeeshanbutt.com. As a member of the Fellows Committee, he will help recognize colleagues who have made "unusual and outstanding contributions" to the field.

Early Career Committee (2025 - 2028)



Umit Tokac is an Associate Professor of Data Science at the University of Missouri-St. Louis College of Nursing. His research applies machine learning, geospatial modeling, and AI-driven methods to public health challenges, including climate-related cardiopulmonary outcomes, personalized mental health treatment, and surgical risk prediction. As part of the Early Career Committee, he aims to strengthen Division 5's mentoring community by overseeing the mentoring program, hosting an annual mentor-mentee social event, and creating a shared networking space for mentors, early career researchers, and students to connect and access resources and opportunities.

Public Affairs Committee (2025 - 2028)



Tiffany Parisi is a postdoctoral fellow in clinical psychology at University of Florida Health Jacksonville. Her research interests focus on qualitative explorations of intergenerational trauma and resilience. As a member of the Public Affairs Committee, she aims to collaborate with Division 5 members to advance advocacy efforts and expand the public reach of psychology research.

International Affairs Committee (2025 - 2028)



Yen-Ling Chen is an Assistant Professor in the Department of Psychology at National Taiwan University, with research interests in early development of psychopathology, early identification and intervention for psychosis risk, and sociocultural influences on mental health. As part of the International Affairs Committee, she aims to foster cross-national exchange in quantitative and qualitative methods and promote international collaboration in the fields represented by Division 5.

Program Committee (2025 - 2026)



Ken Kelley is the Edward F. Sorin Society Professor of IT, Analytics, and Operations at the University of Notre Dame, where he works as a methodologist at the intersection of research design, measurement, and statistical analysis to advance methods used in human-centered research. His scholarship focuses on study design, effect-size estimation, confidence intervals, and sample-size planning, alongside collaborative work applying innovative methods across disciplines. As Co-Program Coordinator, he will help shape Division 5's annual programming by organizing high-quality sessions that highlight how psychological methodology intersects with artificial intelligence.



Zachary Fisher is an Assistant Professor in the Department of Psychology and Neuroscience at the University of North Carolina at Chapel Hill. His research interests center on methods development in time-series analysis, machine learning, and structural equation modeling, with a broader focus on integrating computational and psychometric approaches to understand how individuals and groups change across time and context. As Co-Program Coordinator, he contributes to planning and managing the division's scientific programming for the APA Convention, ensuring a strong and methodologically rich lineup of sessions.

Graduate Student Committee (2025 - 2026)



Shae Sackman (they/them) is a graduate student at Simon Fraser University in British Columbia, Canada. Their work involves the areas of quantitative psychology and meta-science. They particularly enjoy using their background in philosophy to ask questions about psychology's methodological practices. In their role on the graduate student committee, they plan to support organizing Division 5's mentoring event at convention.

Please join us in welcoming this diverse group of members who are essential to strengthening Division 5's initiatives in the year ahead. They bring valuable expertise, energy, and fresh perspectives to our community. Members at all career stages who are interested in contributing to Division 5's mission are encouraged to contact us at pek.5@osu.edu (Jolynn) or lwilton@binghamton.edu (Leo).

Brief Summary Report on the February 2026 APA Council of Representatives Meeting

Amy E. Schmidt & Kurt F. Geisinger

Key outcomes of the February 2026 APA council meetings

APA's Council of Representatives (COR) held a hybrid meeting February 19-20, with in-person Council members convening in Washington, DC. Division 5 Representatives Kurt Geisinger and Amy Schmidt were both present in person. Online platforms at the meetings facilitated presentations, discussions, and voting procedures for remote attendees. The hybrid format also allowed the scheduling of Caucus meetings prior to the in-person Council meeting. Items of special interest to Division 5 members are in *italics*.

The complete draft minutes of the February 2026 COR meeting (which contain the full text of all resolutions and new business items, along with accompanying references) are available on the APA website via this link: <https://www.apa.org/about/governance/council/minutes-february-2026.pdf>.

Below we present a brief overview of items and reports from the February 2026 COR meeting. Please be in touch with your Council Representatives if there are issues you feel should be brought to APA's governing.

1. MAIN ITEMS FROM THE FEBRUARY 2026 COR MEETING

Note: Item labeling refers to the number as it appeared in the corresponding meeting Agenda.

ELECTIONS, AWARDS, MEMBERSHIP AND HUMAN RESOURCES

A. Item 2. COR voted to approve withdrawal of the new business item titled, Expansion of Membership Eligibility to Master's-Level Psychology Professionals (NBI #17E/February 2025).

ETHICS

No items.

BOARD OF DIRECTORS

No items.

DIVISIONS AND STATE AND PROVINCIAL AND TERRITORIAL ASSOCIATIONS

No items.

ORGANIZATION OF THE APA

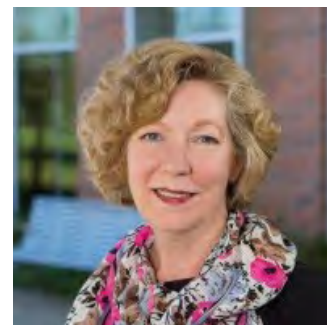
A. Item 3. COR voted to extend the expiration date for the Specialty Guidelines for Forensic Psychology to December 31, 2027.

B. Item 4. COR voted to receive the Presidential Task Force Report on Disaster Preparedness, Response and Recovery entitled Integrating Psychological Science into Major Disaster Preparedness, Response, and Recovery and Advancing Disaster Behavioral Health Training and Response for Psychologists.

COR also voted to adopt the following as APA policy:

Policy Statement: Integrating Psychological Science into Major Disaster Preparedness, Response, and Recovery and Advancing Disaster Behavioral Health Training and Response for Psychologists

WHEREAS major disasters are defined under the Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. § 5122, 2018 42 U.S., 2018) law as meaning any natural catastrophe (including any hurricane, tornado, storm, high water, wind driven water, tidal wave, tsunami, earthquake, volcanic eruption, landslide, mudslide, snowstorm, or drought), or, regardless of cause, any fire, flood, or explosion, in any part of the United States, which cause damage of sufficient



Amy E. Schmidt



Kurt Geisinger

severity and magnitude to warrant major disaster assistance to supplement the efforts and available resources of States, local governments, and disaster relief organizations in alleviating the damage, loss, hardship, or suffering caused thereby;

THEREFORE, BE IT RESOLVED, the APA shall support integrating psychological science into federal, state, and local disaster preparedness, response, and recovery frameworks, ensuring disaster behavioral health is a core component of emergency planning and public health strategies.

C. Item 5. COR voted to postpone Item #5, NBI #15A/Aug 2025: Proposed APA Ethnic Psychological Association with the Association of Jewish Psychologists, to its August 2026 meeting.

D. Item 5(A). COR voted to approve the following motion: That Council requests that a report be provided by March 1, 2026, on the process and progress for determining the CEO and beyond for March 2027 when the current CEO's contract expires. This is essential for Council to critically collaborate with the Board of Directors and conduct its fiduciary responsibility to the association in advising the leadership direction of the association. Given that the Board of Directors must make a determination regarding whether or not the CEO will remain by March 20, 2026, this process requires clarity, transparency, and communication.

E. Item 16. COR received as information a report from the Advocacy Coordinating Committee.

F. Item 17. COR received as information an update on the Council Liaison Program.

G. Item 24. COR was provided with an update on the new business in progress item, Centralized Digital Dashboard (NBI 15E/August 2025).

PUBLICATIONS AND COMMUNICATIONS

A. Item 18. COR received as information an update on the Publications and Communications Board activities.

CONVENTION AFFAIRS

No items.

EDUCATIONAL AFFAIRS

A. Item 6. COR voted to approve the revised Policies and Procedures Manual for the APA Approval of Sponsors of Continuing Education for Psychologists.

B. Item 7. Council voted to adopt as APA policy Standards of Accreditation for Programs in Health Service Psychology (2026).

PROFESSIONAL AFFAIRS

A. Item 8. COR voted to adopt as APA policy the following Resolution on Prioritizing the Behavioral Health Needs of Rural Communities:

APA Resolution on Prioritizing the Behavioral Health Needs of Rural Communities

Consistent with the American Psychological Association (APA)'s mission to advance, communicate, and apply psychological science and knowledge to benefit society and improve lives, this Resolution reaffirms APA's commitment to justice, human rights, fairness, and dignity for all, especially for underserved rural communities across the United States (US). These communities are diverse, experience distinct behavioral and physical health needs compared with urban populations, and face unique barriers to timely, effective, and culturally responsive care.

WHEREAS rural populations are becoming increasingly diverse in age, race, ethnicity, and culture, driven in part by disproportionate immigration growth, rapid population aging, youth outmigration, and high rates of grandparent caregiving, particularly in rural and minoritized

communities (Johnson, 2022; Anderson et al., 2024). These intersecting dimensions of diversity are frequently segmented rather than integrated in policy and practice considerations (Cohen & Greaney, 2023; Monnat, 2025);

THEREFORE, BE IT RESOLVED APA reaffirms its commitment to prioritizing the behavioral health needs of rural America.

B. Item 15. COR received an update on the business pending item, Policy and Position Statement on the Use of Seclusion and Restraint and Policy Initiatives: Avoiding Institutional Harm and Promoting Evidence-Based Practice (NBI #19A/Aug 2024).

C. Item 19. COR 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 2026.

SCIENTIFIC AFFAIRS

A. Item 19. COR received as information ongoing reporting on the APA Plan on Climate Change.

B. Item 25. COR was provided with an update on the new business in progress item, Report on Consensual Non-Monogamy (NBI #17C/February 2025).

PUBLIC INTEREST

A. Item 9. COR voted to archive the following 2017 Resolution on Palliative Care and End-of-life Issues:

Resolution on Palliative Care and End-of-life Issues

WHEREAS the issues and terminology of end-of-life have evolved since the American Psychological Association (APA)'s 2001 Resolution on End-of-life Issues and Care; Whereas the issues and terminology of end-of-life have evolved since the American Psychological Association (APA)'s 2001 Resolution on End-of-life Issues and Care;

THEREFORE, be it resolved that the American Psychological Association, an organization committed to promoting the psychological well-being of individuals across the life span, actively promotes and supports psychology's involvement in palliative care and end-of-life issues in the United States of America and as invited on international platforms.

COR also voted to adopt as APA policy the following 2026 Resolution on Palliative and End-of-life Issues:

Resolution on Palliative and End-of-life Issues

WHEREAS psychologists have many areas of competence including, but not limited to, assessment, intervention, teaching, consultation, research, and advocacy skills that could contribute to the science of Palliative Care and End-of-life Issues (PEOL) and to the treatment and support of people with advanced serious illness, their families, caregivers, and other health care providers;

THEREFORE, be it resolved that the American Psychological Association encourage psychologists' participation in national, state, and local interdisciplinary efforts to inform the development of policy and standards for palliative

care and end-of-life issues to advocate for public policy initiatives that promote understanding and availability of the continuum of palliative care in all treatment settings, for all populations.

B. Item 10. COR voted to archive the following 1996 Resolution on Sexuality Education:

Resolution on Sexuality Education

WHEREAS American youth are exhibiting behavior leading to increasing rates of life-threatening or health-compromising sexually transmitted diseases that in part reflect ignorance of sexual health promoting behaviors (National Guidelines Task Force, 1991);

THEREFORE, be it resolved that the APA supports access to information on sexuality as critical to healthy development. Such information should be positive, age appropriate, and culturally suitable, and should respect the choice of abstinence; it should acknowledge women's rights, should foster shared responsibility among males and females for sexual behaviors, and should promote tolerance for sexual diversity.

COR also voted to adopt as APA policy the following 2026 Resolution on Sexual Health Education in Youth:

Resolution on Sexual Health Education in Youth

WHEREAS the World Health Organization considers sexual health a fundamental human right (World Health Organization 2019; 2024); sexual health is not merely the absence of disease or dysfunction, but also includes the possibility of pleasurable, safe, and affirming sexual experiences across the lifespan. When developmentally appropriate, individuals have the right to determine if, when, and how often they attempt to reproduce (Bhana et al., 2024), as well as receive education about this in a developmentally appropriate manner;

THEREFORE, BE IT RESOLVED that the APA supports access to comprehensive information on sexual health as a critical aspect of healthy youth development in the context of educational settings, pediatric healthcare programs, community-based youth programs, and social service agencies for 63 youth and families. Such information should be evidence-based, as well as positive, age and developmentally appropriate, and culturally suitable as a means to allow youth to make informed decisions on engaging in sexual behavior or abstinence; it should promote the rights of all individuals, foster shared responsibility among all youth for healthy and safe sexual behaviors, and acknowledge and normalize the existence of sexual diversity.

C. Item 11. COR also voted to adopt as APA policy the following 2026 Resolution on Antisemitism:

Resolution on Antisemitism (2026)

WHEREAS prejudice and discrimination has caused untold human suffering throughout recorded history; THEREFORE, BE IT RESOLVED, that the American Psychological Association condemns all antisemitic attitudes and actions, and will use its influence to promote fairness, respect, and dignity for all people, regardless of religion or ethnicity, in all arenas in which psychologists work and practice, and in society at large.

D. Item 12. COR voted to approve withdrawal of the new business item titled, Identifying Resources to Support Inclusion and Intra-group Dialogue within Groups and Organizations (NBI #17D/Feb 2025).

E. Item 12A. COR voted to adopt as policy the following APA Policy Statement on Reaffirming APA's Commitment to Human Rights and Freedom of Expression:

APA Policy Statement on Reaffirming APA's Commitment to Human Rights and Freedom of Expression

The American Psychological Association “stands for human rights and the psychological and physical health and well-being of all people worldwide” (American Psychological Association, 2021) and encourages members of our profession “to support and advocate for populations at risk of human rights violations, including marginalized populations both domestically and globally” (American Psychological Association, 2021).

F. Item 26. COR was provided with an update on the new business in progress item, APA Resolution on Developing Mechanisms for Addressing Global Armed Conflict (NBI #19C/February 2025).

G. Item 27. COR was provided with an update on the new business in progress item, APA Resolution on Collecting Data, Promoting Critical Conversations, and Addressing Intra-Group Conflict related to Racism and the De-Centering of Anti-Black Ideology Within APA CoR, Divisions, and SPTAs (NBI # 15B/Aug 2025).

INTERNATIONAL AFFAIRS

A. Item 13. COR voted to adopt as APA policy the following 2017 resolution:

Resolution on Promoting Global Perspectives in U.S. Psychology

WHEREAS the psychology produced and taught in the United States remains largely U.S.-mainstream oriented and European-heritage grounded in its traditions, theories and evidence base, and often does not incorporate perspectives, content, and data relevant to other U. S. perspectives (e.g. rural, minority, indigenous, immigrant) or generated in other countries, (Arnett, 2008; Castillo, 2001; Draguns, 2001; Heinrich, Heine, & Norenzayan, 2010 ; Legare & Harris, 2016; Nagai, 2007; Segal, Lonner & Berry, 1998,

THEREFORE, be it resolved that the American Psychological Association will: Promote inquiry that includes comprehensive global perspectives and content in psychological theory, practice, education, advocacy and policy.

COR also voted to adopt as APA policy the following 2026 Resolution:

Resolution on Promoting Global Perspectives in U.S. Psychology

WHEREAS The Resolution on Promoting Global Perspectives in U.S. Psychology (hereinafter ‘2017 Resolution’) was adopted as APA Policy by the APA Council of Representatives in February 2017;

THEREFORE, be it resolved that the American Psychological Association will: a. Endorse and communicate the importance of taking a global perspective, including as intersecting with other important variables such as, but not limited to, culture, sex, gender, race, ethnicity, sexual orientation, age, socioeconomic status, and disability status; b. Practically implement a global approach as outlined in the domains of focus; 84 c. Actively ensure that this is implemented in processes and outcomes laterally throughout the Association.

A. Item 20. COR was provided with information on APA at the United Nations: 2025 Annual Report.

FINANCIAL AFFAIRS

A. Item 21. COR received as information the 2024 IRS Tax Form 990 and 990-T Amendment.

ADDITIONAL ACTIVITIES

Presidential citations were awarded to the APA COR Caucus on Rural Health, the Committee on Rural Health, and the Division 31 Rural Health Section and Division 22 (Rehabilitation Psychology), Division 25 (Behavior Analysis) and Division 33 (IDD/Autism), and other psychologists serving patients with autism, their families, and their caregivers.

On the Thursday evening prior to the Council meeting, COR engaged in a group activity where it was asked to consider questions related to APA's joint strategic priorities.

Publication Corner



Ward, L., Callaghan, J. E. M., & Lucas, S. E. (2026). "You're a kid, you don't know where you are": The voiced experiences of nonbinary youth navigating discursive realms of legitimacy. *Qualitative Research in Psychology*, 23(2), 290-315. <https://doi.org/10.1080/14780887.2025.2579602>

Nonbinary youth's gender identities are often dismissed and continue to be marginalised due to growing transphobic discourse. This article explores how youth navigate these developmental and gendered positionings. A qualitative methodology and individual interviews were used with 10 nonbinary youth aged 16-21 years old, living in the United Kingdom. Participants had a range of ethnicities, sexualities, and disabilities. We used Feminist Relational Discourse Analysis to combine discourse analysis and I poems. In the discursive formation 'legitimacy', we consider how participants described feeling required to prove themselves as legitimately nonbinary, whilst also feeling undermined by other aspects of their identity and how they drew on a sense of a collective voice to resist this construction of their gender as a phase. The I poems show a sense of struggle, exhaustion, and vulnerability within this discourse. The findings have implications for professionals working with nonbinary youth and contribute to nonbinary and trans-theory.

Milano, N., Ponticorvo, M., & Marocco, D. (2026). Human expertise and large language model embeddings in the content validity assessment of personality traits. *Educational and Psychological Measurement*, 86(1), 30-53. <https://doi.org/10.1177/00131644251355485>

In this article, we explore the application of Large Language Models (LLMs) in assessing the content validity of psychometric instruments, focusing on the Big Five Questionnaire (BFQ) and Big Five Inventory (BFI). Content validity, a cornerstone of test construction, ensures that psychological measures adequately cover their intended constructs. Using both human expert evaluations and advanced LLMs, we compared the accuracy of semantic item-construct alignment. Graduate psychology students employed the Content Validity Ratio to rate test items, forming the human baseline. In parallel, state-of-the-art LLMs, including multilingual and fine-tuned models, analyzed item embeddings to predict construct mappings. The results reveal distinct strengths and limitations of human and AI approaches. Human validators excelled in aligning the behaviorally rich BFQ items, while LLMs performed better with the linguistically concise BFI items. Training strategies significantly influenced LLM performance, with models tailored for lexical relationships outperforming general-purpose LLMs. Here we highlight the complementary potential of hybrid validation systems that integrate human expertise and AI precision. The findings underscore the transformative role of LLMs in psychological assessment, paving the way for scalable, objective, and robust test development methodologies.

Cerda-Smith, J., Grant, C., Yust, P., Mathews, C., & Mulvey, K. L. (2026). "A different pair of glasses": Impacts of a school-based antiracist program on student and teacher critical race consciousness. *Contemporary Educational Psychology*, 84, 102429.

Antiracist education is a highly politicized and contested issue in the United States. This qualitative inquiry with high school students (n = 15, 10 White, 3 Black, 2 Asian) and teachers (n = 7, all White) explored the value of considering students' and teachers' engagement in a school-based antiracist program from a critical race consciousness framework (i.e., beliefs, feelings, and actions that challenge racism). Semi-structured, individual interviews revealed how an antiracist program, which involved reading and discussing the book *Stamped: Racism, Antiracism, and You* by Jason Reynolds and Dr. Ibram X. Kendi, engaged students and teachers in racism analysis, racial reflexivity, and antiracist action. Specifically, participants provided rich descriptions of how the Stamped program encouraged them to gain new perspectives, understand and recognize racism, link historical and modern racism, feel responsible and committed to racial justice, and take internal and interpersonal antiracist action. Some

developmental trends emerged in which students were more likely to gain new worldviews and social cognitive mindsets whereas teachers were more likely to be racially reflexive and simultaneously discuss analysis, reflexivity, and action. Implications for antiracist programs as well as educational and developmental theory are discussed.

Links to Previous Issues

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Division 5 draws together specialists in the areas of quantitative and qualitative methods. Membership includes specialists in the fields of educational psychology, industrial-organizational psychology, individual assessment, measurement, program evaluation, psychometrics, qualitative inquiry, research interviewing, research methods and statistics. Division 5 provides the opportunity to participate in this critical aspect of professional development, and is a vibrant community that serves the core interests and needs of rigorous scientific inquiry in the social sciences. Those who are interested in joining the division or who would like more information should be referred to the Division 5 website:

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