

CLOSING AND RESOURCES

Making progress as a field depends upon countless relationships, decisions, and actions – large and small. SERN is deeply grateful to everyone who has advanced the student experience field to where it is today. We know that this next phase of work is urgently needed and that there is a strong foundation from which to build.

We encourage you to commit to a next step based on what you read in this memo. To offer a final call to action, you may decide to use [the memo](#) itself as a resource. Sharing and discussing it with someone else provides an opportunity to align on what feels most important and relevant, make connections, and spur future work in service of an education system in which every student's experience of school sets them up to learn and thrive.

SERN Resources

- [Accelerating the Leadership and Growth of Early Career Scholars](#)
- [Authentically Engaging Students, Families, Communities, and Diverse Institutional Members in Changemaking](#)
- [Becoming a Field Catalyst](#)
- [Designing Inclusive Scholarly Events that Foster Relationships and Engagement Across Silos](#)
- [Discussion with Student Leaders: Is My Voice Heard? Does My Voice Matter?](#)
- [Empowering Practitioners, Policymakers, and Funders to Apply Insights from Research](#)
- [Facilitating Continuous Improvement in Classrooms and Institutions](#)
- [Field-Level Enabling Conditions for Transformation](#)
- [Key Messages About Evidence and Research Use](#)
- [Mobilizing Research for Structural Change in Education](#)
- [Reflections from a Strategic Sunset](#)
- [Resources for Bridging Research with Education Practice and Policy](#)
- [Shaping Policy on Student Experience: Elevating the Leadership of Scholars from Minoritized Groups and Advancing Application of Equity-Centered Scholarship](#)
- [Sharing Power in Philanthropic Relationships to Enhance Impact](#)
- [Spotlight Series: Using Research to Promote Equity and Inclusion](#)
- [The Role of Belonging in Postsecondary Completion](#)
- [Visions for Practice-Responsive Research: A Conversation with Mesmin Destin, Simone Ispa-Landa, and Amy Pratt](#)
- [Why Student Experience?](#)

External Resources

- [Actionable Evidence Framework](#) | Project Evident
- [Bringing Rigor to Relevant Questions](#) | William T. Grant Foundation
- [Designing and Facilitating Meetings for Equity](#) | National Equity Project
- [Engaging Policymakers: A New Era of Research and Theory that Builds on the Basics](#) | William T. Grant Foundation
- [Equitable Evaluation Framework](#) | Equitable Evaluation Initiative
- [Equitable Systems Change: Funding Field Catalysts from Origins to Revolutionizing the World](#) | The Bridgespan Group
- [Field Building for Population-Level Change: How Funders and Practitioners Can Increase the Odds of Success](#) | The Bridgespan Group

- [Field Catalyst Origin Stories: Lessons for Systems-Change Leaders](#) | The Bridgespan Group
- [How Universities Can Support Faculty of Color to Engage with Policymakers and Practitioners](#) | William T. Grant Foundation
- [Improving Evidence and Relevance at the Same Time](#) | *Items: Insights from the Social Sciences*
- [Power Moves](#) | National Committee for Responsive Philanthropy
- [Promoting Research that is Both Rigorous and Relevant](#) | William T. Grant Foundation
- [The Challenge: Homelessness is a Problem that's More Costly to Ignore than to Solve](#) | Community Solutions
- [Toward a Trust-Based Framework for Learning and Evaluation](#) | The Center for Effective Philanthropy
- [Why Am I Always Being Researched?](#) | Chicago Beyond

Academic Articles

Botvinik-Nezer, R., Holzmeister, F., Camerer, C. F., Dreber, A., Huber, J., Johannesson, M., Kirchler, M., Iwanir, R., Mumford, J. A., Adcock, R. A., Avesani, P., Baczkowski, B. M., Bajracharya, A., Bakst, L., Ball, S., Barilari, M., Bault, N., Beaton, D., Beitner, J., ... Schonberg, T. (2020). Variability in the Analysis of a Single Neuroimaging Dataset by Many Teams. *Nature*, 582, 84–88.

<https://doi.org/10.1038/s41586-020-2314-9>

Coburn, C. E., & Penuel, W. R. (2016). Research–Practice Partnerships in Education: Outcomes, Dynamics, and Open Questions. *Educational Researcher*, 45(1), 48–54.

<https://doi.org/10.3102/0013189X16631750>

Farrell, C. C., Penuel, W. R., & Davidson, K. (2022). What “Counts” as Research? Comparing Policy Guidelines to the Evidence Education Leaders Report as Useful. *AERA Open*, 8.

<https://doi.org/10.1177/23328584211073157>

Gordon de Cruz, C. (2017). Critical Community-Engaged Scholarship: Communities and Universities Striving for Racial Justice. *Peabody Journal of Education*, 92(3).

<https://doi.org/10.1080/0161956X.2017.1324661>

Guishard, M. (2009). *The False Paths, the Endless Labors, the Turns Now This Way and Now That: Participatory Action Research, Mutual Vulnerability, and the Politics of Inquiry*. *The Urban Review*, 41, 85-105.

<https://doi.org/10.1007/s11256-008-0096-8>

Hruschka, D. J., Medin, D. L., Rogoff, B., & Henrich, J. (2018). Pressing questions in the study of psychological and behavioral diversity. *PNAS*, 115(45), 11366-11368.

<https://doi.org/10.1073/pnas.1814733115>

Klager, C. R., & Tipton, E. (2022). Appendix D: Analysis of IES Funded Topics Commissioned Paper (pp. 225-234). The National Academies Press.

<https://nap.nationalacademies.org/read/26428/chapter/15>

Lewis, N. A. (2021). What counts as good science? How the battle for methodological legitimacy affects public psychology. *American Psychologist*, 76(8), 1323-1333.

<https://doi.org/10.1037/amp0000870>

Lewis, N. A., Van Bavel, J. J., & Somerville, L. H. (2019). Tips for easing the service burden on scientists from underrepresented groups. *Science*.

<https://doi.org/10.1126/science.caredit.aaz9496>

Medin, D., Ojalehto, B., Marin, A., & Bang, M. (2017). Systems of (non-)diversity. *Nature Human Behaviour*, 1.

<https://doi.org/10.1038/s41562-017-0088>

National Academies of Sciences, Engineering, and Medicine. 2022. *The Future of Education Research at IES: Advancing an Equity-Oriented Science*. Washington, DC: The National Academies Press.

<https://doi.org/10.17226/26428>

Nzinga, K., Rapp, D. N., Leatherwood, C., Easterday, M., Rogers, L. O., Gallagher, N., & Medin, D. L. (2018). Should social scientists be distanced from or engaged with the people they study? *PNAS*, *115*(45).
<https://doi.org/10.1073/pnas.1721167115>

Platt, M. O. (2020). We exist. We are your peers. *Nature Reviews Materials*, *5*(11), 783–784.
<https://doi.org/10.1038/s41578-020-00248-x>

Roberts, S. O., Bareket-Shavit, C., Dollins, F. A., Goldie, P. D., & Mortenson, E. (2020). Racial Inequality in Psychological Research: Trends of the Past and Recommendations for the Future. *Perspectives on Psychological Science*, *15*(6), 1295–1309.
<https://doi.org/10.1177/1745691620927709>

Schweinsberg, M., Feldman, M., Staub, N., van den Akker, O. R., van Aert, R. C. M., van Assen, M. A. L. M., Liu, Y., Althoff, T., Heer, J., Kale, A., Mohamed, Z., Amireh, H., Venkatesh Prasad, V., Bernstein, A., Robinson, E., Snellman, K., Sommer, S. A., Otner, S. M. G., Robinson, D., ... Uhlmann, E. L. (2021). Same data, different conclusions: Radical dispersion in empirical results when independent analysts operationalize and test the same hypothesis. *Organizational Behavior and Human Decision Processes*, *165*, 228–249.
<https://doi.org/10.1016/j.obhdp.2021.02.003>

Settles, I. H., Jones, M. K., Buchanan, N. T., & Dotson, K. (2021). Epistemic exclusion: Scholar(ly) devaluation that marginalizes faculty of color. *Journal of Diversity in Higher Education*, *14*(4), 493–507.
<https://doi.org/10.1037/dhe0000174>

Silberzahn, R., Uhlmann, E. L., Martin, D. P., Anselmi, P., Aust, F., Awtrey, E., Bahník, Š., Bai, F., Bannard, C., Bonnier, E., Carlsson, R., Cheung, F., Christensen, G., Clay, R., Craig, M. A., Dalla Rosa, A., Dam, L., Evans, M. H., Flores Cervantes, I., ... Nosek, B. A. (2018). Many Analysts, One Data Set: Making Transparent How Variations in Analytic Choices Affect Results. *Advances in Methods and Practices*

in Psychological Science. *1*(3), 337–356.
<https://doi.org/10.1177/2515245917747646>

Stevens, K. R., Masters, K. S., Imoukhuede, P. I., Haynes, K. A., Setton, L. A., Cosgriff-Hernandez, E., Lediju Bell, M. A., Rangamani, P., Sakiyama-Elbert, S. E., Finley, S. D., Willits, R. K., Koppes, A. N., Chesler, N. C., Christman, K. L., Allen, J. B., Wong, J. Y., El-Samad, H., Desai, T. A., & Eniola-Adefeso, O. (2021). Fund Black scientists. *Cell*, *184*.
<https://doi.org/10.1016/j.cell.2021.01.011>

Tseng, V. (2012). The Uses of Research in Policy and Practice. *Social Policy Report*, *26*(2).
https://www.srcd.org/sites/default/files/file-attachments/spr_262_fiinal.pdf

Tseng, V., Fleischman, S., & Quintero, E. (2017). Democratizing Evidence in Education. In B. Bevan & W. R. Penuel (Eds.), *Connecting Research and Practice for Educational Improvement: Ethical and Equitable Approaches*. Routledge.
<https://wtgrantfoundation.org/democratizing-evidence-in-education-from-connecting-research-and-practice-for-educational-improvement>

Villavicencio, A., Conlin, D., & Pagan, O. (2023). Research-Practice Partnerships in Pursuit of Racial Justice in Schools: Navigating a Hostile Sociopolitical Climate. *Educational Policy*, *37*(1), 250–275.
<https://doi.org/10.1177/08959048221130353>