



DEVELOPMENTS

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Executive Director Retirement Announcement

By Lonnie Sherrod

Near the end of last year, I email blasted a notice to members that I was retiring as SRCD’s Executive Director as of September 2017. Of course, the specific date on which I formally step down will depend in part on when a new director can start, but we expect it will be September. The search for a new Executive Director has already begun, and members will be informed of its progress. After September, I will remain available to assist the new Director.

I decided to repeat much of that statement as my column in this newsletter because I wanted to increase the chances members saw it and to place it in the permanent record.

It is with mixed emotions that I reach the decision to retire as the Executive Director of SRCD. I have worked with SRCD my entire professional life. I joined as a graduate student in the early 70s. My first Biennial Meeting was in 1975, and I have attended every Biennial Meeting since then. That’s 42 years! I have been pleased and proud to have served SRCD in several capacities across these years, including chairing the Social Policy Committee (now the Committee on Policy and Communications) and editing (with Jeanne Brooks-Gunn) the Social Policy Report. Modesty aside, I, along with Aletha Huston and others, was instrumental in convincing the Society to open its own DC office. Now the Office for Policy and Communications, with 4 staff, is thriving. Furthermore, I have always believed that SRCD should be headquartered in DC, and as you may know, that is now happening. I am delighted that one of my last major tasks as Executive Director is to establish that office. Our new headquarters as of February 1, 2017 will be at 1825 K St, Suite 325, NW, DC. Construction of the office is just now completing, and our first meeting there will be that of Committee Chairs near the end of February. Governing Council (GC) will hold their May meeting in the new office.

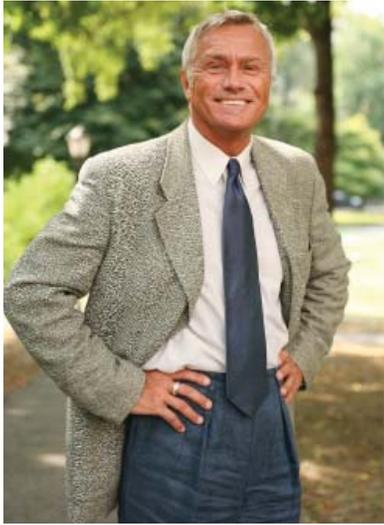
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I will complete my tenth year as Executive Director in 2017, and I have always aimed to stay in my jobs ten years. As many of you know, most of my positions have been nonacademic ones and in these kinds of jobs, I think that less than ten years doesn’t really allow one to accomplish his/her goals - and one begins to stagnate after ten years. I joined SRCD as its Executive Director in 2007-2008 to work on the then new strategic plan, and again modesty aside, I believe we have achieved a lot - the new small themed meetings, the small grants program, innovations in the Biennial Meeting, expansion of the DC office, and new committees are a few examples. And I am delighted to have served SRCD through formulation of the new [strategic plan](#) which is innovative in several ways and thereby has the potential to transform SRCD from a strong academic organization into a truly 21st century organization of national impor-

EXECUTIVE DIRECTOR... (CONT)

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tance in numerous ways beyond its concern with research on children.

Of course, the Executive Director can only serve SRCD through collaboration with its officers, who are the real force driving the organization's accomplishments. I have been fortunate to have served with an outstanding group of officers who are excellent scholars, innovative leaders, and nice people. I particularly thank Presidents Aletha Huston, Arnold Sameroff, Greg Duncan, Ann Masten, Lynn Liben, Ron Dahl, and Marc Bornstein. GC members, committee chairs, and other members are also important but too numerous to mention, and I am exceedingly grateful to all of them. Finally, I agreed to take this job because I knew the outstanding staff would make it easy, and that has certainly proven to be the case. I thank all of them and wish them well as SRCD makes its transition to DC. I am especially grateful to the senior staff: Susan Lennon, Deputy Director (who is no longer with SRCD); Martha Zaslow, Director of Policy and Communications; Anne Perdue, Director of Operations; and Rick Burdick, Controller.

I am pleased to have hired Marty and Anne and consider that one of my major accomplishments for the organization. Although I did not hire Rick, I increased his responsibilities substantially when Susan left so I feel like I hired him. I would not have been able to accomplish anything without their help; we have made an effective management team.

Hence, I leave SRCD with many positive emotions. My main regret is that I will not be instrumental in further implementing the new strategic plan. But as many of you know, I have had relatively serious health issues across the past few years. Everyone on GC as well as members such as yourself have been exceedingly gracious in helping me deal with these while doing the job I needed to do for SRCD. But regrettably my health has reached a point where, even with help, I can no longer do the job I want to do for SRCD and the job that needs to be done to unfold this new strategic plan and move SRCD's headquarters to DC. As a result I have decided to step down.

It has been an absolutely marvelous ten years. Serving as SRCD's Executive Director was a perfect end to my professional career. I am grateful to all of you who have worked with me and served SRCD during this time. SRCD exists and thrives mainly through the volunteer work of its members. I thank all of you who have served SRCD during my tenure and I encourage you to continue your efforts on behalf of SRCD. SRCD's work on behalf of children, to understand their development through research and to improve their well-being through the application of research, is critically important and will increase in importance as the current social political landscape unfolds. The new strategic plan holds enormous potential for making SRCD even bigger and better. While I will regret not being intimately involved in leading that work, it will be rewarding to continue to participate simply as an SRCD member, remembering that my work as Executive Director for ten years contributed to the groundwork that allows new and exciting things to happen now.

THE UPCOMING BIENNIAL: SRCD 2017



The 2017 SRCD [Biennial Meeting](#) is only 2 months away! On April 6-8 in Austin, Texas, over 6,000 child development professionals and other researchers will meet to connect and exchange information and ideas. Plan also on attending the SRCD Presidential Pre-Conference: *Navigating Tumultuous Change and Uncertainty* on April 5th.

We hope you are planning to attend and stay at one of the hotels in SRCD's block at discounted rates. By staying in one of these hotels, you will not only receive a substantial discount on [registration](#), but you also help SRCD meet its guarantee of booking a certain number of rooms at the conference hotels (which avoids a financial penalty). It's also

much easier to find your friends and colleagues if you stay in a conference hotel. So, as you can see, staying at one of the conference hotels is a win-win proposition!

Interaction is going to be a key theme of the meeting. We are introducing a new format to give participants a much greater opportunity to see leaders in their field interacting with each other, and members of the audience, to wrestle with the most important and cutting edge issues in developmental science. These will be called SRCD "salons," and will be unscripted conversations between leaders in the field, sharing their latest thoughts and innovations, and exploring how we can move our science and practice forward in meaningful ways. We have also recruited some of our most interesting and talented colleagues to moderate these sessions, and charged them with making sure that they lead their panelists in conversations that are challenging and enlightening. We are really excited to see what they will do!

Also, the program committee decided to have strong themes for the invited program this year. The overarching theme for the 2017 Biennial Meeting is *Developmental Science and Society* and the invited program will center around four themes with a mix of invited addresses and salons on each theme:

1. Poverty, inequality, and developmental science

- Clancy Blair, New York University, will give an address on *The Development of Self-Regulation in Early Childhood: An Applied Psychobiological Model*.
- Jane Waldfogel, Columbia University, will speak on *Poverty, Inequality and Child Development: Learning from Other Countries*.
- J. Lawrence Aber, New York University, will moderate a conversation on *Innovative Programs for Children in Developing Nations*. Panelists: Vikram Patel, London School of Hygiene and Tropical Medicine; Theresa Betancourt, Harvard University; Lucie Cluver, University of Oxford, U.K.; Gauri Divan, University of Ibadan, India.
- Cybele Raver, New York University, will have a discussion with Sean F. Reardon, Stanford University, and Robert J. Sampson, Harvard University, on *Neighborhood and Residential Segregation and its Impact on Children's Life Chances*.
- Clancy Blair, New York University, will moderate



THE UPCOMING BIENNIAL: SRCD 2017

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a conversation on *Developmental Effects of Early Exposure to Poverty*. Panelists: Greg J. Duncan, University of California, Irvine; Gary W. Evans, Cornell University; Jeanne Brooks-Gunn, Columbia University.

2. Global change and child development (e.g., urbanization, technology, refugees and asylum seekers)

- Martin D. Ruck, The Graduate Center CUNY, will give an address entitled: *Equity and Justice and the United Nations Convention on the Rights of the Child: Implications for Developmental Science and Society*.
- Fons J. R. van de Vijver, Tilburg University, The Netherlands will speak on immigration policies in European countries and the implications for immigrant children.
- Kofi Marfo, Aga Khan University, Kenya will moderate a conversation with Hirokazu Yoshikawa and J. Lawrence Aber, New York University on *Child Development in Low-Income and Conflict-Affected Countries: Policy and Research Directions*.
- Cynthia Garcia Coll, Albizu University and Editor of *Child Development*, will moderate a conversation on *The New Americans: Child Development and the Changing Demography of the United States*. Panelists: Rebecca M. White, Arizona State University; Vivian Tseng, William T. Grant Foundation; Sandra Graham, University of California, Los Angeles. (Co-sponsored by the Asian Caucus, Black Caucus, and the Latino Caucus of SRCD.)
- Hirokazu Yoshikawa, New York University, will moderate a conversation on *Refugees from the Middle East, Africa, Latin America, and Asia: Developmental Status and Global and National Policy Implications*. Panelists: Deborah J. Johnson, Michigan State University; Selcuk R. Sirin, New York University; Carly Tubbs, New York University, in collaboration with the International Rescue Committee; Lisseth Rojas-Flores, Fuller Theological Seminary. (Co-sponsored by the Asian Caucus, Black Caucus, and the Latino Caucus of SRCD.)

3. Neuroscience and child development

- Damien Fair, Oregon Health and Science University, will give a talk on characterizing large-scale brain networks in children with autism and ADHD.
- Maryanne Wolf, Tufts University, will speak on *Tales of the Reading Brain*.
- Emily Falk, University of Pennsylvania, will talk on attitudes and behavior change in the developing brain.
- Seth D. Pollak, University of Wisconsin, Madison will moderate a conversation on *Children's Exposure to Early Adversity and its Impact on Brain Development*. Panelists: Nim Tottenham, Columbia University; Frances A. Champagne, Columbia University; Philip A. Fisher, University of Oregon; W. Thomas Boyce, University of California, San Francisco.
- Nicholas B. Allen, University of Oregon will moderate a discussion on *Education Neuroscience: Limitations and Opportunities*. Panelists: Bruce D. McCandliss, Stanford University and Daniel Ansari, University of Western Ontario, Canada.

4. Behavioral science and public policy

- Kenneth A. Dodge, Duke University, will give an address entitled *A Vision for Birth-to-Five Public Policy to Nurture Child Development*.
- David S. Yeager, University of Texas at Austin, will speak on *Intervening to Improve Adolescents' Trajectories*.
- Robert W. Roeser, Portland State University, will moderate a conversation on *Developmental Applications of Mindfulness in Schools*. Panelists: Mark T. Greenberg, Pennsylvania State University; Patricia (Tish) Ann Jennings, University of Virginia; Kimberly A. Schonert-Reichl, University of British Columbia, Canada.

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THE UPCOMING BIENNIAL: SRCD 2017

(cont. from p. 4)

- Ariel Kalil, University of Chicago, will moderate a discussion with Anthony Barrows, ideas42, Lisa Gennetian, New York University; National Bureau of Economic Research; and David S. Yeager, University of Texas at Austin, on *Behavioral Science and Public Policy*.

In addition, there will also be these dynamic invited sessions:

- Eleanor K. Seaton, Arizona State University, and Jose-Micael Gonzalez, University of Arizona, will moderate a conversation on *A Tale of Two Academies: Experiences of Underrepresented Faculty* with panelists Charissa S. Cheah, University of Maryland, Baltimore County; Richard M. Lee, University of Minnesota; Vaishali V. Raval, Miami University; Susan M. Rivera, University of California, Davis; Russell B. Toomey, University of Arizona; Brendesha Tynes, University of Southern California. (Sponsored by the SRCD Ethnic and Racial Issues (ERI) Committee)
- A joint SRCD/AERA session entitled: *Creating Opportunity and Educational Pathways for Young Children: An Ongoing Conversation*, will be moderated by Deborah Vandell, University of California, Irvine, and Vivian L. Gadsden, University of Pennsylvania. Panelists: Margaret Burchinal, UNC Chapel Hill; Natasha Cabrera, University of Maryland; Greg J. Duncan, University of California, Irvine; Iheoma U. Iruka, University of Nebraska Buffett Early Childhood Institute; Hirokazu Yoshikawa, New York University; Martha Zaslow, Society for Research in Child Development.

We are equally excited about the terrific submitted program, which includes 4,196 presentations out of a total of 5,434 submissions. Presentations will take the forms of posters, paper and poster symposia, conversation roundtables, and paper sessions. The overall acceptance rate this year was 77.2%, with acceptance rates of 80.3% for posters and 65.2% for paper symposia. These figures are similar to those for 2015. We would especially like to thank the 46 panel co-chairs and hundreds of reviewers who did amazing work ensuring we have an outstanding program.

In addition to the invited and submitted programs there are other special presentations and social events:

- An opening breakfast reception followed by Ron Dahl's **Presidential Address on Thursday morning** to welcome you all and kick off the Biennial.
- A **Welcome Reception on Thursday evening** at which committee representatives will be available to meet and discuss their committee activities. Be sure to attend to learn how you can be involved with SRCD!
- **The Business Meeting and Awards Ceremony late afternoon on Friday.** Learn about the state of the society and recognize outstanding contributions to the field of child development.
- **The Presidential Reception on Friday evening.** Network with colleagues while we enjoy Austin music.
- A **special poster session on Saturday morning** that aligns with SRCD's strategic plan and covers the priority areas of interdisciplinary research, international perspectives, cultural and contextual diversity, and the application of science to policy, which will be accompanied by a continental breakfast for all attendees.

See you in Austin!

Nick Allen and Ariel Kalil

2017 SRCD AWARDS ANNOUNCEMENT

SRCD is pleased to announce the deserving recipients of the 2017 SRCD Awards! Please join us on Friday, April 7th for the SRCD Awards Ceremony, which immediately follows the Business Meeting commencing at 4pm in Ballroom D on the 4th floor of the Austin Convention Center.

Distinguished Contributions Awards:

The SRCD Senior Awards Committee, chaired by Robert Crosnoe, selected ten SRCD members to receive five of the prestigious awards. At the Friday afternoon session, these ten award recipients will be recognized for their outstanding contributions to developmental science across five award categories. The awards and recipients are as follows:

Distinguished Scientific Contributions to Child Development

- *Renee Baillargeon - University of Illinois*
- *Stephen P. Hinshaw - University of California, Berkeley*
- *Roberta M. Golinkoff & Kathryn A. Hirsh-Pasek - University of Delaware & Temple University*

Distinguished Contributions to Mentoring of Developmental Scientists

- *Cynthia Garcia Coll - Carlos Albizu University*

Distinguished Contributions to Public Policy and Practice in Child Development

- *Richard M. Lerner - Tufts University*
- *Mary Bruce Webb - Administration for Children & Families, U.S. DHHS*

Distinguished Contributions to Understanding International, Cultural and Contextual Diversity in Child Development

- *Robert N. Serpell - University of Zambia, Lusaka*

Distinguished Contributions to Interdisciplinary Understanding of Child Development

- *Gary W. Evans - Cornell University*
- *Thomas S. Weisner - University of California, Los Angeles*

Early Career Research Contributions Award:

Six individuals, selected by the SRCD Junior Award Committee that was also chaired by Robert Crosnoe, will be recipients of the **Early Career Research Contributions Award**. An honorarium of \$1,000 accompanies this award. The following six award recipients have strongly distinguished themselves as researchers and scholars, as evidenced through research, publications, and scholarly activities.

- *Cecilia S. Cheung - University of California, Riverside*
- *Elisabeth Conradt - University of Utah*
- *Colleen M. Ganley - Florida State University*
- *Katherine McAuliffe - Boston College*
- *Haley A. Vlach - University of Wisconsin*
- *David S. Yeager - University of Texas, Austin*

Outstanding Doctoral Dissertation Award:

Recipients of the **SRCD Outstanding Doctoral Dissertation Award** were selected by the SRCD Outstanding Dissertation Award Committee, chaired by Elizabeth J. Susman. Selection was based on a set of criteria, including the quality of the dissertation, publications emerging from the project, as well as the nominee's current position and engagement in the field of child development research. Recipients receive a \$500 honorarium.

- *Arya Ansari - University of Texas, Austin*
- *Chelsea L. Derlan - Arizona State University*
- *Emily Fyfe - Vanderbilt University*
- *Julian Jara-Ettinger - Massachusetts Institute of Technology*
- *Jessica P. Loughheed - Queen's University*
- *Kristen Tummeltshammer - University of London, Birkbeck*

2018 SPECIAL TOPIC MEETINGS

A number of excellent proposals were received for consideration for the 2018 special topic meetings. SRCD is excited to announce the selection of the two meetings listed below! The location and dates of these meetings is being finalized and will be posted at a later date.

Promoting Character Development Among Diverse Children and Adolescents Through Out-of-School-Time Youth Development Programs

Organizers: Richard M. Lerner, Tufts University and Deborah Lowe Vandell, University of California, Irvine

Parents, schools, and out-of-school programs are united in an interest in identifying the contexts of youth that are associated with positive development. With increasing frequency, this interest is focused on a key indicator of such development: *Character*. Embodied by the vision of the Reverend Dr. Martin Luther King, that “my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character,” the growing interest in character development is predicated on the aspirations of parents and of youth-development practitioners that enhancing children’s character will benefit both individuals and civil society.

Following on a 2016 meeting at the National Academies of Science Measuring Character Development, the 2018 Special Topics Character Development Meeting seeks to bring together developmental scientists, philosophers, educators, and practitioners to advance theory, research, and program practices pertinent to understanding character development as it occurs within and across the key settings of youth development. The program is expected to feature, among other topics, findings from longitudinal studies of character, work by biologists and epigenetic researchers who study social genomics and the mutually influential relations between individual and context, and practitioners within family, school, and out-of-school settings whose programs seek to promote character development. Other topics will include sessions that focus on the development of measures of character development that reflect both change-sensitive and invariant aspects of character and evaluation strategies for assessing programs designed to foster character development.

Secondary Data and Developmental Science

Organizers: Pamela Davis-Kean, University of Michigan; Justin Jager, Arizona State University; Adriene Beltz, University of Michigan; Colter Mitchell, University of Michigan

Every day, every moment, and in every environment we are collecting data on how individuals develop across the lifespan. There is a wealth of data for understanding development but only a small number of developmental scientists have taken advantage of these data to study human development from cells to the environment. This meeting will provide a venue for scientists to learn and share research using these resources, but also training opportunities on using data archives and open source data that are well-suited for addressing questions of developmental scientists across multiple methods of data collection (survey, video, audio, neuroimaging, genetic testing, and evaluation, administrative), disciplines (psychology, sociology, economics, pediatrics, public health, anthropology, education), and cultures. This conference will highlight research using secondary sources of data but also provide a unique opportunity for the community to address their own developmental questions by being connected to a data resource for answering that question.

2016 VICTORIA S. LEVIN GRANT RECIPIENT



The Society for Research in Child Development

is pleased to announce the 2016 Recipient of the

Victoria S. Levin Grant
For Early Career Success in Young Children's Mental Health Research

Anna D. Johnson, Ph.D.
Department of Psychology, Georgetown University



In 30 years of distinguished service at the National Institutes of Health (NIH), Vicki Levin had a special interest in scientific research that addressed young children's mental health. The Victoria S. Levin Grant for Early Career Success in Young Children's Mental Health Research, established to honor and carry forward this special focus of Vicki's life's work, was made possible by the donations of hundreds of her friends, colleagues and family members. Its aim is to heighten the chances of early success in achieving federal funding for developmentally-informed research that addresses the early foundations of children's mental health and well-being. Broadly defined, such research addresses all aspects of the early development of competence and risk for children from all types of backgrounds.

We are very pleased to announce that Dr. Anna D. Johnson is the recipient of the 2016 Victoria S. Levin Award. Dr. Johnson is Assistant Professor of Psychology at Georgetown University. Her selected mentor is Dr. Stephanie Jones at the Harvard Graduate School of Education. Dr. Johnson received her BA in Psychology and Government from Wesleyan University and her PhD (in Developmental Psychology) and Master of Public Administration (concentration in Social Policy) degrees from Columbia University. She received an individual National Research Service Award (NRSA) from the NICHD, which funded her post-doctoral fellowship under the mentorship of Drs. Deborah Phillips and Rebecca Ryan at Georgetown University. The overarching goal of Dr. Johnson's research is to identify avenues for policy and developmental interventions that might close early socioeconomic gaps in child wellbeing and school preparedness. Dr. Johnson focuses in particular on public early education programs and their impacts on low-income and otherwise vulnerable children's development. In her newest line of work, Dr. Johnson seeks to illuminate the most promising features of public preschool classrooms that best support low-income, dual-language learning, and special needs children's developing self-regulatory skills, thereby enhancing the academic school readiness and subsequent school success of these vulnerable subgroups.

Please visit www.srcd.org for more details about the grant and applicant eligibility. Applications for the 2017 grant will be available on the SRCD website on July 1, 2017. The deadline for applications is September 1, 2017; the grant will be announced in November 2017.

CALL FOR APPLICATIONS: PATRICE L. ENGLE DISSERTATION GRANT

Society for Research in Child Development (SRCD) Patrice L. Engle Dissertation Grant For Global Early Child Development



The Patrice L. Engle Dissertation Grant provides support for students interested in a career in global early child development that are from or doing research in low- or middle-income countries. The grant includes U.S. \$5,000 to support dissertation research and a 2-year student membership to SRCD. For details and application procedures for this year's grant, please click [here](#).

Please click [here](#) for a list of the 2016 winners of this grant.

The 2017 Application Deadline is April 30th, 2017. Applications must be sent via email to patrice.engle.grant@srcd.org. Applicants will be notified of decisions by June 30, 2017.

Questions can be directed to patrice.engle.grant@srcd.org.

The Patrice L. Engle Dissertation Grant was established by generous donations from the Bernard van Leer Foundation, the Open Society Foundation, and Pat's family and friends. To inquire about making a donation, please contact patrice.engle.grant@srcd.org.

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Member Engagement

SRCD needs your help - be active by voicing your views. Please share your comments and suggestions [here](#).

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SRCD Members:

Please share your prestigious awards and memberships with us!
Feel free to share this information and send your announcement to the *Developments* editor at alukowsk@uci.edu.

REPORT FROM OFFICE FOR POLICY & COMMUNICATIONS

Former President Obama Signs Cures Act, Providing Funding for Targeted Research and Mental Health Initiatives

*By Hannah Klein, Martha Zaslow, Patricia Barton, and Lauren Nemeroff
SRCD Office for Policy and Communications*

On December 13, 2016, former President Obama signed [H.R. 34](#), “The 21st Century Cures Act,” into law. The bill, which previously passed the Senate 94-5, is intended to increase support for targeted biomedical research initiatives at the National Institutes of Health (NIH) as well as initiatives related to mental health and opioid abuse. H.R. 34 also provides funding for the Food and Drug Administration to implement changes in the approval process for drugs and medical devices. The purpose of this column is to summarize the key components of the new law with an emphasis on those that may be of particular interest to SRCD members.

As reported in the [December 2016 edition of Policy Update](#), H.R. 34 originally passed the House of Representatives in July 2015, but the bill required lengthy negotiations, including over how much money to include in the legislation, concerns about the review and approval process for pharmaceuticals, and patient safety as related to the FDA’s standards. A previous version of the legislation, H.R. 6, which passed in the House last year but did not pass the Senate, included a mandatory funding stream for the NIH and the FDA. The funding mechanism in the final H.R. 34 bill signed by former President Obama drops the proposed mandatory funding stream and instead establishes “innovation accounts” for NIH and FDA. The innovation accounts are comprised of \$1.5 billion from sales of the nation’s petroleum reserves and \$3.5 billion diverted from the Affordable Care Act, originally intended to promote preventive health care. Upon passage of the bill, funds were transferred to the “innovation accounts” by the U.S. Treasury, but Congress must still appropriate use of these accounts each year during its annual budget process. The Continuing Resolution signed by former President Obama in early December (learn more [here](#)) appropriated the use of these accounts for the 21st Century Cures Act through April 2017.

Provisions Related to the National Institutes of Health

The bill authorizes \$4.8 billion over ten years for specific research initiatives at the NIH, highlighted below. It requires that NIH implement reporting requirements related to these new initiatives, ensure privacy protection for human research subjects, and develop a new strategic plan every six years. Additionally, H.R. 34 requests that the Secretary of the U.S. Department of Health and Human Services establish a working group to develop and issue recommendations related to enhancing the “rigor and reproducibility of scientific research funded by the National Institutes of Health.”

The BRAIN Initiative: \$1.56 billion over ten years. In April 2013, former [President Obama launched](#) the BRAIN (Brain Research through Advancing Innovative Neurotechnologies) Initiative in order to develop technologies that can help researchers better understand brain function. The BRAIN Initiative is intended to accelerate knowledge about Alzheimer’s, Parkinson’s, depression, and traumatic brain injuries, among other disorders. The former President’s initiative includes grant programs funded by both the [National Institutes of Health](#) and the [National Science Foundation](#), though H.R. 34 only authorizes additional funding for NIH.

The Precision Medicine Initiative: \$1.4 billion over ten years. Launched by former President Obama in his 2015 State of the Union address, the [Precision Medicine Initiative](#) (PMI) aims to promote research exploring how treatments can be tailored to take into account individual differences in genes, lifestyles, and environments. Click [here](#) to learn more about NIH’s *All of Us* research program, formerly known as the PMI Cohort Program, which is a “national, large-scale research enterprise with one million or more volunteers to extend precision medicine to all diseases.” Click [here](#) for PMI-related grant funding opportunities.

Cancer Moonshot (amended as Beau Biden Cancer Moonshot): \$1.8 billion over ten years. Launched in

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REPORT FROM OFFICE FOR POLICY & COMMUNICATIONS

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2016 during the State of the Union Address, former President Obama tapped former Vice President Biden to [lead a national cancer prevention effort](#). In October 2016, Biden released the [Cancer Moonshot report](#) which included the results of the Cancer Moonshot Task Force report and the Cancer Moonshot Blue Ribbon Panel report. Click the following links to learn more about NIH's role in this [cancer prevention](#) initiative and for Cancer Moonshot [federal funding opportunities](#).

Provisions Related to the Food and Drug Administration

H.R. 34 also includes \$500 million for the Food and Drug Administration over nine years to implement changes in the approval process for drugs and medical devices. It includes a requirement for the FDA to develop and issue guidance documents over five years "regarding the collection of patient experience data, and the use of such data and related information in drug development." Additionally it facilitates the development of drugs to target rare diseases across age groups, including pediatric diseases. Finally, it directs the Secretary of the U.S. Department of Health and Human Services to issue guidance on "novel clinical trial designs."

Provisions Related to Opioid Abuse

The Cures Act includes \$1 billion for state drug abuse programs over two years, which would allow drug courts that receive federal funding to expand access to treatment and recovery opportunities. The Secretary of the U.S. Department of Health and Human Services (DHHS) would use the money to award grants to states with substantially high incidence of opioid use disorders to carry out activities to prevent and treat substance abuse. The bill specifies that these activities may include improving state prescription drug monitoring, implementing prevention efforts, evaluating prevention efforts, training for health care practitioners, and supporting access to health care services.

Provisions Related to Mental Health

The 21st Century Cures Act includes multiple mental health provisions that were previously a part of a separate bill, H.R. 2646, "Helping Families in Mental Health Crisis Act," which was covered in the [July 2016 edition of Policy Update](#). The provisions aim to make psychiatric, psychological, and supportive services available to "individuals with mental illness and families in mental health crisis." As summarized by the American Psychological Association [here](#), H.R. 34 includes \$12.7 million in funding for the Minority Fellowship Program aimed at training culturally competent minority mental health providers and funding to address mental health issues in the criminal justice system. Additionally, the bill reauthorizes the National Child Traumatic Stress Network and strengthens enforcement of mental health parity requirements. The bill calls for replacing the head of the Substance Abuse and Mental Health Services Administration (SAMHSA) with an Assistant Secretary for Mental Health and Substance Use within the DHHS.

Provisions That Did Not Pass

Earlier drafts of the 21st Century Cures Act included language attempting to improve the nation's child welfare system by changing the federal government's reimbursement structure to incentivize keeping children with their families or in family-like settings instead of group homes. However, the provisions were removed after Members of Congress stated, according to *Congressional Quarterly*, that they were added at the last minute and not been sufficiently debated by the Senate. If sponsored, the child welfare provisions (H.R. 5456, S. 3065; H.R. 5170, S. 1089) could be introduced again in the 115th Congress.

Impacts of Possible ACA Repeal

Despite passing Congress overwhelmingly, the provisions in H.R. 34 related to mental health and opioid treatment will be affected if the Affordable Care Act is repealed. For example, President Trump has called for changing the funding mechanism for state Medicaid programs by utilizing block grants to keep funding flat. Because Medicaid pays for about [60% of the nation's mental health services](#), changing Medicaid's structure could impact a state's ability to provide the mental health and opioid treatment services that H.R. 34 intends to support.

TEACHERS' CORNER

The Pursuit of the Perfect Syllabus

By Katharine A. Blackwell, Salem College

The approach of a new semester always finds me in a pedagogical quandary over what to do with my syllabus. It isn't the structure, content, assignments, or even the daily readings of the course that bog me down in an agony of indecision, but the seemingly much simpler question of how I will present those decisions to the students. Part of me believes that somewhere there must be a perfect syllabus: one that strikes the right balance of length and information, rules and warmth, guidelines for assignments and freedom for students to explore. A growing literature of research on syllabus design and its impact on student impressions of the professor and course, decisions to drop, and learning outcomes suggest I'm not the only one a little obsessed with constructing the document that (theoretically) sets the tone for an entire semester of learning.

The syllabus for my Developmental Psychology course presents a particular challenge. As with most lifespan courses, it is a mid-level course that serves a broad audience of psychology majors as well as future teachers and health professionals. With more and more students taking its lone pre-requisite, Introduction to Psychology, as an AP course or at a local community college, Developmental Psychology can be the first psychology course a student takes at Salem College.

Philosophy and tone. The overarching question for each syllabus is what philosophy to adopt, what tone to strike, what category to place my syllabus in. Do I want a Contractual Syllabus, which may come across as a "rule-infested, punitive, controlling mechanism" (Motameni, Rice, & LaRosa, 2015, p. 80)? Or should I choose a Learner-Centered Syllabus, which attempts to "convey... excitement, intrigue, and wonder" (Weimer, 2011, p. 1), perhaps with some graphic design flair to make it an Engaging Syllabus as well (Ludy et al., 2016)? Or do I want to throw caution to the wind and aim for a Democratic Syllabus in which students negotiate the policies and assignments on the first day of class?

My chosen practice is to balance contract and engagement, with phrasing that attempts to consider the student perspective without entirely giving in to it. This includes headings such as "How will the professor decide what I have learned" instead of "Assignments," and presenting rules as useful more than punitive: "To help you track the value of attending class, each class meeting is worth 0.5% (half a percentage point) of your final grade."

Length and content. My syllabi have grown and shrunk over the years from the 2-page bare bones "they have no excuse for not reading this in full," to the 15-page behemoth designed to ensure that "it's in the syllabus" is true in every eventuality. Neither length cures all ills. The short syllabus either creates a need for more detailed assignment instructions later or leaves far too much open for student interpretation; the long syllabus removes some flexibility for the rest of the semester and can deter students from looking for information themselves.

Now that I have taught my course enough times to know my grading criteria and what questions and issues are likely, I prefer combining all the handouts and information I have into one document, at the start of the semester; this approach saves me from having to remember to print handouts at the appropriate moment later in the semester, and students cannot legitimately claim they weren't warned before the end of the add/drop period just what they were getting into. (I have experimented with providing information such as grading rubrics on a course website instead of the syllabus itself, but every time at least one student manages to miss their presence entirely and complain.) Fortunately, recent evidence suggests that students prefer a longer syllabus and may form a more favorable impression from it (Har-

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rington & Gabert-Quillen, 2015). As such, the bulk of my syllabus includes information to help students complete their expected assignments. This is not entirely altruistic, but also reduces the headaches I encounter as I grade.

Distribution and discussion. The primary challenge of syllabus creation is getting the students to read it - not just once on the first day of class, but again before the first major assignment and throughout the semester. At the same time, I hate to waste the first day of class discussing the syllabus, which sets an expectation that I will lecture and they will listen, making the first active class discussion even more of a shock. I have experimented with syllabus quizzes and student contracts, both a must if the syllabus is given online, but I prefer to print a hard copy and distribute it in class. That way, questions can be answered with "Where's your syllabus?" as a more tangible reminder that the student was given the information and responsibility for tracking it.

References & Resources

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SECC UPDATE

University-Community Partnerships: Where to Begin?



By Lauren Gaias, M.S., University of Arizona

Sometimes amidst all the data collection, analyses, literature reviews, exams, and conference presentations, it is hard to remember to look at the big picture. As I sift through p -values and coding charts, I often find myself wondering what impact I am actually having on the positive development of today's children. Although the knowledge that is created and shared in academic spaces is valuable, finding impactful solutions to challenges facing communities today often requires intentional and interdisciplinary action aimed at bridging the gap between knowledge and practice. This approach requires that researchers break down barriers that typically divide different sources of knowledge and expertise.

Of course, breaking these barriers is easier said than done. With high stakes and pressure to complete program milestones, publish in high-quality journals, and gain teaching experience, how is it possible to also engage community members in the research process and dissemination of results? Below I outline some strategies that have proved effective for the research teams with whom I have worked. Although the presented projects are collaborative in nature, the responsibilities described can be easily managed and a culture of research-practice collaboration can be fostered if a university-based group is excited to build community connections.

University-community partnerships. One of the more formal and intensive ways to address the research-practice gap is through conducting community-based research, by involving community members or organizations in the development of research projects to answer a question that is needed to address a practical issue that they face. Such partnerships could range from conducting a needs assessment or neighborhood scan to evaluating an organization's program, in order to develop an evidence base for future funding. The advantage of these projects is that from the offset, you know exactly how your research will be applied to a community setting. The hard part is managing the different goals, processes, and resources of the university-based researchers and the organization. It is important to develop a mutually beneficial project that meets the objectives of the organization or community partner while also allowing for your own professional growth. Relevant expectations should be clearly outlined from the beginning of the project to ensure all goals are met. If both parties are invested in the process and the outcomes, these projects can be an incredible way to jointly build academic and community knowledge and impact practice in the short- and long-term. Through the evaluation of the [Scottsdale Public Library Knowing & Growing parenting programs](#), my collaborators and I have been able to develop an evidence-based curriculum, understand the impact of the program on parenting knowledge and behavior, and present findings at conferences, in journal articles, and in book chapters.

Practitioner teams. Getting feedback from and sharing research with your target audience, those who you would hope would benefit the most from your results, allows for a bi-directional conversation about the current state of your field. Community members (practitioners, parents, teachers, etc.) can share experiences that may spark future research questions, and researchers can share ideas that can be brought back into the community. Community members can also provide feedback on the feasibility of data collection methodologies and implications of findings. We brought together a team of 15 kindergarten teachers three times a year for two hours each time, and it was amazing to not only get their perspectives on our work but also to watch the teachers engage with one another and provide each other with support and resources through our conversations.

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Community events. Back-to-school-days. Concerts in the park. Children's day at the museum. These events often feature booths for foundations and organizations, doctor's offices, government services, and more, each sharing the resources that they each provide to the community - and the best part is that academic units can join in! These spaces are amazing ways to get out some simple information/tips that can be brought home and applied immediately to the many families and community members who gather together for free community events. At the [Scottsdale Public Library Ultimate Play Date](#), we lay out educational toys and games that children are attracted to and use the opportunity to talk to parents about the importance of asking open-ended questions and developing children's natural curiosity.

"White paper" dissemination. A great way to distribute evidence-based information to the community is through outlets that they are already using, including social media, blogs, and magazines. Our research team has a [Facebook page](#), and one person in the lab is responsible for posting something related to early childhood development (a quote, photo, link to an article or report, etc.) every Tuesday and Friday. Since the schedule rotates through the team, each person has to post about once a month. Every time we meet someone who is interested in our work at a community event or a partnership team meeting, we direct them to our Facebook page, and our network grows!

We are also fortunate to have built a connection with a local parenting magazine, [Raising Arizona Kids](#), where we write a monthly column in which we share knowledge regarding a range of topics on child development. Each month, two members of our department choose a theme for the article and write a 400-word column summarizing the importance of the topic, outlining current research in everyday language, and providing some parenting or teaching tips in line with the presented research. This outlet allows us to compile and share knowledge that can be translated into small things that people can do every day in their homes or classrooms. The columns are fun and don't take too long to write, and it's great getting feedback from community members who enjoyed thinking about a developmental topic they might not have otherwise considered! Check out some of our articles [here](#) and think about getting a writing team together and reaching out to a local publication! Although they might not be as highly valued as academic publications, these articles are also a nice addition to your CV as they demonstrate your commitment to the dissemination of research outside of academia.

SAVE THE DATE!

SRCD Biennial Meeting
Austin, Texas, USA
April 6-8, 2017



SRCD Book Authors/Editors

SRCD Members are invited to notify the editor, alukowsk@uci.edu, about their new publications. These will be listed in the newsletter.

MEMBERS IN THE MEDIA

The SRCD *Office for Policy and Communications* is interested in highlighting SRCD members and publications featured in the news media. The following are the most recent submissions:

All links below are to news articles except when noted as:  TV or Radio Interview or  Op-Ed Piece

A study by **Caitlin McPherran Lombardi** and colleagues conducted in Australia has found little cognitive or behavioral differences at school entry between children whose mothers returned to work versus those who had not been employed during the two years after childbirth. It is the focus of this article in [The Sydney Morning Herald](#).

This [Pensacola News Journal](#) article on quality in pre-k features the work of **Kenneth Dodge** and colleagues. The study discussed, published in the journal *Child Development*, was also the feature of an SRCD press release.

A new study by **Rachel White** and colleagues explores young children's self control. It is featured in this [Education Week](#) article.

This article in the [Seattle Times](#) on instructing parents how to teach their toddlers features the research of multiple SRCD members.

Ariel Kalil and colleagues are cited in this [Atlantic](#) article on "The American Obsession with Parenting." It states that although parents across SES levels are spending more time promoting their children's development, socioeconomic gaps in childrearing behavior are growing.

This [CNN](#) feature discusses new neuroscientific evidence exploring at what point adolescence ends and adulthood begins in the brain.

This [NPR](#) article focuses on a meta-analysis co-authored by **Rory Devine and Claire Hughes** that examines the influence of the family environment on how children develop an understanding of false beliefs.

A study co-authored by **Karen L. Sokolowski and Julie Ryan** on the relationship between routines in childhood and time management skills in adulthood is the focus of this [Huffington Post](#) article.

This [Slate](#) article on a decrease in mothers' use of physical punishment across the U.S. cites the research of multiple SRCD members.

In addition to citing the research of multiple SRCD members, **Rawan Charafeddine** is quoted in this article in [The Atlantic](#) about the development of preference for equity and fairness in childhood.

We strongly encourage and welcome all members to report recent noteworthy mentions of their research in the media. Information may be emailed to communications@srcd.org.

IN MEMORIAM



Jerome Bruner (1915-2016)

Polymath and Pioneer in Cognitive Development and Education

By David R. Olson, Ontario Institute for Studies in Education/University of Toronto; Patricia M. Greenfield, University of California, Los Angeles; Howard E. Gardner, Harvard University; Michael Cole, University of California, San Diego

Jerome Seymour Bruner died on June 5, 2016, at the age of 100. And what a century's worth of living! Born blind, Bruner gained limited eyesight at the age of two - he was famous for his thick glasses, with which he insisted on gesticulating as he lectured. Bruner attended Duke University and Harvard

University, receiving his doctorate in Psychology from Harvard in 1941. He then conducted research, wrote dozens of books, and taught for over 70 years, most of them at Harvard University, the University of Oxford, and, for the last two decades, at New York University School of Law, becoming emeritus in 2013 at age 97.

Like an eager explorer, Bruner ventured across the entire intellectual landscape, tackling new topics at a dazzling speed. Beginning as a standard experimental psychologist working with laboratory animals, he next ventured into the field of human social psychology, working in intelligence and public opinion polling during World War II. He then gained fame for his "New Look" studies of perception: He demonstrated that our perceptions of simple objects, like coins, are strongly influenced by our wants and expectations - making science out of his experience of learning to see at age two.

With *A Study of Thinking* (Bruner, Goodnow, & Austin, 1956), Bruner took his place as a leader of the "Cognitive Revolution," a movement that restored the mind to its traditional place at the core of psychology. The constructive activities of the mind rather than input from the senses came to be seen, again, as defining the nature of experience. Bruner's contributions to the study of the mind were not only diverse, including the study of perception, development, culture, and language, but also interdisciplinary, linking disciplines such as philosophy, anthropology, linguistics, education, and law. Adopting the lens of developmental psychology, he explored infant perception and the emergence and uses of early language in the 1970s. And then in the later decades of life, lamenting cognitive research's over-rational view of human thought and action, he drew attention to the role of narrative, discourse, and cultural norms in the law and in life - in the process building powerful bridges from psychology to the arts and humanities, bridges visible much earlier in *On Knowing: Essays for the Left Hand* (Bruner, 1962). Yet across all of these activities, Bruner himself once described as "ventures of high optimism," there is a consistent, indeed overarching theme, namely, what his friend the art historian Ernst Gombrich called "the beholder's share" or what Bruner himself called "the framework of the beholder" in determining what one sees, says, or does.

But if perception and action depended on what perceivers brought to any experience, the critical task for psychology was, in Bruner's view, to determine what precisely it was that they brought. The obvious place to look was in the study of infants and young children. Here Bruner's research programs fell neatly between the rival claims of the then-foremost developmental theorists, Piaget and Vygotsky. Indeed, he was a key player in introducing Vygotsky to a North American audience, writing an introduction to Vygotsky's (1962) *Thought and Language*. Whereas Piaget took cognitive structures to be the product of a series of constructive reorganizations of the learner's own cognitions, Vygotsky insisted that the most

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important of these coding systems came from the language and cultural practices of society. As would become clear in *Studies in Cognitive Growth* (Bruner, Olver, Greenfield, et al., 1966), Bruner explored both sides of this coin.

Studies in Cognitive Growth was the developmental sequel to *A Study of Thinking*. It contained a number of path-breaking studies that, in essence, asked how the adult hypotheses and concept-attainment strategies documented in *A Study of Thinking* originated and developed in childhood. David Olson's (1966) bulb board study was one of these. This nonverbal task was inspired by Olson's observation that young children sometimes adopted cognitive strategies that they could not yet express in words. Other studies of concept attainment in the book utilized verbal tasks, such as Mosher and Hornsby's (1966) study of the development of logical strategies for playing the game of 20 Questions. These studies showed that even young children were not learning a set of behavioral responses, but rather exploring hypotheses and inventing strategies for evaluating them.

Unfortunately, these experiments on the developmental origins of adult concept attainment strategies largely got lost in the controversy over Bruner's criticisms of Piaget. In his introduction to the book, "On Cognitive Growth: I" Bruner put forth an alternative theory to Piaget's - a sequence of enactive, iconic, and symbolic representation - that was, paradoxically, rather close to Piaget's sequence of sensorimotor, preoperational, concrete operational, and formal operational stages. Deviating from Piaget in a more fundamental way, Bruner's next chapter, "On Cognitive Growth: II," was in the Vygotskian spirit, exploring the roles of the language, technology, and instruction provided by a culture to support and shape cognitive development. Countering Piaget's theory from a cultural perspective, Greenfield's chapter reported studies of conservation development in Senegal; she concluded that development of the conservation concept is greatly affected by whether or not children have attended school, not just by biologically-shaped chronological age as Piaget had thought (Greenfield, 1966). The fact that Bruner dedicated the book to Piaget and presented it to him in Moscow on the occasion of his 70th birthday did not diminish Piaget's displeasure with its critical approach to his theory, and he expressed this displeasure in the form of a scathing review (Piaget, 1967).

Piaget's reaction notwithstanding, Bruner's concepts of enactive, iconic, and symbolic representation greatly influenced the field of education. If representational systems are indeed critical tools of the mind, Bruner thought it imperative to study just how those systems come to be part of mind. From his perspective, this was to be explored through the study of teaching. While Bruner will be remembered in many corners of the academy, his most important and lasting contributions are likely to be in the field of education. Shortly after the launch of Sputnik in 1957, Bruner called together leading thinkers to reconceptualize what he called, in a widely appreciated, cited, and translated book, *The Process of Education* (Bruner, 1961). This book brought the cognitive revolution to the field of education in the United States and elsewhere.

Although many well-known psychologists have turned their attention, at least briefly, to education, Bruner did far more than that: In the mid-1960s, he masterminded the creation of a new and powerful approach to social studies called "Man: A Course of Study" (MACOS). In this highly original curriculum, upper elementary and middle-school children were exposed to powerful ideas from psychology, anthropology, sociology, and linguistics, and given the opportunity to engage, like young scholars, in exploring, elucidating, and even transforming key concepts from the social sciences. As a 22-year-old recent college graduate, Howard Gardner had the privilege of working on the development of this curriculum. Its three key questions have guided him throughout his own, by now lengthy, career: "What is human about human beings? How did they get that way? How can they be made more so?"

MACOS exemplified an approach to teaching as discourse where children are encouraged to ask ques-

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tions and to think of ways of gathering evidence to answer them, then advancing their answers in a way convincing to other participants in the discourse. Bruner's venture into curriculum was extremely exciting for those who had the privilege of creating or using it in classrooms, as did three of Gardner's own children.

Working on a classroom evaluation of MACOS while at Yale, Michael Cole noted that the Connecticut teachers he observed were convinced that the !Kung are more similar to chimps than to humans, a highly inauspicious finding for the project. It was therefore not surprising that, in the 1970s, its anthropological approach alienated conservative members of the U.S. House of Representatives, and federal funding for such innovative educational work was halted. By then, Bruner had left Harvard for Oxford so was not in the country to defend his curriculum or the educational value of his approach.

The discourse model of education embodied in MACOS has yet to make its way into public education which, in large part, continues its ancient tradition of setting objective standards and monitoring compliance with them. Like Dewey before him, Bruner saw education as the heart of the human sciences, but they both found it the most intractable of all the human sciences.

Bruner's interest in educational experimentation continued throughout his life. In later years he made annual pilgrimages to Reggio Emilia, a small city in northern Italy famous for its outstanding approach to early childhood education, much of it in the Brunerian tradition. And his participation in Italian education resulted in his being named an honorary citizen of Reggio Emilia. When an observer pointed out that his ideas were more honored in Italy than in the United States, Bruner quipped, "Well, then you've got quite a story."

Jerry Bruner's passion for ideas and his optimistic belief that all problems, if not actually solvable then at least attackable, brought new excitement to the study of the mind of the child. His ability to inspire students and colleagues emerged not only from his openness to new ideas, but also from his sympathetic indulgence for the half-formed opinions and beliefs of others, a patience he justified by suggesting that "beneath any muddle a good idea might be lurking."

Note: Some of David Olson's contribution to this essay came from his book, *Jerome Bruner: The Cognitive Revolution in Educational Theory* (2nd ed.: Bloomsbury, 2014; originally published by Continuum, 2007).

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OPPORTUNITIES

Call for Nominations: 2017 Klaus J. Jacobs Research Prize

The Jacobs Foundation is seeking nominations for the 2017 Klaus J. Jacobs Research Prize. The prize awards outstanding scientific contributions of individuals from all scholarly disciplines aiming at improving the development and living conditions of children and youth or contributing to one of the Jacobs Foundation's thematic priorities. This includes, but is not limited to, educational sciences, psychology, economics, sociology, family studies, media studies, political sciences, linguistics, neurosciences, computer sciences, and medical sciences.

The prize is endowed with 1 Mio. Swiss Francs, of which 900'000 Swiss Francs are for use in a research project and 100'000 Swiss Francs are for related costs, such as travel, networking, and dissemination. The prize has a global scope. It addresses scholars who have achieved major breakthroughs in understanding child and youth development and have the potential to advance the field by actively conducting research. Self-nominations cannot be accepted.

All documents pertaining to the nomination should be submitted online by **March 1, 2017**. To begin the online submission process, please visit <http://jacobsfoundation.org/kjj-research-prize>.

The Philosophy and Science of Self-Control project Summer Seminar

Dr. Alfred Mele of the Florida State University Department of Philosophy is directing The Philosophy and Science of Self-Control project, a grant project funded by the John Templeton Foundation. The project is hosting a five day summer seminar on the topic of self-control for up to twelve graduate students and recent Ph.D.s (Ph.D. received no earlier than 2012). The aim is to enhance participants' capacity to do scientific or scientifically informed research on self-control. We expect applications from a variety of fields, including neuroscience, philosophy, and various branches of psychology.

The seminar will be followed by the PSSC capstone conference, which begins on June 9 (afternoon) and ends on June 11 (afternoon). All seminar attendees are strongly encouraged to attend the conference, and we will cover their housing during the seminar and the conference. For more information and details on the application process, please visit <https://philosophyandscienceofself-control.com/seminar/>. Questions can be directed to pssc@fsu.edu, and information about the overall project is available on the project website at <https://philosophyandscienceofself-control.com>.

OPPORTUNITIES

Russell Sage Foundation

Summer Institute: Summer Institute in Computational Social Science (6/18 - 7/1/2017)
Application Deadline: February 19, 2017

The Russell Sage Foundation will sponsor the first summer institute in Computational Social Science in June 2017 at Princeton University. The purpose of the Summer Institute is to introduce graduate students and beginning faculty in the social and data sciences (broadly conceived) to computational social science—the use of digital-age data sources and methods to conduct social research. Detailed information about the summer institute and submitting an application can be found here: <http://www.russellsage.org/summer-institute-computational-social-science>.

Questions should be directed to Matt Salganik and/or Chris Bail at rsfcompsocsci@gmail.com.

Russell Sage Foundation

Summer Institute: Social-Science Genomics (June 11-23, 2017)
Application Deadline: February 13, 2017

The Russell Sage Foundation will sponsor the second Summer Institute in Social-Science Genomics in June 2017 in Santa Barbara, California. The purpose of this two-week workshop is to introduce graduate students and beginning faculty in economics, sociology, psychology, statistics, genetics, and other disciplines to the methods of social-science genomics—the analysis of genomic data in social science research. Detailed information about the summer institute and submitting an application can be found here: <http://www.russellsage.org/summer-institute-social-science-genomics>.

Questions should be directed to Dan Benjamin at RSF.Genomics.School@gmail.com.

Russell Sage Foundation

Visiting Researchers: 2-3-month visit during September 2017 - June 2018
Application Deadline: May 1, 2017 (2 pm EST / 11 am PST)

On an occasional basis, the Russell Sage Foundation (RSF) has available office space and considers applications for short-term [Visiting Researchers](#). These positions *do not come with any foundation financial support* and are available for visits of two to three months as space permits. More information about the program and submitting an application can be found here: <http://www.russellsage.org/how-to-apply>.

Questions should be directed to James Wilson, Program Director, at vsapps@rsage.org.

Russell Sage Foundation

Visiting Scholars Fellowship for Academic Year 2018-2019
Application Deadline: June 28, 2017 (11:59 pm EST)

The Russell Sage Foundation's (RSF) [Visiting Scholars Program](#) provides a unique opportunity for select scholars in the social, economic and behavioral sciences to pursue their research and writing while in residence at the foundation in New York City. The foundation annually awards up to 17 residential fellowships to select scholars in the social sciences who are at least several years beyond the Ph.D. More information about the program and submitting an application can be found here: <http://www.russellsage.org/how-to-apply/visiting-scholars-program>.

Questions should be directed to James Wilson, Program Director, at vsapps@rsage.org.

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The Newsletter is published four times a year: Circulation is approximately 6,000. The newsletter is distributed to all members of the SRCD including researchers, practitioners in the field of child development, social and behavioral sciences, social workers, administrators, physicians, nurses, educators, and students.

The newsletter publishes announcements, articles, and ads that may be of interest to members of the Society, as space permits.