



# DEVELOPMENTS

Newsletter of the Society for Research in Child Development

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## Charting SRCD’s Future in a Rapidly Changing World

By Lonnie Sherrod, Executive Director

As members know, SRCD’s Governing Council (GC) has just completed a second strategic planning process, building on the one formulated a decade ago. In a previous [Developments article](#), past President Lynn Liben described the process of developing the plan. A letter to members from current President Ron Dahl described the new plan. The new strategic plan acknowledges the rapidly changing world in which children across the globe are growing up and stresses the importance of innovation for developmental science and for SRCD. In this column I describe some initial steps SRCD is taking to implement this new strategic plan.

### Increasing our presence in Washington, DC

Since the 1990s, SRCD has had a satellite office in Washington, DC focusing on policy and communications. This office has grown over the years, now has a staff of 4 persons, and is directed by Dr. Martha Zaslow. SRCD’s GC has decided that in order to pursue the new strategic plan, SRCD needs more of a presence in DC than can be provided by this small office, and SRCD needs to be more interactive with its peer associations, many of which are based in DC. As a result, SRCD is moving its headquarters to DC as of spring 2017. The current office in Ann Arbor, MI will close a year later, as of July 1, 2018. As their contributions are greatly valued, members of the current Ann Arbor-based staff who cannot move to DC will be able to work remotely after 2018. The Washington and Ann Arbor offices have been working on closer communication and coordination and will continue to do so through the transition and afterwards.

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### Relationships with other associations

One aspect of the new plan is to partner with peer organizations to build the strongest developmental science possible. We have already begun to do this. We have taken the lead in forming an International Consortium of Developmental Science Societies (ICDSS), which is planning a consensus conference later this year. SRCD will also organize a meeting of the presidents of peer associations, many of whom are members of ICDSS, to discuss how to develop more collaborative programmatic activities. We are already collaborating with several organizations on meetings and sessions at meetings. The September 2015 collaborative meeting with Flux: The International Society for Integrative Developmental Cognitive Neuroscience in Leiden is one example. A session entitled “Frontiers in Neuroscience: Advancing Understanding of Human Development and Intersection of Developmental Psychology and Social Neuroscience,” followed by a reception, is being planned with the American Psychological Society (APS) for their 2016 meeting. We are also having a special topics meeting on children and digital media in October 2016; as a result,

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# CHARTING SRCD'S FUTURE... (CONT)

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conversations have begun with the Jean Piaget Society about collaboration on their 2017 meeting which will have digital media as its theme.

At the same time that SRCD is working to grow its programmatic collaborations with other organizations, we will sunset our fee for service arrangements that involve such activities as managing conferences, membership, and finances for other organizations in order to utilize SRCD's staff fully to implement the new strategic plan. We have been in touch with the leadership of the associations for which we have been performing these services to make clear that our goal is to continue a close working relationship, but one focusing on collaborating on mutual goals rather than providing management support. All current obligations to the other associations are being honored. The last such arrangement, which is with the Society for Research on Adolescence (SRA), will end when the current contract is completed June 30, 2018.

## **Bylaws changes**

Consistent with its goal to innovate and move forward with several new initiatives, SRCD is proposing several changes in its existing bylaws. In order to provide more effective governance, the Governing Council (GC) is proposing to increase its numbers by 3 members, from 14 including officers and a SECC representative, to 17. Four rather than 3 members would be elected every election cycle over a period of 6 years for a net result of adding 3 members. Terms for both officers and GC members would remain the same. Under the proposal, graduate students and early career members would be given the vote in all elections. All changes will be presented to members for a vote during the summer. If membership passes the proposals, they will be effective immediately.

## **Strategic Initiatives Steering Committee**

In order to develop a program of activities resulting from the new strategic plan, a steering committee is being formed to guide their development and implementation. This Strategic Initiatives Steering Committee will be constituted by both GC and non-GC members and consist of three working groups: advancing cutting edge and integrative developmental science, increasing SRCD's high impact communication, and strengthening the Society's support for junior scholars. These groups relate to one or more of the five goals of the strategic plan and will serve to generate proposals for action. Activities will be designed to cut across work groups as well as goals of the plan. So, for example, a program of summer institutes for junior investigators could address cutting edge topics which are then promoted through communication strategies.

## **Member engagement**

An important part of the new plan is increasing member engagement. Member input will be sought in all aspects of the Society's program. As one means of doing this, a portal has been opened on the website to allow members to voice their ideas as well as their concerns. As examples, members may present ideas for new program activities, comment on the handling of a submission to one of our journals, offer ideas for the biennial meeting, or suggest foci for our policy and communications work. This portal may be accessed by clicking [here](#) and you are encouraged to use it to express your views and ideas.

## **Consortium of university-based child policy centers**

For the past two years, SRCD has engaged in a partnership with the University Based Child and Family Policy Consortium. Formed almost two decades ago by leading child policy researchers, the consortium is a 35+ member organization comprised of programs, centers, and departments at universities concerned with building the field of child policy. The consortium is led by an elected steering committee of faculty

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# CHARTING SRCD'S FUTURE... (CONT)

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from members' institutions. It sponsors a program of webinars, facilitates communication across center members, and organizes other activities relevant to child policy. In 2015, GC voted to make the consortium an official activity of SRCD. The consortium will fall under the rubrics of SRCD's policy and communications program and will function similarly to an SRCD committee. This relationship is fully reciprocal; both organizations benefit. For example, this collaboration has allowed us to develop our ability to sponsor and host webinars.

## Promoting diversity in the field

SRCD's former strategic plan promoted diversity in developmental science in all its forms. One important aspect of this attention was attending to the pipeline of underrepresented populations going into developmental science. For almost two decades, SRCD has sponsored the Millennium Scholars Program (MSP) at the biennial meeting. GC has also sponsored a task force to evaluate this program and advise on its continuation. The task force offered several recommendations for changes in what SRCD might do to foster diversity among developmental scientists. SRCD's Committee on Ethnic and Racial Issues (ERI) is partnering with the three caucuses to attend to the recommendations from the task force report and advise GC.

Of course, pipeline issues are not the only focus of SRCD's activities attending to diversity. For example, SRCD has already had one of its special topic meetings on promoting positive development in minority children, and will have a second this October focusing on some of the critical issues currently affecting the development of babies, boys, and young men of color.

## SRCD Committees

Committees are the life blood of the Society. Most activities are launched through committees. In addition to operational committees such as Finance, Program, and Publications, SRCD now has 8 topically defined committees (Equity and Justice, Ethnic and Racial Issues, History, Interdisciplinary, International Affairs, Policy and Communications, Student and Early Career Council, and Teaching). For the past 8 years, the chairs of the committees have been meeting annually. The meeting this past fall was especially engaging and several changes in policy resulted from discussion amongst the committee chairs. For example, each committee will have a page on SRCD's website. A formal mechanism is being initiated so that committees have a clear process for requesting in-person meetings as well as funds for other activities. The new portal will provide a formal mechanism for members to express interest in committees and their activities. Continuing the theme of collaboration noted above, we are excited that our committees are also initiating joint projects.

## Small grants

Since 2008, SRCD has sponsored a program of small grants funding research planning activities to pursue the former strategic plan. Funding up to \$20,000 was provided to members to organize conferences and workshops to bring an interdisciplinary or international perspective to topics in developmental science or to attend to issues of diversity or policy. Thirty projects have been funded to date across 6 rounds of competition. All funded projects are described on [SRCD's website](#). SRCD will continue this program of small grants but may diversify them. For example, we may offer small grants for research as well as research planning (workshops and conferences) or we may focus small grants on more limited aspects of the new plan, such as diversity or methodology.

In this article, I have attempted to describe just a few of the ways SRCD will use its new strategic plan to chart the organization's future in today's rapidly changing world. I urge members to get involved and join us as we begin this journey across the next ten years. As a first step in engagement, please provide feedback to this column and suggestions for follow up steps through the member engagement portal on the SRCD website homepage, which you can access [here](#).

# SRCD 2016 SPECIAL TOPIC MEETINGS

SRCD is again offering special topic meetings in our off-biennial year. Please plan on attending to hear the latest research findings on these very relevant topics. Registration will open in June!

***Babies, Boys, and Men of Color, #malesofcolor16***

**October 6-8, 2016, Tampa, Florida**

Organizers: Diane L. Hughes, New York University; Oscar Barbarin, University of Maryland, College Park; Velma McBride Murry, Vanderbilt University; Howard C. Stevenson, University of Pennsylvania

Beginning early in life, boys and young men of color are at risk because of their race/ethnicity and their gender, with numerous data sources underscoring the additive and interactive risks that boys of color encounter. This special topic meeting will focus on some of the critical issues currently affecting the developmental status of babies, boys, and men (emerging adults) of color, with a strong emphasis on understanding how experiences across multiple key contexts shape their development. The broad goals of this conference are to summarize the state of knowledge in the area and to identify key directions needed for knowledge and action.

## **Invited Program:**

### **Keynote Speakers:**

- **Damien Fair**, Oregon Health & Science University, will speak about issues related to his work on health risks and health behaviors among boys and young men of color.
- **Pedro Noguera**, University of California, Los Angeles, will speak on *Schooling for Resilience: Lessons from Single Sex Schools*.
- **Niobe Way**, New York University, will address the socio-emotional development and/or friendships of boys of color.
- **Bryan Stevenson**, Equal Justice Initiative, and **Howard Stevenson**, University of Pennsylvania

### **Workshops:**

- **Margaret Beale Spencer**, University of Chicago, focusing on the Phenomenological Variant of Ecological Systems Theory (PVEST) model.
- **Linda Burton**, Duke University, focusing on the views of males of color through ethnographic methods.
- **Michael Cunningham**, Tulane University, focusing on the conceptions of masculinity held by boys and men of color, the sources of those conceptions, and their implication for intervention.

### **Paper Symposia:**

- **Derek Griffith**, Vanderbilt University, will chair a symposium entitled *Context, Community, and Culture as Social Determinants of Men's Health Disparities*.
- **Patrick Tolan**, University of Virginia, will chair a session on positive development and intervention.



View SRCD's [website](#) for more information.

# SRCD 2016 SPECIAL TOPIC MEETINGS

*Technology and Media in Children's Development, @kidsandtech16*  
October 27-30, 2016, University of California, Irvine



## [Conference Website](#)

Organizers: Stephanie M. Reich, University of California-Irvine; Kaveri Subrahmanyam, California State University, Los Angeles; Rebekah A. Richert, University of California-Riverside; Katheryn A. Hirsh-Pasek, Temple University; Sandra L. Calvert, Georgetown University; Yalda T. Uhls, Common Sense Media; Ellen A. Wartella, Northwestern University; Roberta Golinkoff, University of Delaware; Justine Cassell, Carnegie Mellon University; Gillian Hayes, University of California-Irvine; and Candice Odgers, Duke University

The use of digital devices and social media is ubiquitous in the environment of 21st century children. From the moment of birth (and even in utero), children are surrounded by media and technology. This meeting will provide a forum for intellectual and interdisciplinary exchange on media and technology in development and is designed to appeal to a range of researchers from the seasoned media researcher to technology developers to developmentalists who need to understand more about the role of technology and media in children's lives.

## Keynote Speakers:

- **Kathy Hirsh-Pasek**, Ph.D., Temple University and The Brookings Institution along with **Roberta Michnick Golinkoff**, The University of Delaware, will speak on *Putting the Education Back in "Educational" Apps*
- **Patti M. Valkenburg**, University of Amsterdam, will speak on *The Sunny and Darker Sides of Adolescents' Social Media Use*
- **Justine Cassell**, Carnegie Mellon
- **Patricia Greenfield**, University of California, Los Angeles, will speak on *Digital Technology and Sociality: Implications for Human Development*

View SRCD's [website](#) for more information.

# THE UPCOMING BIENNIAL: SRCD 2017



By Nick Allen, University of Oregon, and Ariel Kalil, University of Chicago

The 2017 SRCD Biennial Meeting (Austin, Texas, USA, between April 6-8, 2017) may seem a long time away to some of you, but as the Program Chairs, our hearts and minds are already in the Lone Star State! As many of you know, Austin is the site of the famous annual South by Southwest conference (SXSW; [www.sxsw.com](http://www.sxsw.com)), known for showcasing the latest innovations in music, filmmaking, and interactive technology. We plan to capture the spirit of SXSW by making this meeting the place to come to hear about the most exciting and innovative research and applications in developmental science.

For this meeting, to complement the usual rich diversity of the submitted program, we have decided to have strong themes for the invited program and an emphasis on *scientific interaction*. The invited program at the meeting will center around four themes:

- Poverty, inequality, and developmental science
- Global change and child development
- Neuroscience and child development
- Behavioral science and public policy

We have consulted widely with SRCD committees and others (including President Ron Dahl), and are now beginning to lock in some exciting presentations for the invited program.



With respect to the style of presentations, we believe that the most exciting aspect of conferences for many participants is *scientific interaction*. Too often, people present excellent work only to find that the opportunity to interact with each other has taken a back seat to the burdens of (semi) scripted presentations and time keeping. As such, we are excited to take a new approach to the invited program for next year's meeting. Specifically, we are planning an invited program that emphasizes interaction amongst participants – especially via panel discussions and moderated conversations. These will be unscripted interactions 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. Although we will have a number of more traditional keynote addresses and methodology seminars, these will be fewer than usual in favor of more interactive formats. Our aim is to provide delegates with the opportunity to see leaders in their field interacting with each other as conference attendees wrestle with the most important and cutting edge issues in research and application of developmental science.

Look for the Call for Submissions to be posted soon. The submission site is scheduled to open late June and close in August. We are filled with excitement about the meeting and we have no doubt that you too will be inspired and enlightened by the science and enriched by the unique creative culture of Austin. Trust us, you won't want to miss it.

See you in Austin in 2017!

# REPORT FROM OFFICE FOR POLICY & COMMUNICATIONS

## **The White House Social and Behavioral Sciences Team: Recent Developments in the Use of Research to Improve the Effectiveness and Efficiency of Federal Programs**

*By Patricia Barton, Hannah Klein, Martha Zaslow and Nighisti Dawit  
SRCD's Office for Policy and Communications*

The purpose of this column is to introduce a White House initiative that is linking research and policy in an innovative way. The [White House Social and Behavioral Sciences Team](#) (SBST) was launched in February 2014 to improve government efficiency and effectiveness through the use of insights from social and behavioral sciences. The launch of SBST was followed by a September 2015 [Executive Order](#) directing Federal agencies to use social and behavioral sciences to better serve the American people. The Executive Order states that “a growing body of evidence demonstrates that behavioral science insights – research findings from fields such as behavioral economics and psychology about how people make decisions and act on them – can be used to design government policies to better serve the American people.... By improving the effectiveness and efficiency of Government, behavioral science insights can support a range of national priorities, including helping workers to find better jobs; enabling Americans to lead longer, healthier lives; improving access to educational opportunities and support for success in school; and accelerating the transition to a low carbon economy.”

The Social and Behavioral Sciences Team, organized under the National Science and Technology Council (NSTC), is a cross-agency team made up of researchers with backgrounds in a range of disciplines, including psychology, economics, policy, law, medicine, statistics, and political science. Operating at the cabinet level under NSTC with support from the Office of Evaluation Sciences (OES) at the General Services Administration (GSA), the overarching goal of the SBST is to use what research says about how people make decisions to improve government efficiency. SBST does this through a variety of projects undertaken directly with Federal agencies to work towards making government programs easier to access, understand, and use. This need stems from research that illustrates that small barriers such as poorly presented choices, burdensome applications, or poorly structured communications can prevent programs from working effectively. SBST is tasked with providing policy guidance to Federal agencies to help them better incorporate insights from social and behavioral science into their work.

SBST initially plays a translational role, taking academic research and translating findings into possible approaches to issues related to program functioning. SBST and Federal agencies then work together to test the impact of these possible approaches on program outcomes before scaling up in order to determine what works best. SBST has primarily relied on randomized trials to determine what is working best for each agency. Whereas randomized trials can be very expensive for researchers in most settings, SBST's evaluations, which test the impact of small organizational changes (such as the order in which choices are presented or the structure of an email), have been very cost effective because they can be inserted directly into preexisting program administration. Additionally, since SBST is working within Federal agencies on existing programs, administrative data are already being collected in most cases, so impacts of the change can be observed at minimal cost.

Collaborating with Federal agencies, SBST has thus far worked to expand access to programs focusing on a range of issues, including helping families enroll in health insurance coverage, improving college access and affordability, promoting retirement security for members of the armed services, and advancing economic opportunity for veterans and small farmers. SBST has also identified places where the government can make changes that result in programs running more efficiently. For example, moving a signature box to the top of an online data-entry form for Federal vendors led to a more accurate representation of self-reported sales figures and an additional \$1.59 million in fees collected in a

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# REPORT FROM OFFICE FOR POLICY & COMMUNICATIONS

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single quarter. This led to such a substantial change in program compliance that the General Services Administration, which provides administrative support to more than 1 million Federal civilian workers, is permanently changing its online data-entry forms to include the signature box at the top.

Although most SBST projects thus far have focused on adults, recent projects are beginning to emphasize children and youth. For example, recent projects focus on the transition to adulthood. One project addresses preventing “summer melt” – a term describing the phenomenon in which approximately 20-30 percent of college-accepted students in urban districts fail to enroll in college in the fall. SBST and the Office of Federal Student Aid (FSA) within the U.S. Department of Education provided technical expertise to the nonprofit [uAspire](#) on crafting a series of eight personalized text messages for students and their parents reminding them of the required pre-matriculation tasks they must complete (such as signing up for orientation, completing financial aid paperwork, and filling out course enrollment forms). Among all students who received the text messages, the reminders led to a 3.1 percentage point increase in college enrollment. The difference was even larger among the lowest-income students (those with an expected family contribution of \$0), with the text message reminders leading to a 5.7 percentage point increase in college enrollment, from 66.4 percent to 72.1 percent.

SBST and FSA also used behavioral science insights to address issues related to student loan repayments. Over 100,000 borrowers who missed their first student loan payment received a reminder email from SBST and FSA designed specifically for borrowers who were new to the student loan repayment process and might have inadvertently missed their first payment. The reminder clearly stated that a payment had been missed and included a direct link to the loan servicer’s login page. In the first week following the reminder email, there was an increase from 2.7 percent to 3.5 percent of borrowers making a payment among those who had missed a payment, an increase of 29.6 percent. In another example, SBST and FSA found that sending a single informational email about income-driven repayment (IDR) options to over 800,000 student loan borrowers who had fallen behind on their payments increased applications for IDR plans fourfold. SBST and FSA saw 4,327 new applications within twenty days of sending the email. Based on these results, SBST and FSA have continued to collaborate to support ongoing efforts by the U.S. Department of Education to revise the IDR application, with a focus on streamlining the application and making it simpler for student loan borrowers to complete.

The combination of knowledge of the research on human behavior, position within the government and potential to collaborate with specific agencies, as well as capacity to collect and use data on initial efforts before scaling up, makes the SBST team uniquely positioned to both study and improve the way government programs address their goals. Click [here](#) to read SBST’s 2015 Annual Report.



## TEACHERS' CORNER

### Bringing Diversity into Developmental Psychology Courses

By Katharine Blackwell, Salem College

My first year of full-time teaching no doubt had several brief moments of panic in the classroom, but only one remains in my mind five years later. I lectured a small class of 15 students on the idea of “critical periods” and described the situation of Romanian orphanages at the end of the Cold War, illustrated with pictures found online. I distributed handouts with charts showcasing research from the [Bucharest Early Intervention Project](#) and set small groups of students to discuss. As I walked around the room, I remember freezing in the aisle as I overheard a student behind me telling her group that she and her brother had both been adopted from Romania as infants.

After that brief moment of terror (and a conversation with the student to confirm that she found the lesson more intriguing than disturbing), I realized that this was the first time I knew that I had helped a student understand herself better by showing her research that was truly about her own life. I have tried to make that a central goal of my developmental psychology course, so that each student sees herself somewhere in the research that we discuss. But with a change of schools and a population of students that has become more diverse in just a few short years, this goal seems to have drifted further out of reach.

Though even my Introductory Psychology students learn the importance of testing research participants who are representative of a wider population so our results will generalize, this has been more of an ideal than an actual practice. The problem of “WEIRD” psychology participants – those from **W**estern, **E**ducated, **I**ndustrialized, **R**eligious, and **D**emocratic countries – has become a recurring criticism of psychological research (Henrich, Heine, & Norenzayan, 2010).

Developmental psychology often has an even narrower participant base; older articles rarely report the demographics, and new research (my own included) merely acknowledges that most participants were from White, middle-class families. Even when I show videos of classic developmental research – Kagan’s research on infant temperament, Baillargeon’s explorations of object permanence, Ainsworth’s Strange Situation – I see researchers, parents, and children on the screen who are mostly White, taught by a professor who is also White, while the students facing the screen represent a much greater variety of races and ethnicities.

My Black students have not pressed me as to whether their families’ child-rearing styles would change typical attachment styles. My Hispanic students have not questioned whether cultural differences in how parents respond to a fussy or anxious child would alter how well an infant’s temperament would predict their adult personality. But the lack of questions does not reflect a lack of curiosity. My college’s Committee on Community has received multiple requests from students to have race and ethnicity acknowledged and addressed to a greater extent by faculty. Several students have expressed interest in including diversity in their own papers, only to be stymied by the difficulty of finding research that both covers a specific topic and includes a diverse sample.

The challenge as a teacher is how to bring in that diversity for my students without losing the coverage on fundamental concepts about development that are expected to be covered in a developmental psychology course. One strategy has been to make space for one lesson that addresses race and ethnicity head-on, by focusing our discussion of identity development on racial and cultural identity, using a chapter from Beverly Tatum’s (2003) *Why are all the Black Kids Sitting Together in the Cafeteria? And Other Conversations about Race*. Although this is just one day in the semester, it provides students with an opportunity to explore their own identity and see experiences that may be similar to

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# TEACHERS' CORNER (CONT)

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their own. And, since it takes place in the middle of the semester when students know their classmates better and a classroom culture has been created, they hopefully feel more comfortable sharing their own experiences.

The other strategy has been to focus more on the cross-cultural research that does exist, with the dual goal of incorporating diversity and encouraging students' critical thinking skills. I have increased the presence of cross-cultural research throughout my lessons, from the way that infant motor development might be influenced by different parenting practices (Karasik, Adolph, Tamis-LeMonda, & Bornstein, 2010) to the way cultural values might influence memory across the lifespan (Rogoff, 2003). This research addresses the WEIRD problem, and can be a foundation for discussion of how there might also be cultural differences within the United States or Europe, depending on the cultural heritage of families with different ethnic or religious backgrounds, or families in urban versus rural environments. This encourages students to think through *why* they might expect different development from different backgrounds – and, perhaps, inspire them to go on to do their own research to find out if their predictions are correct.

## Resources

Brookshire, B. (2013, May). [Psychology is WEIRD: Western college students are not the best representatives of human emotion, behavior, and sexuality](#). *Slate*.

Henrich, J., Heine, S. J., & Norenzayan, A. (2010). The weirdest people in the world? *Behavioral and Brain Sciences*, 33, 61-83.

Karasik, L. B., Adolph, K. E., Tamis-LeMonda, C. S., & Bornstein, M. H. (2010). WEIRD walking: Cross-cultural research on motor development. *Behavior and Brain Science*, 33, 95-96.

Rogoff, B. (2003) *The cultural nature of human development*. Oxford: Oxford University Press.

Tatum, B. D. (2003). *“Why are all the Black kids sitting together in the cafeteria?” And other conversations about race*. New York, NY: Basic Books.

## 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](mailto:alukowsk@uci.edu), about their new publications. These will be listed in the newsletter.

## SECC UPDATE



### Getting an Academic Job: Tips for Delivering a Clear and Compelling Job Talk

By Robey B. Champine, Tufts University

If you are in the final year of your Ph.D. program, then you likely have been (or will be) trying to line up a job after graduation. Balancing the requirements of your dissertation with the demands associated with being on the job market may seem overwhelming, especially if you are invited by a university department (or prospective employer) to give a “job talk” for a postdoctoral or faculty position. You will want to verify the department’s specific requirements and expectations, but a job talk generally involves giving a one-hour presentation about your research - what you have done, what you are planning to do, and how your work aligns with the department’s mission and priorities. Sounds pretty straightforward, right? Providing a clear, engaging, and succinct description of your research competencies and goals is actually more challenging than it may seem, as evidenced by the scores of job talk “dos and don’ts” published online. Below, I review some helpful tips to keep in mind as you prepare your job talk as well as provide links to several useful resources.

**Do your homework.** When thinking about how to frame your job talk and what material to include, be sure to visit the department’s website and review work published by faculty members there. It is important to get a strong sense of the department’s mission and current research programs and priorities, and consider this information in developing your presentation. For example, does the department strongly emphasize theory-predicated research? If so, you will want to discuss how developmental theory (presumably) informed your work. In addition, you will want to communicate how your research agenda aligns with, and will contribute to, the department’s goals.

**Develop a talk that is well-organized and coherent.** The components of your job talk should have a clear and coherent flow. For instance, you may want to start your presentation with a brief overview or outline of your talk, followed by a presentation of the key question(s) guiding your research, and discussion of how you addressed these questions in your prior and current work. Your presentation should conclude with a discussion of your future research aims and how you plan to address them. In short, think of your job talk as a concise narrative or story about your research career: where you have been, where you are going, and how you will get there.

**Consider your audience.** You will likely be delivering your job talk to an audience of faculty members, staff, and students. Thus, you want to make your presentation accessible to a wide audience, or to individuals with varying levels of knowledge about your area of specialization. Accordingly, avoid the use of jargon, overly complicated graphs and figures, and undefined terms or acronyms. In short, the clearer and simpler your language, the better!

**Do not focus exclusively on your dissertation.** Although your dissertation should be featured in your job talk, it should not constitute the bulk of your presentation. Instead, your dissertation should be presented as a component of your larger research agenda. Again, people want to know what you have done, what you are currently doing or have just have completed (in your dissertation), and how you plan to expand on your prior work.

**Be mindful of your tone and body language.** Although it is completely understandable to feel nervous while presenting, it is important to project confidence and enthusiasm during your job talk. Keep in mind that you were invited to give a talk because the department is interested in you as an applicant for a postdoctoral or faculty position and is excited to learn more about your work and your potential as a colleague and teacher. During the presentation, remember to make eye contact with the audience and be animated; but, also be yourself (in other words, do not try to incorporate humor into your presentation if humor is not normally your style). Be confident, energetic, and, most of all, authentic!

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## SECC UPDATE (CONT)

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**Practice, practice, practice!** Ask your colleagues if you can rehearse your job talk in front of them, and invite them to share their constructive feedback on what worked well and what could be improved. It is also a good idea to get feedback from people outside of your discipline (or even outside of academia) who are less familiar with your work, such as your friends and family members. Getting feedback from a more lay audience will help you to craft a talk that is compelling to attendees from diverse backgrounds. In addition, be sure to time your presentation and to make certain that you do not exceed the time allocated for your talk (typically around 40 minutes for the presentation and 20 minutes for questions and discussion).

In sum, an academic job talk is an exciting opportunity to showcase your accomplishments and potential, and to get a feel for whether a department is a good fit. The tips shared in this article are just suggestions for consideration. It is always a good idea to consult your colleagues about their experiences and to ask for their advice, and to try and attend a couple of job talks so that you have an idea of what to expect and how to prepare. Good luck!

### Some helpful resources:

[Information on Academic Talks from the UW Career Center](#)

[“Academic Scientists at Work: The Job Talk” from Science](#)

[“Ace the Academic Job Talk” from UN-Lincoln](#)



## NEW BOOKS BY SRCD MEMBERS



Mayseless, O. (2016). *The Caring Motivation: An Integrated Theory*. Oxford University Press. Presents a conceptual model of the caring motivation that describes how caring is psychologically activated. More information [here](#).

Miller, S. A. (2016). *Parenting and theory of mind*. New York, NY: Oxford University Press.

## 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

Research conducted by **Carla Bann and colleagues** is the feature of this [Reuters article](#) about how home visits aimed at helping parents structure age-appropriate activities were particularly associated with enhanced cognitive development in children from low income families. The study was conducted in India, Pakistan, and Zambia.

How do children decide what is fair? Research conducted by **Craig Smith and Felix Warneken** summarized in an [article](#) in *The Conversation* aims to answer this question.

This [Mother Jones article](#) about “what ... studies say about early childhood education” features the work of many SRCD members, among them, **Jane Waldfogel and Steven Barnett**.

The research of multiple SRCD members is cited in this [Huffington Post](#) article about how connecting with music helps adolescent development. The article also references a 2011 Social Policy Report.

This [Deseret News](#) article summarizing research on family size and children’s development features research conducted by **Kali Trzesniewski and colleagues**.

This [Slate article](#) about the Oscar-Nominated film *Room* discusses the potential real-life outcomes of a childhood in confinement; it cites the research of multiple SRCD members.

 **Suniya Luthar** is the feature of this [radio interview](#) about academic pressure and success among youth.

Research conducted by **Klaus Libertus and colleagues** is featured in this [Slate article](#) about infant motor development.

The [Irish Independent](#) describes factors developmental psychologists have identified as relating to positive childhood outcomes; it cites the research of multiple SRCD members.

Research by multiple SRCD members is cited in this [New York Magazine article](#) about scholastic achievement in children with a parent suffering from depression.

Caregiver happiness is depicted as critical for children affected by autism in this [Huffington Post article](#).

Research conducted by multiple SRCD members is cited in this [article](#) in *The Independent UK* about how childhood experiences influence adulthood.

***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](mailto:communications@srcd.org).***

## IN MEMORIAM



### Eli Saltz (1926-2015)

*By John Hagen, Emeritus Professor, University of Michigan, Ann Arbor*

Eli Saltz was born July 5, 1926 in Chicago, Illinois and passed away on December 24, 2015 in Athens, Georgia. He obtained both his B.S. (1947) and M.A. degrees (1948) in psychology at the University of Illinois and the Ph.D. in psychology in 1951 at the State University of Iowa; there he did research and published with Kenneth Spence. Dr. Saltz then served in two branches of the U.S. military, stationed in Illinois, Colorado, and California from 1951 to 1957. During part of that period he was a research psychologist on active duty for the HR division of the U.S. Army. As one of many psychologists who served the U.S. military during and following World War II (up to the 1950s and the Korean War), he often spoke fondly of the contributions that he and his contemporaries made in utilizing their behavioral science expertise to benefit the country's military efforts.

Dr. Saltz joined the faculty as assistant professor of psychology at Wayne State University in 1958 and remained there until his retirement in 1997 (at one point served as acting chair of the department). He and his wife Rosalyn Saltz, Ph.D., then resided in

Ann Arbor for several years before moving to Athens, Georgia where their son David and family live.

As one of the pioneers in the emergence of developmental psychology, the field originally identified as experimental child psychology, Eli made major contributions in research, publications, teaching, and administration. For example, he was the author of *The Cognitive Bases of Human Learning* (1971) and served as editor of the *Merrill-Palmer Quarterly* (1981-1982). In recognition of such contributions, Eli received the Distinguished Graduate Faculty Award at Wayne State University in 1981.

Established in the 1920s several blocks from the Wayne State University campus, in the ensuing decades the Merrill-Palmer Institute became a distinguished child and family research institution. By the 1980s, however, it had fallen on hard times financially. The administration of Wayne State University acquired the Institute and Eli became its director in 1982, a post he retained until 1995. During this period he was highly successful in establishing an endowment, launching new programs, and re-invigorating the Institute's tradition of scholarship aimed at improving the well-being of children and families.

In an interview in 1995, Eli reflected on the institute's history: "When Head Start began in the 1960s under President Lyndon Johnson, Merrill-Palmer led the way. The Head Start Program was based on a program that Merrill-Palmer started in the Brewster housing project during the same period." As a model of engaged scholarship, the Institute attracted researchers and practitioners seeking to interact with its faculty and learn from its innovative and effective programs relevant to child care and early education. In part because he was successful in securing funds from a range of sources, the Institute undoubtedly enjoyed a renaissance during the years that Eli served as its leader.

Eli and Rosalyn Saltz were highly instrumental in bringing the now widely influential Reggio Emilia approach to early childhood education and development to the United States. In collaboration with Loris Malaguzzi, the originator of the Reggio Emilia approach, they created the journal, *Innovations in Early Childhood Education: The International Reggio Emilia Exchange*. Rosalyn Saltz was professor of education at the University of Michigan, Dearborn, and the Saltzs enjoyed collaborating on a range of projects and topics over the decades. They shared a deep commitment to children and families, especially from underserved communities, and were also strong supporters of the city of Detroit. In recognition of all these contributions, the Drs. Saltz were awarded the Betty Garlick Lifetime Achievement Award from the State of Michigan in 2000.

(cont. on p. 15)

## IN MEMORIAM (CONT)

(cont. from p. 14)

Dr. Hillary Ratner, former Vice President for Research at Wayne State University, described Eli Saltz as “an outstanding scholar and important mentor, colleague, and friend to me. I came to Wayne State in large measure because of his work and reputation and I learned a great deal from him, as did many others.” Another former colleague, Dr. Sheldon Alexander, reflected that, “along with being an outstanding scientist, Eli was a good human being who cared about the world around him. His earlier cognitive research and his later work at Merrill-Palmer contributed to improving the lives of many children, especially from underserved communities.”

Dr. Saltz is survived by his brother, David, his wife, Rosalyn, his three children and their spouses, Sharon (Peter), Joel (Mary), and David (Lizzie), as well as his four grandchildren, Alana, Emily, Havivah, and Noah. He is deeply missed by his family as well as many friends and former colleagues.

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## IN MEMORIAM



### **Carol Kupers Whalen (1942-2016)**

*By Karen Rook, University of California, Irvine*

It is with profound sadness that we share the news that Professor Emerita Carol Kupers Whalen passed away on January 19, 2016, after battling a serious illness for some time. She is survived by beloved family members, friends, and close colleagues in the School of Social Ecology at the University of California, Irvine.

Carol Whalen joined the UC Irvine faculty in 1970 after receiving her B.A. from Stanford University and her Ph.D. from UCLA. She was a founding faculty member of what was then the Program in Social Ecology and, subsequently, the Department of Psychology and Social Behavior (PSB). She served as Chair of the department from 1989 to 1998 and held an appointment as a Professor in PSB and a joint appointment in Psychiatry and Human Behavior until her retirement in 2011.

Carol was a distinguished, internationally-renowned scholar in the field of developmental psychopathology, widely known for her landmark studies of children and adolescents with attention-deficit/hyperactivity disorders (ADHD). Her early research broke new ground by using innovative experimental designs in schools and other natural settings to investigate how pediatric pharmacotherapy for ADHD affects children's self-perceptions, academic performance, and peer relationships; those studies also shed light on the ways in which peers, teachers, and parents view the children's abilities and difficulties. In later work, she conducted intensive assessments of the everyday experiences of adolescents with ADHD to identify factors that trigger or exacerbate maladaptive behavior (including stress-related substance use), as well as factors that protect against distress and discord. Through a program of research spanning more than four decades, Carol and her colleagues made profoundly important contributions to our understanding of the social ecology of ADHD and the challenges confronted by families of children with chronic psychosocial and behavioral problems.

In addition to her research contributions, Carol Whalen was a remarkable teacher and mentor, and her legacy includes the skillful mentoring of outstanding graduate students, many of whom have established their own impressive careers in psychology. During her 41 years at UCI she also contributed to the leadership and governance of the university, holding numerous administrative positions and memberships on key Academic Senate committees.

Carol was a truly remarkable person - beloved and admired by all who knew her for her warmth, keen intelligence, wisdom, and generosity. We will sorely miss our friend and colleague.



# NEW JOURNAL MOBILE APPS!



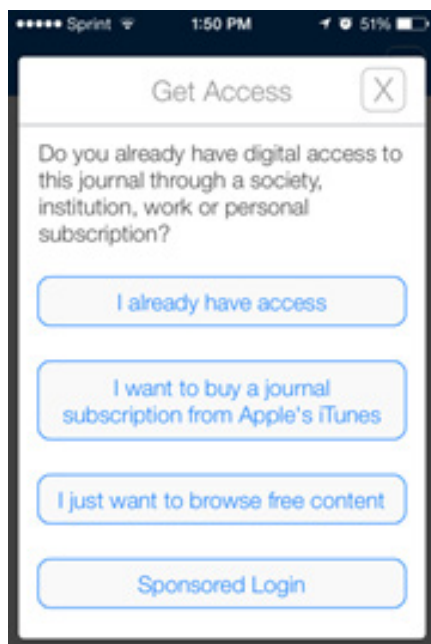
Recently, Wiley has been developing mobile apps for SRCD's journals which are now available for download in the Apple App Store (for now the apps are only available for Apple devices). Each journal (*Child Development*, *Child Development Perspectives*, and *Monographs*) has its own app which includes journal issues and Early View content. Using the apps, SRCD members will be able to quickly and easily access journal content almost anywhere.



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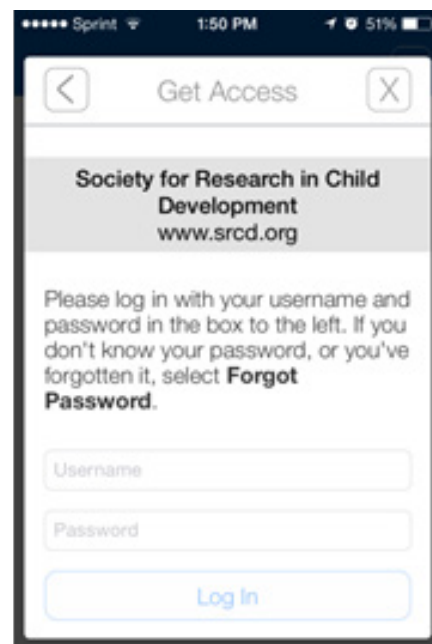
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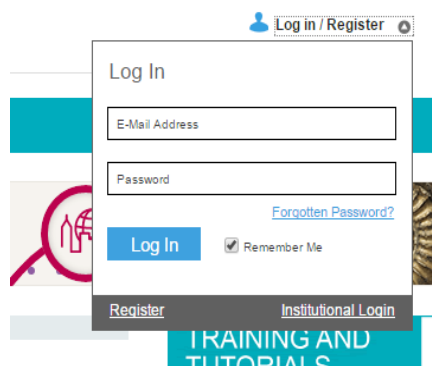


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The newsletter publishes announcements, articles, and ads that may be of interest to members of the Society, as space permits.