

Congratulations to SRCD's 2015 Distinguished Contributions Awards Winners!

Distinguished Scientific Contributions to Child Development



Marc H. Bornstein - National Institute of Child Health and Human Development (NICHD)

MARC H. BORNSTEIN is Senior Investigator and Head of Child and Family Research at the *Eunice Kennedy Shriver* National Institute of Child Health and Human Development. He holds a B.A. from Columbia College, M.S. and Ph.D. degrees from Yale University, and an honorary doctorate from the University of Padua. Dr. Bornstein has held academic appointments in Princeton, Munich, London, Paris, New York, Tokyo, Bamenda, Seoul, Trento, and Santiago. He is a past member of the SRCD Governing Council and the ISIS Executive Committee. He has administered both Federal and Foundation grants, sits on the editorial boards of several professional journals, and consults for governments, foundations, universities, publishers, scientific journals, the media, and UNICEF. Bornstein is Editor Emeritus of *Child Development* and founding Editor of *Parenting: Science and Practice*.

He is author or editor of numerous scholarly volumes and several children's books, videos, and puzzles and has published widely in experimental, methodological, comparative, developmental, and cultural science as well as neuroscience, pediatrics, and aesthetics. Visit www.cfr.nichd.nih.gov and www.tandfonline.com/HPAR.



Nancy Eisenberg - Arizona State University

NANCY EISENBERG is Regents' Professor of Psychology at Arizona State University. Her research interests pertain to socio-emotional and moral development. She has been editor of *Psychological Bulletin* and *Child Development Perspectives*, as well as Volume 3 of the *Handbook of Child Psychology* (1998, 2006). She was the 2007 recipient of the Ernest R. Hilgard Award for a Career Contribution to General Psychology, Division 1, American Psychological Association (APA); the 2008 recipient of the International Society for the Study of Behavioral Development Distinguished Scientific Contribution Award; the 2009 recipient of the G. Stanley Hall Award for Distinguished Contribution to Developmental Psychology, Division 7, APA; and the 2011 William James Fellow Awardee for career contributions in the basic science of psychology from the Assoc. for Psychological Science.

She was President of Western Psychological Association and Division 7 of the American Psychological Association and is currently President of the Association for Psychological Science.



Nathan A. Fox - University of Maryland

NATHAN A. FOX is Distinguished University Professor in the Department of Human Development and Quantitative Methodology at the University of Maryland. His research focuses on the role of infant temperament in the development of social competence with particular interest in the emergence of anxious behavior in children. This work has been continuously funded by the National Institutes of Health for over 20 years. Dr. Fox is one of three Principal Investigators of the Bucharest Early Intervention Project, which examines the effects of early experience on brain and behavioral development. He is past President of the International Society of Infant Studies and Division 7 of the American Psychological Association and is a founding member of the National Scientific Council for the Developing Child.

Dr. Fox is a Fellow of the Association for Psychological Science, the American Association for the Advancement of Science as well as The American Academy of Arts and Sciences.



Nora S. Newcombe - Temple University

NORA S. NEWCOMBE is Laura H. Carnell Professor of Psychology and James H. Glackin Distinguished Faculty Fellow at Temple University. She received her Ph.D. in 1976 from Harvard University. Her research focuses on spatial cognition and development as well as the development of episodic memory. She is currently Principal Investigator of the NSF-funded Spatial Intelligence and Learning Center (SILC). Dr. Newcombe is the author of numerous chapters, articles, and books, including *Making Space* with Janellen Huttenlocher (MIT Press, 2000). Her work has been recognized by numerous awards, including the William James Award from APS (2014), the George A. Miller Award for an Outstanding Recent Article in General Psychology (twice in 2004 and 2014) and the G. Stanley Hall Award for Distinguished Contribution to Developmental Psychology (2007).

Dr. Newcombe was elected to the American Academy of Arts and Sciences (2006) and to the Society of Experimental Psychologists (2008).

Distinguished Contributions to Mentoring of Developmental Scientists



Todd D. Little - Texas Tech University

TODD D. LITTLE, Ph.D. is a Professor of Educational Psychology and the founding Director of the *Institute for Measurement, Methodology, Analysis and Policy* (immap.educ.ttu.edu) at Texas Tech University. He has worked at the Max Planck Institute for Human Development's Center for Lifespan Studies (1991-1998), Yale University's Department of Psychology (1998-2002), and the University of Kansas (2002-2013), where he founded and directed the *Center for Research Methods and Data Analysis*. In 2001, Dr. Little was elected to the *Society of Multivariate Experimental Psychology*. In 2009, he was elected President of APA's Division 5 (*Evaluation, Measurement, and Statistics*). Dr. Little is a Fellow in AAAS, APA and APS. He organizes and teaches in the internationally renowned Stats Camp® each June (see statscamp.org).

In 2009, Dr. Little received the W.T. Kemper award for excellence in Teaching at KU and in 2013 he received the Cohen award for distinguished contributions to teaching and mentorship from APA's Division 5.

Distinguished Contributions to Public Policy & Practice in Child Development



Greg J. Duncan - University of California, Irvine

GREG J. DUNCAN spent the first 25 years of his career at the University of Michigan working on and ultimately directing the Panel Study of Income Dynamics (PSID) data collection project. Since 1968, the PSID has collected economic, demographic, health, behavior, and attainment data from a representative sample of U.S. individuals and the households in which they reside. With these and other data, Dr. Duncan has studied the economic mobility of the U.S. population, both within and across generations, with a particular focus on low-income families. Dr. Duncan's research has highlighted the importance of early childhood as a sensitive period for the damaging influences of economic deprivation as well as for the beneficial impacts of policy-induced income increases for working families. The focus of his more recent research has shifted from these environmental influences to the comparative importance of the skills and behaviors developed during childhood.

In particular, Dr. Duncan has sought to understand the relative importance of early academic skills, cognitive and emotional self-regulation, and health in promoting children's eventual success in school and the labor market.

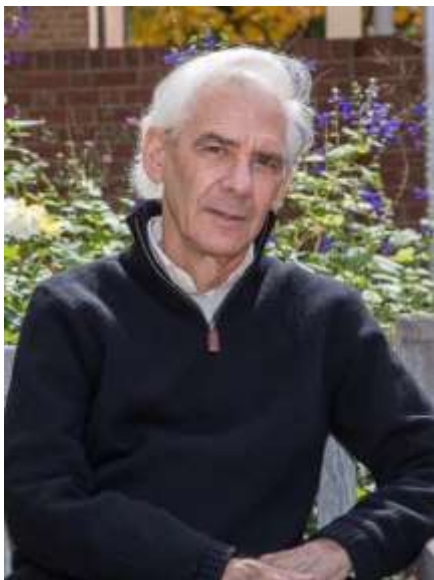
Distinguished Contributions to Understanding International, Cultural and Contextual Diversity in Child Development



Oscar A. Barbarin - Tulane University

OSCAR A. BARBARIN, Ph.D. is the Hertz Endowed Chair and Professor in the Department of Psychology at Tulane University. He earned a Ph.D. in clinical psychology at Rutgers University in 1975. Dr. Barbarin has served on the faculties of the Universities of Maryland, Michigan and North Carolina. His scholarly work has sought to illuminate how families, schools and communities moderate the effects of adversity on the development of children of color. Dr. Barbarin served as principal investigator of a national study whose focus is the socio-emotional and academic development of boys of color. His work on children of African descent extends to a 20-year longitudinal study of the effects of poverty and violence on child development in South Africa.

Dr. Barbarin edited the American Journal of Orthopsychiatry from 2009-2014, served on the Governing Council of the Society for Research in Child Development from 2007-2013 and chaired the US National Committee for Psychology at the National Academy of Sciences.



Kenneth H. Rubin - University of Maryland

KENNETH H. RUBIN (B.A., McGill, 1968; Ph.D., Pennsylvania State, 1971) is Professor of Human Development and Quantitative Methodology and Founding Director, *Center for Children, Relationships, and Culture* at the University of Maryland. Dr. Rubin studies child and adolescent social development, especially peer and parent-child relationships, and anxious-withdrawal and aggression all from a cross-cultural perspective. Many of his over 300 peer-reviewed publications have been co-authored by colleagues on five continents. Dr. Rubin was the President of the *International Society for the Study of Behavioral Development* (1998-2002), an elected member of the *SRCD* Governing Council (2009-2015), and an elected member of the *APA* Division 7 Executive Board (1987-1990). He has served as Associate Editor of *Child Development* (1981-1984; 1998-2001) and as a review panelist for NIH and SSHRCC (Canada).

He is a Fellow of the American and Canadian Psychological Associations and the Association of Psychological Science. Among his honors are the *ISSBD* Award for Distinguished Contributions to the International Advancement of Research and Theory in Behavioral Development; the Developmental Psychology Mentor Award of the American Psychological Association; and the Pickering Award for Outstanding Contribution to Developmental Psychology in Canada.

Distinguished Contributions to Interdisciplinary Understanding of Child Development



W. Thomas Boyce - Univ. of California, San Francisco

W. THOMAS BOYCE is Distinguished Professor of Pediatrics and Psychiatry and heads the Division of Developmental Medicine in the UCSF Department of Pediatrics. Dr. Boyce has served on Harvard's National Scientific Council on the Developing Child and was a founding co-Director of the RWJ Foundation Health & Society Scholars Program at Berkeley-UCSF. He co-directs the Child and Brain Development Program for the Canadian Institute for Advanced Research, serves on the NAS Board on Children, Youth and Families, and was elected in 2011 to the Institute of Medicine.

Dr. Boyce's research addresses individual differences in children's biological sensitivity to social contexts and has demonstrated that a subset of children show differential susceptibility and bear higher risks of illness and developmental disorders in settings of adversity and stress.

Findings from Dr. Boyce's research suggest that the supportiveness of early environments have important effects on children's health and wellbeing.

Carol M. Worthman - Emory University



CAROL M. WORTHMAN holds the Samuel Candler Dobbs Chair position in Anthropology at Emory University and directs the Laboratory for Comparative Human Biology. She earned her Ph.D. in biological anthropology at Harvard University, having also studied endocrinology at UCSD and neuroscience at MIT under Jack Geller and Richard Wurtman, respectively. Upon joining Emory, Dr. Worthman established a pioneering laboratory advancing the use of biomarkers in population research. She takes a biocultural approach to comparative interdisciplinary research on human development and biocultural bases of differential mental and physical health. She has conducted cross-cultural biosocial research in thirteen countries, as well as in rural, urban, and semi-urban areas of the United States, including 20 years of collaboration in the Great Smoky Mountains Study.

Dr. Worthman's current work includes a study of the impact of television on adolescent sleep patterns and functioning in the context of a controlled experiment with Vietnamese villages lacking both television and electricity.