



DEVELOPMENTAL PSYCHOLOGY
AMERICAN PSYCHOLOGICAL ASSOCIATION
— DIVISION 7 —

Developmental Psychologist

AMERICAN PSYCHOLOGICAL ASSOCIATION
DIVISION 7 DEVELOPMENTAL PSYCHOLOGY
NEWSLETTER
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DEVELOPMENTAL PSYCHOLOGY

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Not a Member of Division 7 Yet?

Join Division 7: Developmental Psychology

Membership in APA Not Required

Division 7 is the official developmental psychology section of the American Psychological Association (APA). It is comprised of psychological scientists and others from a variety of disciplines who study or work on human development.

- \$6 for undergraduate and graduate student affiliates.
- \$12 for members for the first year.
- \$24 per year for members after the first year.

Benefits:

- Receive the Division 7 newsletter, *Developmental Psychologist*, which is distributed twice a year, and other periodic notices and announcements
- Nominate for, and receive, a variety of awards and fellowships recognizing important work in the area of developmental psychology
- Influence psychological science, grant priorities, and social policy at the national level
- Network with other developmental psychologists and individuals interested in development
- Eligibility for dissertation and early career grants to fund your research
- Serve on important Division 7 committees, including the Executive Committee
- Membership in APA is encouraged but not required. If you join APA or are already a member of it, there are additional advantages and opportunities, but you can now join Division 7 either way!
- [Join Now!](#)

Presidential Column

Roberta Michnick Golinkoff

Unidel H. Rodney Sharp Professor
Member, National Academy of Education
University of Delaware, Newark

Focusing on the doughnut of what we know (and not the hole)

Communicating psychological science to the public is vital, and an increasing number of psychologists are reaching beyond their patient base, academic circles, research labs, and other traditional workplaces to broaden their impact. Santoro, 2023.

Members of our scholarly community (researchers, physicians, and practitioners of all stripes) spend many hours reading scientific papers. We are trained to take no argument for granted, to question every statistic, and to find every hole in the research before us. Part of the fun (yes, they can be fun) of writing reviews of papers for a journal is that we get to critique each study mercilessly (though in a kind way!) and often to suggest to authors how their next study might be improved. As Victor Cousin wrote in 1836, "Criticism is the life of science." And we have all profited from it, as when colleagues suggest a novel variable that might have been responsible for our findings. This is how science works.

But what if, just for a moment, we focused on what we know instead of what we do not know? What if we focused on the underpinnings of what we study, acknowledging that we build on some



things that most of us agree upon, things that need not be explained each time we bring up a topic? These are the understandings that are among many of the established findings in our field. For example, and to take a topic close to home, we know from years of research, that children who are talked to and engage in conversational duets (Hirsh-Pasek et al., 2015) with their parents even before they can talk, will have better language development than those who do not receive language input from those around them. We may not understand the exact mechanisms by which input impacts the child's growing language, but we certainly know enough to share the importance of caregiver-child interaction for language growth.

This common consensus gives us power. Not the kind of (sometimes twisted) power wielded in Washington DC, but the power to influence the public about the importance of talking with their children. In this vein, slogans and aphorisms work well, P.T. Barnum said “talk is cheap.” We can use that to say, “Talk is cheap so spend heaps of it on your children!” (Golinkoff & Hirsh-Pasek, 2011). This kind of power, based on what we have learned, can change lives.

But we are not the only parties interested in influencing caregivers. The marketplace is eager to ask parents and grandparents to believe their slogans and buy their products. Remember the [Mozart effect](#)? Yet developmental scientists know that the best thing one can do with a child is to play with them and honor their interests and comments; no fancy equipment is required.

As President of Division 7, I am honored to represent you and share our important work with others. But I am hoping that this year, we can all offer at least one interview, write or supervise the writing of one blog (and consider submitting to the Child and Family Blog), or speak to lay groups to offer the gems of our science.

Of course, we must still conduct our science to expand, challenge, and cement what we know. But if we focus on what seems to be the consen-

sus, we have much to offer in interviews with the press or in the blogs we write. Furthermore, we can say what we know with nuance, pointing out what we still need to know. The price of not doing these things is that the marketplace and some know-nothing bloggers step into the information void to share fallacious information.

We have much to offer to the children and families who are the participants in our research programs and whose tax dollars support us – especially if we focus on the doughnut of what we do know and not on the hole.

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What would you like to see on the Division 7 website?

Dear Division 7 community,

My name is Dana Hartman, and I am the volunteer webmaster for Division 7 as well as a 4th year graduate student at the University of California, Davis. I need your help.

Division 7 is working to build a stronger internet presence. As part of that effort, we are making some changes to our website. This is where you come in! We need your help in the following areas:

We want to feature your research throughout the year!

If your research (or that of a colleague) has been featured in the media (magazines, news outlets, public video) please let us know and we can share it on our website and Facebook page. And if you are not already a member of the Facebook page, please [join us by clicking here!](#)



Help us keep our list of developmental graduate programs up-to-date and accurate. If you are a student or faculty member at a program not already listed in our website, please tell us. Alternatively, please let us know if a program already listed on the website needs to be changed in any way (e.g., there was a departmental name change).

You can find the [current list of graduate programs by clicking here!](#)

Let us know about funding sources and employment resources, especially those that apply to students and early-career scholars.

And more generally, please tell us what you would like to see represented on the [Division-7 website](#). What would make the website the most useful for you?

Please email any questions, comments, or information to me at dthartman@ucdavis.edu. Thank you all in advance for helping keep the Division 7 website a useful resource!

Best,

Dana

dthartman@ucdavis.edu

Award for Distinguished Contributions to Developmental Psychology

Laurence Steinberg

Temple University



It is a huge honor to receive the 2023 Award for Distinguished Contribution to Developmental Psychology from Division 7 of APA. As a former president of the division, this recognition is especially meaningful, and I am proud to be associated with the past recipients of this prize, including many of my collaborators and friends, and my Temple University colleague, Nora Newcombe.

My work has focused on adolescent development. Ironically, this lifetime contribution award had formerly been named for G. Stanley Hall, the father of the scientific study of adolescence, and part of my academic pedigree, which begins with William James, Hall's doctoral advisor, and flows through Joseph Jastrow, Clark Hull, Robert Sears, Richard Alpert (also known as Ram Dass, the au-

thor of *Be Here Now*, a book I highly recommend), and my graduate mentor in Human Development and Family Studies at Cornell, John Hill. His work is not well known today, but in many respects, John was the father of the contemporary study of adolescence.

I ended up studying adolescence entirely serendipitously. Cornell assigned me to be John's research assistant, and although I had little interest in what he was studying at the time (social cognition), I did learn to love the study of adolescence, and have devoted my career to both basic and applied work on a stage of life I find endlessly fascinating. When I arrived at Cornell, John was finalizing a white paper for the National Institute of Education (the predecessor to the Department of Education) in which he proposed a framework for studying normative adolescent development. That unpublished paper has framed much of my work since that time.

When I arrived at Cornell in 1974, I knew I was interested in personality and social development, but was otherwise directionless. Frankly, the only reason I ended up in grad school at all was that my Vassar apartment mate and close friend, Jay Belsky, suggested it as a back-up plan should I not be accepted into medical school. When the rejection letters began to roll in, I hastily submitted an application to Cornell, where Jay was hoping to enroll. By the time I was finally admitted to med school—in May of my

senior year, off the waiting list of the sole medical school that had not rejected me—I had made up my mind to go into academic psychology rather than medicine, much to my mother's horror.

When I decided to leave the department of Child and Family Studies at Wisconsin and take a position at Temple, 35 years ago, I remarked to my mother that for the first time in my career, I was going to be in a psychology department. I explained that my graduate program, at Cornell, my first faculty position in Social Ecology at UC Irvine, and my appointment at Wisconsin were all in non-psychology departments. She paused for a moment and said, half-seriously, "It took me all these years to get used to the fact that you're not a real doctor, and now you're telling me that you're not even a real psychologist."

And in some senses, she was right. My work has always been interdisciplinary, at various times drawing from the fields of evolutionary biology, neuroscience, sociology, education, criminology, public policy, and law. (When he was a teenager, my son Ben once joked that I knew a little about a lot of things and nothing about anything.) I have been less interested in understanding psychological development than in applying lessons from the scientific study of adolescence to social and legal policy, especially in the realms of public health and juvenile justice. My proudest

moment was to discover that work I had been doing with Elizabeth Scott, a law professor at Columbia, was cited in the 2005 U.S. Supreme Court decision that abolished the juvenile death penalty.

I have spent much of the past year writing *You and Your Adult Child: How to Grow Together in Challenging Times*, a book for parents with children in their 20s and 30s, which will be published this April. Although this sounds like a departure from my lifelong focus on adolescence, it is less so than one would think. Much has been said about the impact of the delayed transition of today's adolescents into adulthood, but prolongation of adolescence has had an enormous impact on their parents, too. Many of the issues that parents grapple with when their kids are teenagers have been shifted to a later point in their family's life, and parents are confused about how to handle them now that their kids are adults.

When he accepted a lifetime achievement award from SRCD some years ago, my informal mentor, Urie Bronfenbrenner, concluded by saying, "I thank my teachers, my colleagues, and my students." I have poached Urie's lines many times over the course of my career, and I hope it is okay to do it again here.

Urie Bronfenbrenner Award for Lifetime Contribution to Developmental Psychology in the Service of Science and Society

Richard Fabes

Arizona State University



When I received the email informing me that I was to receive APA's Division 7 Urie Bronfenbrenner Award for Lifetime Contribution to Developmental Psychology in the Service of Science and Society for 2023, I had to read the email several times to make sure I had read it correctly. Nevertheless, I am humbled and honored to accept such a significant distinction.

My interest in the study of human development began in 1975 as an undergraduate at the University of Colorado where I was fortunate to have Elizabeth Bates as my professor for my Developmental Psychology course. It was an early morning class and because I am not a morning person, it was difficult for me to get excited for

any classes that started that early. But her class was different. The passion and brilliance she conveyed for the study of development was inspiring and lit a fire within me to pursue graduate training in developmental science.

I had not thought much about that influence until almost 25 years later when I had a discussion with colleagues about how we became interested in the study of development, and I told them the story about Liz's class. One of my colleagues encouraged me to let her know and I soon sent her an email. She replied quickly and said that up until receiving the email it had been a terrible day for her, but the email lifted her spirits. She noted that after 30 years of being a professor she sometimes got tired and discouraged and said that receiving a "note like yours is enough to keep me going for a while" (I still have that email). She did not take much credit for her influence on me but said that "it was a blessing and a relief to find out that I actually made a difference for somebody at some point." Unfortunately, it was not long after that email exchange that we lost her to pancreatic cancer, and I am forever grateful that I took the time to let her know the influence she had in my life.

I often tell this story to my students to highlight to them that the influences in our lives come from often unexpected sources and at unexpected times. I also tell them this story to

emphasize the impact that we can have on those we work with and teach, and to be mindful of this. And it is this impact on others, at least for me, that has been the greatest source of pride in my career.

After graduate school, I moved to Arizona State University in 1983 (where I have been since) and met up with Nancy Eisenberg, who quickly became a cherished friend and colleague. Our work together primarily focused on the study of vicarious emotional responding (empathy, sympathy) and we collaborated at an intensely productive pace for more than two decades to pioneer new ways of measuring these responses in children and adults (Eisenberg et al., 1989), how they develop and are socialized (Fabes et al., 2002), what accounts for individual differences (Fabes et al., 1994), and how these responses relate to important outcomes (Eisenberg et al., 1989). We also collaborated on several significant handbook and review chapters on the development of empathy, sympathy, and prosocial behavior (Eisenberg & Fabes, 1991, 1998).

In some of this work, we used intensive daily naturalistic observations of children's behavior, and this led me to become more interested in children's peer interactions and how these affect the trajectories of positive and negative behavior. In particular, given the influence of Carol Martin in my life (both personally and professionally), I began to study children's gender-segregated peer relationships – boys playing primarily with other boys and girls playing primarily with other girls. Eleanor Maccoby (Maccoby & Jacklin, 1987) provided compelling arguments that it is one of the most powerful social phenomena in development,

occurring across most contexts and developmental periods, with potentially long-lasting effects (Maccoby, 1998). Although it was well recognized (noticeable on almost any playground in the U.S.), gender segregation was not well understood. In our work, we showed that patterns of gender segregation in young children were stable and that individual differences in these patterns influenced important outcomes (Martin & Fabes, 2001). We have now spent more than 20 years documenting the significance of homophily in children's peer relationships (Fabes et al., 2003) and have used what we learned in this work to create interventions designed to broaden the diversity of peers with whom children interact (Martin et al., 2017). This research also led to a significant multi-authored article in *Science* in which we debunked the pseudoscience that has been used to promote gender-segregated teaching practices (Halpern et al., 2011).

Throughout my career, the impact of Bronfenbrenner's ideas can be seen in attention to context and its importance in children's development. Moreover, in discussions with colleagues, it became clear that context affects the work we do as developmental scientists. This point was highlighted in an article I wrote with several colleagues for the special issue of *Child Development* celebrating the new millennium (Fabes et al., 2000). In this piece, we used Bronfenbrenner's model to emphasize the point that developmental scientists live and work within multiple contexts and that these contexts affect the scientific choices and decisions we make and how our work is perceived and assessed. We proposed that there will be "increasing pressure to use new criteria when assessing the significance of twenty-first

century developmental science” (Fabes et al., 2020, p. 212). In addition to the common ways of assessing the significance of our research (e.g., internal, external, and ecological validity), we predicted that socio-cultural forces of change in the new millennium would produce new types of influences and pressures on researchers and on the ways in which the topics we study are evaluated (e.g., we introduced the notions of incidence, impact, sympathetic, and salience validities; see Fabes et al., 2000). We suggested that developmental scientists would have to increasingly walk a fine line between the rigorous demands of our science and the public’s demand for and access to quick, usable, and digestible information. We believe that our predictions generally have been borne out considering the increased accessibility and popularity of internet search engines and social media and their potential to be both a source of information and knowledge about human development, as well as a source of misinformation and the sowing of doubt, division, and mistrust (Fabes et al., 2022). Moreover, the increased calls to align our research with social justice themes (Killen et al., 2021) also place new demands on our work and the decisions we make. Thus, how we think about our research and how it is evaluated have changed (and continue to change) over time.

But beyond the academic footprint left by my research and the related grant dollars, publications, and presentations, I believe that my most significant impacts on the field have come as a result of my 24+ years as Department Chair and then School Director. In these roles, I was able to hire, assist, and work with some of the most talented and diverse young faculty and students,

many of whom have now gone on to become senior leaders in our fields (there are too many to name, but you know who you are). Also, in these roles, I was able to provide some support, and worked hard to promote some harmony, for our faculty, staff, and students when professional or personal issues arose. And it is in these promotive interactions and relationships that I feel I have made my most significant and generative contributions to the field and to the broader communities in which we live and work. To paraphrase Pericles, whatever legacy and impact we leave behind is not engraved in stone monuments (or in publications in our journals or in programs in units of higher education), but it is woven into the lives of others. Thus, as Elizabeth conveyed almost 25 years ago, what matters most is knowing that the work you do makes a difference for someone at some point, and I take pride that I was able to be a leader who made such a difference for so long to so many.

Bronfenbrenner also reminds us that our proximal interactions are reciprocal, and I am grateful to the many gifted and giving undergraduate and graduate students, postdoctoral fellows, faculty, staff, community members, and funders I have collaborated and worked with in my career. I am honored that my contributions have been deemed worthy of this award; an award named for a leading thinker and someone who has clearly left a mark on so many and on the field itself. I am humbled (and continue to be surprised) by it.

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Dissertation Award in Developmental Psychology

Wouter Wolf
Utrecht University

When watching a film with a friend, have you ever wondered why you feel agitated when they suddenly start doing something on their phone? Watching a film together is not an interdependent collaborative activity – watching the film alone is just as easy. Nevertheless, it feels like in that moment a social connection has been severed. Although we usually do not think about this much, in the bigger picture of the evolution of social bonding in human and non-human animals, this phenomenon is part of a remarkable pattern: Humans seem to be the only animals who create social activities centered around sharing experiences solely for the purpose of bonding with others. So how does the way in which we share experiences with others facilitate the unique ways in which we connect with others?

Before my PhD, I started exploring this question in adults. We showed that even minimally shared experiences in which participants merely jointly attended to something together caused them to feel closer to their partner sitting next to them relative to a partner who was consistently attending elsewhere (Wolf et al., 2015). But to truly understand how fundamental this psychology was to our species, I was convinced it was necessary to study this social bonding mechanism in young children as well as our most closely related evolutionary cousins, the great apes.



In my early dissertation projects, we found that even 2.5 year old children were already more motivated to approach and interact with a novel adult after that adult had watched a video with them as opposed to the adult sitting next to them reading their own book. They did so in natural interactions in which the experimenter was allowed to acknowledge the child's joint attention bid, as well as during interactions in which the child was merely observing the experimenter going through a similar experience (Wolf & Tomasello, 2020a).

Surprisingly, subsequent research in great apes showed that chimpanzees and bonobos also approach a novel experimenter faster when this experimenter had watched a video with them, while they also spend more time in the same part of the room with a conspecific when they had watched a video together as opposed to individually (Wolf & Tomasello, 2019). Although this revealed a remarkable and previously unknown aspect of great ape psychology, it also meant that we were still not sure why humans, but not other animals are so motivated to create social bonding activities centered around shared experiences.

A comparative follow-up study, however, revealed a subtle, but potentially crucial difference between how humans and chimpanzees share experiences: When we instructed experimenters to engage in communicative eye contact at the start of the video to create common ground about their experience being shared (i.e., both the experimenter and the participant now knew that both of them knew that they were watching the video together), children, but not apes were more motivated to approach and interact with the experimenter than when the experimenters did not attempt to create common ground about the video being shared, but made eye contact unrelated to the shared experience later in the procedure (Wolf & Tomasello, 2020b). This suggests that humans engage in their shared experiences differently than other great apes, thereby transforming the way in which we connect and bond with others, even at an early age.

In the wake of the Covid 19 pandemic, we then also became interested in how well this social bonding mechanism operates in the context of video mediated social environments (Wolf & Dotson, under review). Our results suggest that digital environments, such as digital classrooms and workspaces, might actually interfere with our capacity to socially bond with others through shared experiences. Finally, we also explored the darker side of sharing mental states in the formation of social bonds by examining the development of the Liking Gap: the tendency to like others more than we think others like us back after interacting with them. We found that the Liking Gap emerges around age 5 and becomes more intense between 5-11 years (Wolf et al., 2021).

As an assistant professor at the Social Connection Lab at Utrecht University, my students and I are currently continuing our work in these areas. For example, we are running experiments to examine whether children's capacity to connect with others through joint attention also impacts their propensity to engage in prosocial behaviour. In addition, we are also collecting data for a cross cultural study on the Liking Gap in Chinese and Dutch children. Ultimately, our goal is to improve our understanding of how humans' capacity to understand each other and share experiences in unique ways has shaped our social lives throughout our evolutionary history and still impacts children's social relationships, and thus mental and physical wellbeing, on a daily basis.

Being awarded the APA Dissertation Award in Developmental Psychology for my dissertation “Connecting Through Shared Cognition: Social Consequences and Psychological Underpinnings of Sharing Experiences with Others” is not only a great honour but has also strengthened my conviction that these questions are important and warrant further pursuit. Finally, on a personal note, I would also like to dedicate this award to my father, an unrelenting supporter of my research (sending me newspaper articles about ape research wherever he could find them), who was diagnosed with severe illness the week before I handed in my dissertation and sadly passed away a little over a year later. Although losing him left an emptiness that can never be filled, I feel very fortunate that I was still able to share and celebrate this award with him. Because in the face of losing those closest to us, we most fully realize the importance of sharing and celebrating experiences such as these with the people we care about most.

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DIVISION 7 AWARDS FOR STUDENTS AND EARLY CAREER SCHOLARS

Dissertation Award in Developmental Psychology

Description: This award is given to an individual whose dissertation is judged to be an outstanding contribution to developmental psychology. Award winning dissertations demonstrate a strong contribution to developmental science and theory through asking important questions and displaying theoretical rationale and systematic methods. A distinguished dissertation includes a well written summary and is publishable in a top journal. Winners are presented at the APA Annual Convention.

Eligibility:

- The nominee must have completed his/her dissertation as part of a developmental graduate program.
- The nominee must have participated in his/her dissertation defense during the current or prior calendar year of the award.

Deadline: March 15, 2023

Email: Mary Gauvain (mary.gauvain@ucr.edu)

[Click here](#) for more information.

Boyd McCandless Award

Description: The Boyd McCandless Award recognizes a young scientist who has made a distinguished theoretical contribution to developmental psychology, has conducted programmatic research of distinction, or has made a distinguished contribution to the dissemination of developmental science. The award is for continued efforts rather than a single outstanding work. The award is presented by the membership of Div. 7 of the APA, and the

award winner will be invited to address the following year's meeting of the APA.

Eligibility:

- Scientists who are within seven years of completing their doctoral degree are eligible.

Deadline: March 15, 2023

Email: Eddie Brummelman (e.brummelman@uva.nl) and Kathryn Leigh Humphreys (k.humphreys@vanderbilt.edu)

[Click here](#) for more information.

Early Career Outstanding

Paper Award

Description: The paper must significantly advance content knowledge, methodology and/or theory in developmental psychology. Important criteria include the importance of the work, innovation and the likely impact on the field. The nominee must be the first author and must be a member of APA and Division 7.

Eligibility:

- Applicants can be self- or other-nominated.
- An in-press paper must be accompanied by a letter of acceptance from the editor.
- Nominees must make sure that any other authors of the nominated article do not object to the nomination.

Deadline: March 15, 2023

Email: Mary Gauvain (mary.gauvain@ucr.edu)

[Click here](#) for more information.

DIVISION 7 AWARDS FOR MID-CAREER SCHOLARS

The Mavis Hetherington Award for Excellence in Applied Developmental Science

Description: The Hetherington Award is to recognize excellence in scholarship and contributions to applied developmental science. This is intended for individuals whose work has not only advanced the science of developmental psychology, but also has helped to promote well-being of children, families, and groups or organizations. These contributions could have been made through applied research, direct service, advocacy, influencing public policy or education, or other activities that have improved outcomes for children and families.

Eligibility:

- Scientists who are between 15 and 30 years of completing their doctoral degree are eligible.

Deadline: March 15, 2023

Email: Roberta Golinkoff (roberta@udel.edu)

[Click here](#) for more information.

The Mary Ainsworth Award for Excellence in Developmental Science

Description: The Ainsworth Award is to recognize excellence in scholarship and contributions to developmental science, including contributions in research, student training, and other scholarly endeavors. Evaluations are based on the scientific merit of the individual's work, the importance of this work for opening up new empirical or theoretical areas of development psychology, and the importance of the individual's work in linking developmental psychology with other disciplines.

Eligibility:

- Scientists who are between 15 and 30 years of completing their doctoral degree are eligible.

Deadline: March 15, 2023

Email: Roberta Golinkoff (roberta@udel.edu)

[Click here](#) for more information.



DIVISION 7 AWARDS FOR DISTINGUISHED AND LIFETIME CONTRIBUTIONS

Award for Distinguished Contribution to Developmental Psychology

Description: The Distinguished Contribution award is given to a single individual (sometimes a research team) who has made distinguished contributions to developmental psychology, including contributions in research, student training, and other scholarly endeavors. Evaluations are based on the scientific merit of the individual's work, the importance of this work for opening up new empirical or theoretical areas of development psychology, and the importance of the individual's work in linking developmental psychology with issues confronting the larger society or with other disciplines.

Eligibility: No specific restrictions.

Deadline: March 15, 2023

Email: E. Mark Cummings
(Edward.M.Cummings.10@nd.edu)

[Click here](#) for more information.

Urie Bronfenbrenner Award for Lifetime Contribution to Developmental Psychology in the Service of Science and Society

Description: The Bronfenbrenner award is for an individual whose work has, over a lifetime career, contributed not only to the science of developmental psychology, but who has also worked to the benefit of the application of developmental psychology to society. The individual's contributions may have been made through advocacy, direct service, influencing public policy or education, or through any other routes that enable scientific developmental psychology to better the condition of children and families.

Eligibility: No specific restrictions.

Deadline: March 15, 2023

Email: E. Mark Cummings
(Edward.M.Cummings.10@nd.edu)

[Click here](#) for more information.

DIVISION 7 AWARDS FOR SCHOLARSHIP AND MENTORSHIP

Eleanor Maccoby Book Award in

Developmental Psychology

Description: The Maccoby Award is presented to the author of a book in the field of psychology that has had or promises to have a profound effect on one or more of the areas represented by Div. 7, including promoting research in the field of developmental psychology; fostering the development of researchers through providing information about educational opportunities and recognizing outstanding contributions to the discipline; facilitating exchange of scientific information about developmental psychology through publications such as the division's newsletter and through national and international meetings; and/or promoting high standards for the application of scientific knowledge on human development to public policy issues.

Eligibility:

- Nominee must be an author, not an editor of the book.
- The book must have been published within the prior two years and must have had or promises to have a profound effect on one or more of the areas represented by Div. 7 of the APA.

Deadline: March 15, 2023

Email: Jean E. Rhodes (Jean.Rhodes@umb.edu)

[Click here](#) for more information.

Mentor Award in

Developmental Psychology

Description: The Developmental Psychology Mentor Award honors individuals who have contributed to developmental psychology through the education and training of the next generation of research leaders in developmental psychology. Our interest is in recognizing individuals who have had substantial impact on the field of developmental psychology by their mentoring of young scholars. We invite developmental psychologists to nominate individuals who have played a major mentoring role in their own careers or in the careers of others.

Eligibility:

- Nominees should be individuals who have played a major mentoring role in the careers of young scholars.

Deadline: March 15, 2023

Email: Patricia Bauer (pjbauer@emory.edu) and Nora Newcombe (newcombe@temple.edu)

[Click here](#) for more information.



DIVISION 7 GRANTS



Dissertation Research Grant in Developmental Psychology

Description: Between one and three \$500 grants are awarded each year. The in-progress research must significantly advance content knowledge, methodology and/or theory in developmental psychology. Criteria include the project's importance, innovation, feasibility, funding needs and likely contribution to the field, as well as the applicant's record.

Eligibility:

- Eligible doctoral students are within one year of successfully defending their dissertation proposal (or the program's equivalent requirement) at time of application for the dissertation grant.
- Applicant must be a member of the American Psychological Association and Div. 7, and the dissertation topic must be developmental.
- The dissertation proposal must have been approved by the dissertation/orals committee (or the equivalent, depending on the doctoral program requirements).
- Applicants must be nominated by their faculty supervisor.
- Awardees will submit a report at the end of their dissertation, describing the results and how the funds were used.

Deadline: March 15, 2023

Email: E. Mark Cummings
(Edward.M.Cummings.10@nd.edu)

[Click here](#) for more information.

Early Career Research Grant in Developmental Psychology

Description: The Early Career Research Grant supports the research of outstanding early career members of Div. 7 who have not yet received any federal funding for research as a principal investigator or co-investigator (pre-PhD training funds or F31 grants are not counted). One or two of these \$1,000 grants will be awarded each year, as possible.

Eligibility:

- Eligible assistant professors (within five years since the receipt of the PhD) and postdoctoral scholars (within five years since the receipt of the PhD) may apply.
- The proposed or in-progress research must significantly advance content knowledge, methodology and/or theory in developmental psychology.
- Criteria include the project's importance, innovation, feasibility, funding needs, likely contribution to the field and the applicant's record.

Deadline: March 15, 2023

Email: E. Mark Cummings
(Edward.M.Cummings.10@nd.edu)

[Click here](#) for more information.

Executive Committee

President (1-year term):.....Roberta M. Golinkoff (2023)
 Past President (1-year term):.....Mary Gauvain (2023)
 President-Elect (1-year term): E. Mark Cummings (2023)
 Secretary (3-year term): Natalie H. Brito (2023 – 2025)
 Treasurer (3-year term): Yoojin Chae (2023 – 2025)
 Members-at-Large (3-year term): Elena Grigorenko (2021 – 2023)
Michael Cunningham (2023 – 2025)
Sandra D. Simpkins (2023 – 2025)
 Representatives to APA Council (3-year term): Sandra Graham (2022 – 2024)
Michael E. Lamb (2023 – 2025)
 Newsletter Editor (3-year term): Zehra Gülseven (2020 – 2023)
 Fellows Committee Chair (2-year term): Martha Ann Bell (2022 – 2024)
 Fellows Committee (2-year term): Sarah L. Friedman (2022 – 2024)
David H. Uttal (2022 – 2024)
 Program Committee Chair (1-year term): Andres Sebastian Bustamante (2023)
 Program Committee Co-chair (1-year term): TBA (2023)
 Membership Chair (3-year term): Kelly Lynn Mulvey (2021-2023)
 Web Master (3-year term): Dana T. Hartman (2022 – 2025)
 Historian (3-year term): TBA (2023 – 2026)
 Early Career Member Representatives (2-year term): Patty X. Kuo (2023 – 2025)
Andrew D. Ribner (2023 – 2025)
Fanita A. Tyrell (2023 – 2025)
 Graduate Student Representative (2-year term): ... TBA (2023 – 2025)
 Listserv Administrator: Adam Winsler

Addresses and e-mails are listed on the [Division 7 website](#).

NEWSLETTER EDITOR:
Zehra Gülseven
Virginia Tech
gulseven@vt.edu



DIVISION 7

Executive Committee



Thank you to all who served on Division 7 Executive Committee this past year!

Mary Gauvain (2022) served as President.

Catherine Haden (2022) served as Past President.

Amanda Sheffield Morris (2020-2022) served as Secretary.

E. Mark Cummings and David S. Moore (2020-2022) served as Members at Large.

Toni Antonucci (2020-2022) served as Fellows Committee Chair.

Barbara Rogoff and Abigail Gewirtz (2020-2022) served as Fellows Committee.

Elise Dykhuis (2022) served as Program Committee Chair.

Sue D. Hobbs (2018-2022) served as Webmaster.
