NATIONAL ACADEMIES
Sciences
Engineering
Medicine

Division of Behavioral and Social Sciences and Education

Behavioral and **Social Sciences** and **Education** at the **National Academies**

60 Years of Advancing Science for the Benefit of Society

When the National Academy of Sciences

was founded in 1863, it reflected both the state of science at the time and the needs of a government at war. The new Academy included sections organized in two broad categories: mathematics and physics, and natural history. The natural history section category included ethnology and the other section included geography, but otherwise the behavioral and social sciences—then in their infancy-—were not represented. Early tasks given to the new Academy related to issues such as the uniformity of weights and measures, the protection of ships' hulls, and the testing of weaponry and navigational tools. But new questions and needs arose. A standing committee on anthropology and psychology was established in 1899, and in the early decades of the 20th century the Academy branched into new areas such as psychological testing, language development, human migration, and workers' productivity and motivation.

A major milestone occurred in 1962, when a report from the President's Science Advisory Committee concluded that the behavioral disciplines were vital to the goals of the United States government—and recommended that the Academy give them a more prominent role. In response, the Academy formed a new Division of Behavioral Sciences, which added committees focused on economics, political science, and sociology to the existing committees that addressed anthropology and psychology. The new division enabled the institution to focus systematic attention on applied and basic research in a growing set of disciplines that could support key goals for strengthening the nation. It engaged experts with academic expertise and practical experience in a wide range of scientific and policy issues.

Research in the behavioral and social sciences has expanded steadily since the early 1960s and the Division of Behavioral and Social Sciences and Education (DBASSE) has mirrored that scientific development. Each decade has brought opportunities to apply new areas of research to new societal challenges. Today, DBASSE produces approximately 30 to 40 publications a year, encompassing issues such as the changing climate, the wellbeing of children and families, the criminal justice system, defense and national security, practice and policy in science education, human systems integration, and the collection and dissemination of government statistics. Studies conducted by DBASSE boards and committees help policy makers and sponsors apply behavioral and social science to better understand and address some of society's most pressing concerns.

Highlights from the division's first 60 years of work demonstrate the increasing impact of social and behavioral research in addressing societal challenges.

First Three Decades: 1960s-1980s

An early task for the new division was a survey of the contributions of the behavioral and social sciences to the federal government and nation. The division also built on early reports that addressed population growth to explore the needs of members of racial minority groups, underserved populations, and those who were not adequately represented in federal data. Following the 60s, the National Research Council underwent a reorganization that created four assemblies and four commissions, one of which was known as the Assembly of Behavioral and Social Sciences (ABASS). The criminal justice system and the environment were first addressed in the 1970s, as were a wealth of issues related to the U.S. census and federal data collection, unemployment, poverty, education, and aging. One report on fire alarm systems became the industry standard and demonstrated the division's growing influence.

In 1982, the Assembly of Behavioral and Social Sciences became the Commission on Behavioral and Social Sciences and Education (CBASSE). The division's reach expanded considerably during the 1980s, as studies examining workforce issues and strategies to enhance human performance were incorporated into a portfolio that continued to focus on population and demographic issues. Reports on the changing role of women in the workplace and policies affecting children accompanied an emerging focus on public education.

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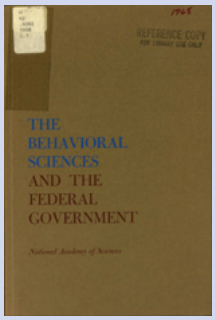
EXAMPLES OF PUBLICATIONS FROM THE 1960s

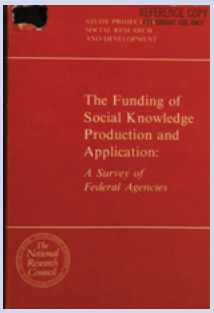
- The Growth of World Population Analysis of the Problems Recommendations for Research and Training (1963)
- The Growth of U.S. Population: Analysis of the Problems Recommendations for Research, Training, and Service (1965)
- Hazardous Exposure to Intermittent and Steady-State Noise (1965)
- Behavioral Science Research in New Guinea (1967)
- The Behavioral Sciences and the Federal Government (1968)
- The Behavioral and Social Sciences: Outlook and Needs (1969)

EXAMPLES OF PUBLICATIONS FROM THE 1970s

- Behavioral and Social Science Research in the Department of Defense: A Framework for Management (1971)
- America's Uncounted People (1972)
- Segregation in Residential Areas: Papers on Racial and Socioeconomic Factors in Choice of Housing (1973)
- Toward a National Policy for Children and Families (1976)
- Fundamental Research and the Process of Education: Final Report to the National Institute of Education (1977)
- Understanding Crime: An Evaluation of the National Institute of Law Enforcement and Criminal Justice (1977)
- Environmental Monitoring (1977)
- Counting the People in 1980: An Appraisal of Census Plans (1978)
- The Funding of Social Knowledge Production and Application: A Survey of Federal Agencies (1978)
- Privacy and Confidentiality as Factors in Survey Response (1979)



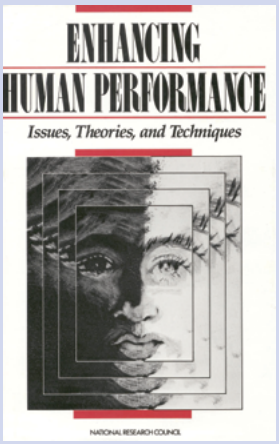
The Behavioral Sciences and the Federal Government (1968) examined how the knowledge and methods of the behavioral sciences can be effectively applied to the programs and policies of the federal government, stressing the need to consider the way behavioral science research is related to planning and management, and to consider the methods used for testing research for quality and relevance.



The Funding of Social Knowledge Production and Application: A Survey of Federal Agencies (1978) aimed to describe the variety of activities funded by the federal government in social science and social research and development.

EXAMPLES OF PUBLICATIONS FROM THE 1980s

- Population Redistribution and Public Policy (1980)
- Women, Work, and Wages: Equal Pay for Jobs of Equal Value (1981)
- Ability Testing Uses, Consequences, and Controversies (1982)
- Critical Issues for National Urban Policy (1982)
- Making Policies for Children: A Study of the Federal Process (1982)
- Behavioral and Social Science Research: A National Resource, Part I and II (1982)
- Energy Use: The Human Dimension (1984)
- Cognitive Aspects of Survey Methodology: Building a Bridge Between Disciplines (1984)
- Creating a Center for Education Statistics: A Time for Action (1986)
- Enhancing Human Performance: Issues, Theories, and Techniques (1988)
- A Common Destiny: Blacks and American Society (1989)
- Fairness in Employment Testing: Validity Generalization, Minority Issues, and the General Aptitude Test Battery (1989)



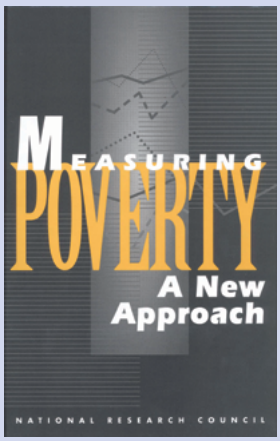
In 1985, the Army Research Institute asked the Academies to explore the utility and effectiveness of various techniques to enhance human performance. ***Enhancing Human Performance: Issues, Theories, and Techniques*** (1988) was the first of four reports conducted on this topic over the next decade.

1990s

Reports on immigration, reading instruction, the financing of public education, and other policies made valued contributions to difficult and sometimes highly charged public debates during the 1990s. New boards were formed in response to national interest in international comparisons of educational performance and standardized testing for the workplace, the military, and education. The division continued to focus on demographic issues, with major new work on immigrant populations and poverty. Other new work addressed ways behavioral and social science could support national security and be applied in public health settings, such as to prevent HIV transmission.

EXAMPLES OF PUBLICATIONS FROM THE 1990s

- Global Environmental Change: Understanding the Human Dimensions (1992)
- Principles and Practices for a Federal Statistical Agency (first edition, 1992; 7th edition published in 2021)
- A Collaborative Agenda for Improving International Comparative Studies in Education (1993)
- Demography of Aging (1994)
- Measuring Poverty: A New Approach (1995)
- Preventing HIV Transmission: The Role of Sterile Needles and Bleach (1995)
- National Science Education Standards (1996)
- The New Americans: Economic, Demographic, and Fiscal Effects of Immigration (1997)
- Small Area Income and Poverty Estimates (SAIPE) of School Aged Children (1997-2000)
- Modeling Human and Organizational Behavior: Application to Military Simulations (1998)
- Preventing Reading Difficulties in Young Children (1998)
- High Stakes: Testing for Tracking, Promotion, and Graduation (1999)



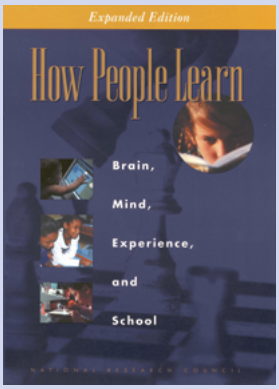
Measuring Poverty: A New Approach (1995) proposed a revised approach to measuring poverty that would more accurately reflect economic disadvantage and the effects of government tax and income assistance programs. A formula based on the report was adopted by New York City as its poverty measure in 2008. The formula is also reflected in poverty measures developed by a number of states and communities and in a new national Supplemental Poverty Measure first published by the Census Bureau in 2011.

2000s

Additional standing boards were formed under DBASSE's purview during the 2000s. Supplementing the expertise of DBASSE board members allowed the division to expand its reach in domains such as criminal justice, environmental change, human factors research, and the cognitive and sensory sciences. The division completed major studies on key public policy issues, including early childhood learning, firearms and violence, racial and ethnic differences in health, demographic change in the developing world, and the quality and effectiveness of statistical tools and measures used by the federal government.

EXAMPLES OF PUBLICATIONS FROM THE 2000s

- Adding It Up: Helping Children Learn Mathematics (2001)
- From Neurons to Neighborhoods: The Science of Early Childhood Development (2000)
- How People Learn: Brain, Mind, Experience, and School: Expanded Edition (2000)
- America Becoming: Racial Trends and Their Consequences (2001)
- The Drama of the Commons (2002)
- The Polygraph and Lie Detection (2003)
- Measuring Racial Discrimination (2004)
- Reducing Underage Drinking: A Collective Responsibility (2004)
- Fairness and Effectiveness in Policing: The Evidence (2004)
- Multiple Origins, Uncertain Destinies: Hispanics and the American Future (2006)
- Taking Science to School: Learning and Teaching Science in Grades K-8 (2007)
- Protecting Individual Privacy in the Struggle Against Terrorism (2008)



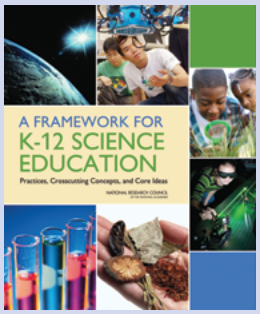
How People Learn: Brain, Mind, Experience, and School (2000) examined research in areas such as neuroscience and cognitive science to provide insights into how we learn and how to translate this knowledge into practice. It has been used as the basis for higher education courses and in programs that train school personnel. This volume also helped to spur broad new interdisciplinary research and engage scientists in creative collaborations. A new report, *How People Learn II: Learners, Contexts, and Cultures (2018)* examined additional relevant research conducted since the late 1990s.

2010s

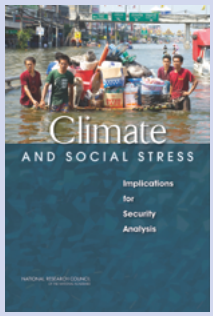
Growing appreciation for the importance of findings and ideas from the social and behavioral sciences to policy objectives—even those that might once have seemed to be solely the domain of the physical sciences—continued to fuel DBASSE's influence during the 2010s. Committees marshalled evidence from across disciplines to tackle questions about the practice of science and medicine, science education, particularly the pathways for careers in science, technology, engineering, and mathematics [STEM], military readiness and national security, calculating the costs of climate damage, and reform of the criminal justice system. New topics were addressed in the fields of federal statistics, the well-being of children and families, and the quality and equity of public education.

EXAMPLES OF PUBLICATIONS FROM THE 2010s

- Intelligence Analysis for Tomorrow: Advances from the Behavioral and Social Sciences (2011)
- Using Science as Evidence in Public Policy (2012)
- A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas (2012)
- Improving Self-Escape from Underground Coal Mines (2013)



A Framework for K-12 Science Education: Practices, Cross-cutting Concepts, and Core Ideas (2012) identified the key scientific practices, concepts, and ideas that all students should have learned by the time they complete high school. It was the basis for the development of the Next Generation Science Standards by a consortium of states. This report has led to funding changes of other federal agencies that invest in science education.



At the request of the U.S. intelligence community, this study proposed a strategy for developing indicators that could be used to assess climate-related threats to national security in ***Climate and Social Stress: Implications for Security Analysis*** (2013). As a result of this report, Congress, through the FY21 National Defense Authorization Act (NDAA), directed the National Academies to establish a Climate Security Roundtable to convene experts from academia, the private sector, and civil society to provide support to the Climate Security Advisory Council.

- Climate and Social Stress: Implications for Security Analysis (2013)
- U.S. Health in International Perspective: Shorter Lives, Poorer Health (2013)
- Measuring What We Spend: Toward a New Consumer Expenditure Survey (2013)
- The Growth of Incarceration in the United States: Exploring Causes and Consequences (2014)
- Furthering America's Research Enterprise (2014)
- The Growing Gap in Life Expectancy by Income: Implications for Federal Programs and Policy Responses (2015)
- The Integration of Immigrants into American Society (2015)
- Communicating Science Effectively: A Research Agenda (2017)
- A Roadmap to Reducing Child Poverty (2019)
- The Promise of Adolescence: Realizing Opportunity for All Youth (2019)
- A Decadal Survey of the Social and Behavioral Sciences: A Research Agenda for Advancing Intelligence Analysis (2019)
- Monitoring Educational Equity (2019)

2020s and Beyond

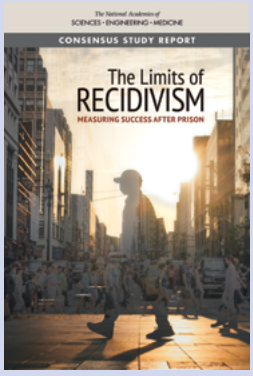
From the beginning of the COVID-19 pandemic in 2020, DBASSE has conducted thorough reviews of critical, timely issues such as vaccine take-up, implications to the well-being of youth, and applying theories of behavior change to reduce the spread of disease. These efforts are examples of an institution-wide push to deploy the strengths of the consensus-development process rapidly when circumstances require it, as well as to improve and intensify interdisciplinary efforts and collaboration across the institution's divisions. Further, the division has worked to increase the diversity of the staff and the volunteers who serve on boards and committees. These individuals bring rigor and imagination to the ongoing work of applying basic and cutting-edge research to the toughest challenges facing the nation.

In 2022, DBASSE continues to advance the behavioral and social sciences and education to improve policy, research, and practice on emerging issues and persistent challenges including human systems integration, the co-production of knowledge, advancing antiracism, diversity, equity, and inclusion in

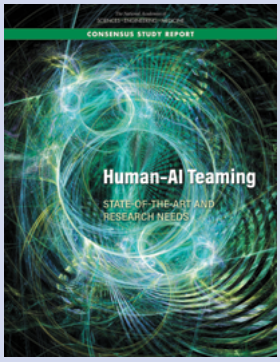
STEMM, and strategies to communicate science effectively. As DBASSE looks towards the next 60 years, it will build upon its considerable work and leverage its strong partnerships to address society's most pressing issues. DBASSE will continue to collaborate across the National Academies and beyond to ensure that this crucial work is conducted through an equity lens and produces an enduring impact.

EXAMPLES OF PUBLICATIONS FROM THE 2020s

- A National Strategy to Reduce Food Waste at the Consumer Level (2020)
- Understanding the Well-Being of LGBTQI+ Populations (2020)
- Encouraging Adoption of Protective Behaviors to Mitigate the Spread of COVID-19: Strategies for Behavior Change (2020)
- Reducing the Impact of Dementia in America: A Decadal Survey of the Behavioral and Social Sciences (2021)
- High and Rising Mortality Rates Among Working-Age Adults (2021)
- Advancing United States-Mexico Binational Sustainability Partnerships (2021)
- Understanding and Communicating about COVID-19 Vaccine Efficacy, Effectiveness, and Equity (2021)
- The Limits of Recidivism: Measuring Success After Prison (2022)
- A Vision and Roadmap for Education Statistics (2022)
- Science and Engineering in Preschool Through Elementary Grades: The Brilliance of Children and the Strengths of Educators (2022)
- Human-AI Teaming: State-of-the-Art and Research Needs (2022)



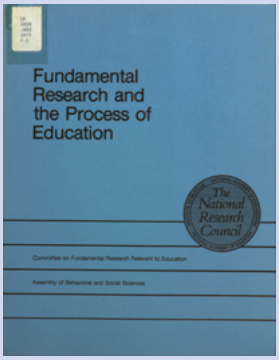
The Limits of Recidivism: Measuring Success After Prison (2022) found that the current measures of success for individuals released from prison are inadequate and outlined numerous opportunities to improve the measurement of success among individuals released from prison. The report's recommendations, if implemented, will contribute to policies that increase the health, safety, and security of formerly incarcerated persons and the communities to which they return.



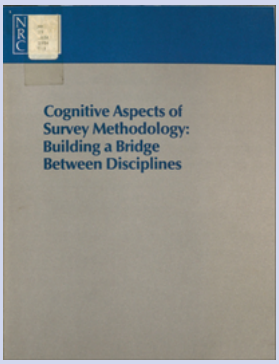
Human-AI Teaming: State-of-the-Art and Research Needs (2022) provided an overview of the state of research on human-AI teaming to determine gaps and future research priorities and explored critical human-systems integration issues for achieving optimal performance. It was used to establish a research agenda at the Air Force Research Laboratory.

Examples of DBASSE Publications through the Decades

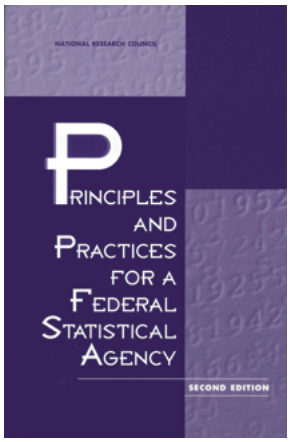
In 1976, the National Institute of Education (NIE) asked the NRC to make recommendations to improve the scientific foundation of education in the United States. The committee's report, ***Fundamental Research and the Process of Education Final Report to the National Institute of Education*** (1977) described eight examples of bodies of fundamental research that were of particular relevance to education.



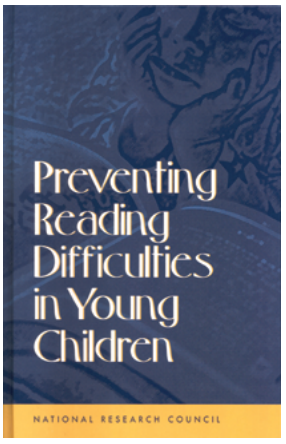
Cognitive Aspects of Survey Methodology: Building a Bridge Between Disciplines (1984) brought cognitive and social psychologists together with survey researchers and launched the field of cognitive questionnaire research, leading to the creation of "cognitive labs" at major statistical agencies.



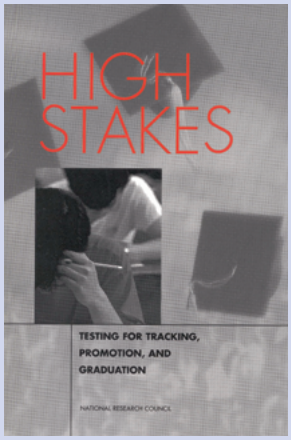
Principles and Practices for a Federal Statistical Agency (1992) is the flagship publication of the Committee on National Statistics. The report is intended to support the invaluable role that relevant, timely, accurate, and trustworthy government statistics play in a democratic system of government, and to provide support and guidance to the federal agencies that produce them.



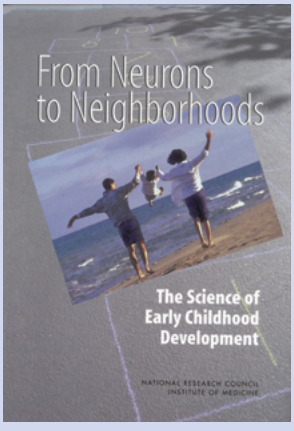
Preventing Reading Difficulties in Young Children (1998) examined effective methods used to teach young children to read. It reviewed relevant research on preventing reading difficulties, highlighting ways to build a learning environment conducive to good instruction, to proper diagnosis of problems, and to effective interventions for children at risk. *Starting Out Right: A Guide to Promoting Children's Reading Success* (1999), based on the consensus report, was developed for teachers and parents.



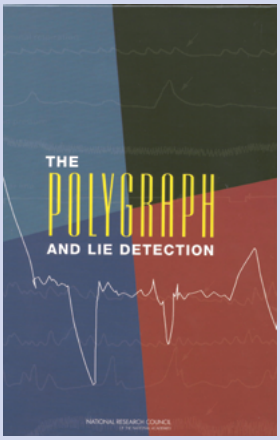
High Stakes: Testing for Tracking, Promotion, and Graduation (1999) reviewed the legal, educational and psychometric foundations of testing, and recommended policies and practices to promote appropriate use of tests.



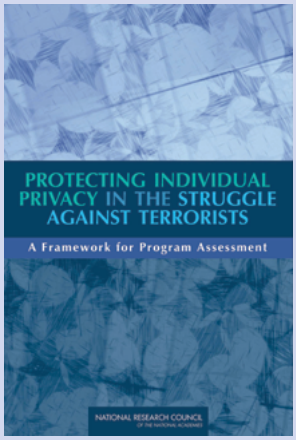
From Neurons to Neighborhoods: The Science of Early Childhood Development (2000) greatly influenced policy, practice and research direction in the field of child development. The report served as a valuable resource for multiple efforts at the local, state, and national levels in designing child care and early education programs for preschool children.



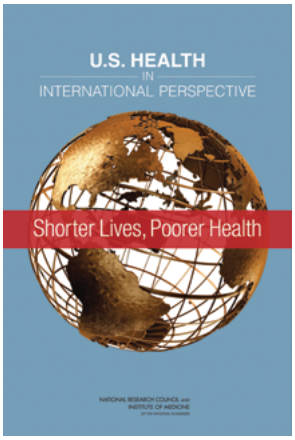
Requested by the Department of Energy, ***The Polygraph and Lie Detection*** (2003) analyzed the validity and usefulness of this technology for pre-employment and employment screening for federal agencies. The report addressed the difficulties of measuring polygraph accuracy, the usefulness of the technique for aiding interrogation and for deterrence, and potential alternative techniques for lie detection. The report led to changes in some practices of employment screening.



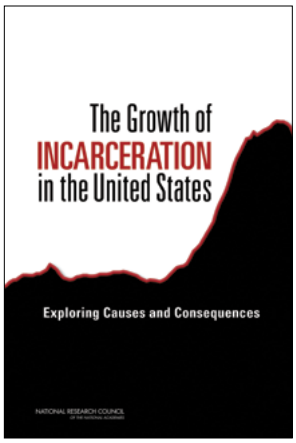
Protecting Individual Privacy in the Struggle Against Terrorists: A Framework for Program Assessment (2008) concluded that government agencies with counterterrorism programs that collect or "mine" personal data—such as phone, medical, and travel records—should be required to systematically evaluate the programs' effectiveness, lawfulness, and impacts on privacy. The report offered a framework agencies can use to assess existing programs and to determine the likely impact of new programs.



U.S. Health in International Perspective: Shorter Lives, Poorer Health (2013) examined health data from across the lifespan, comparing the U.S. with 16 peer nations and offered insights on factors responsible for the U.S. health disadvantage. It has been widely cited in public debates about health practice and policy in the United States.



The Growth of Incarceration in the United States: Exploring Causes and Consequences (2014) examined the factors behind the rise in the incarceration rate and recommended changes in sentencing policy, prison policy, and social policy. The report has been used to call for reexamination of incarceration policies in editorials and op-eds in places such as the *New York Times* and the *Wall Street Journal*.



Advancing United States-Mexico Binational Sustainability Partnerships (2021) was the first binational consensus study by the National Academies in partnership with the Mexican National Academy of Medicine (Academia Nacional de Medicina de México).

Understanding and Communicating about COVID-19 Vaccine Efficacy, Effectiveness, and Equity, (2021) a rapid expert consultation, summarized social, behavioral, and decision science research relevant to communicating how well COVID-19 vaccines work are and how equitably they are being distributed.

The work of DBASSE is carried out by standing units, each of which has a specific area of focus described below.

Current Boards and Standing Committees

COMMITTEE ON NATIONAL STATISTICS (CNSTAT): 1972 – PRESENT

CNSTAT strives to improve the statistical methods and information upon which public policy decisions are based, fostering better measures to promote a fuller understanding of important social topics, such as the economy, public health, crime, education, poverty, and other public policy issues. Established in 1972, CNSTAT is celebrating 50 years of service to the statistical community.

COMMITTEE ON LAW AND JUSTICE (CLAJ): 1975 – PRESENT

CLAJ strives to improve governmental decision-making and public policy to promote the understanding and dissemination of research in matters involving law and justice.

BOARD ON HUMAN SYSTEMS INTEGRATION (BOHSI): 1980 – PRESENT

Using a systems approach, BOHSI applies human factors and human-centered design principles to improve individual and organizational performance. Originally called the Committee on Human Factors, then renamed the Committee on Human Systems Integration and then, in 2010, the committee became the Board on Human-Systems Integration (BOHSI).

COMMITTEE ON POPULATION (CPOP): 1983 – PRESENT

CPOP was established to bring the knowledge and methods of the population sciences to bear on major issues of science and public policy.

BOARD ON ENVIRONMENTAL CHANGE AND SOCIETY (BECS): 1989 – PRESENT

BECS aims to mobilize social and behavioral sciences to identify equitable and effective solutions to the challenges at the intersection of environmental change and society. Originally formed in 1989 as the Committee on Human Dimensions of Global Climate Change, the committee later transitioned into the Board on Environmental Change and Society (BECS).

BOARD ON CHILDREN, YOUTH, AND FAMILIES (BCYF): 1993 – PRESENT

BCYF mobilizes expertise from multiple disciplines to analyze the best available evidence on critical issues facing children, youth, and families. In 1993 BCYF was established as a joint unit between DBASSE and the Institute of Medicine (IOM) (now the Division of Health and Medicine). The Board is a successor to earlier groups within the Academy complex, including the Forum on the Future of Children and Families (1987-1993) and the Committee on Child Development and Public Policy (1977-1992).

THE BOARD ON BEHAVIORAL, COGNITIVE, AND SENSORY SCIENCES (BBCSS): 1997 – PRESENT

BBCSS monitors advances in the behavioral, cognitive, and sensory sciences and studies how development in these fields can enhance public policy and practice.

BOARD ON SCIENCE EDUCATION (BOSE): 2004 – PRESENT

BOSE investigates how science is learned and can effectively be taught from early childhood to adulthood, in both schools and informal settings. In 2004, BOSE was formed by the merger of two standing committees, Committee on Science Education K-12 (1996-2004) and Committee on Undergraduate Science Education (1993-2004).

THE FORUM FOR CHILDREN'S WELL-BEING: 2009 – PRESENT

In 2009, the Forum for Children's Well-Being was established in response to recommendations from the 2009 NRC/IOM report *Preventing Mental, Emotional, and Behavioral Disorders Among Young People: Progress and Possibilities*. The Forum aims to inform a forward-looking agenda for building a stronger research and practice base around the development and implementation of effective and equitable programs, practices, and policies to promote cognitive, affective, and behavioral health for all children, adolescents, and emerging adults.

STANDING COMMITTEE ON ADVANCING SCIENCE COMMUNICATION RESEARCH AND PRACTICE: 2015 – PRESENT

The Standing Committee on Advancing Science Communication aims to bring together the diverse disciplines of science communication research and practice to more effectively engage all communities with science in ways that are equitable, evidence-based, and inclusive.

ROUNDTABLE ON SYSTEMIC CHANGE IN UNDERGRADUATE STEM EDUCATION: 2017 – PRESENT

The Roundtable fosters ongoing discussion of the challenges to and strategies for improving undergraduate STEM education among federal officials, the business community, policy makers, educators, and academic scientists, mathematicians, and engineers.

SOCIETAL EXPERTS ACTION NETWORK (SEAN): 2020 – PRESENT

Formed in 2020 to connect social and behavioral science researchers with decision-makers who are leading the response to COVID-19. SEAN will respond to the most pressing social, behavioral, and economic questions that are being asked by federal, state, and local officials by working with appropriate experts to quickly provide actionable answers.

Past Boards and Standing Committees

MATHEMATICAL SCIENCES EDUCATION BOARD (MSEB): 1985 – 2008

The mission of the MSEB was to provide national leadership and guidance for policies, programs, and practices supporting the improvement of mathematics education at all levels and for all members of our society.

BOARD ON INTERNATIONAL COMPARATIVE STUDIES IN EDUCATION (BICSE): 1988 – 2003

BICSE engaged in activities designed to increase the rigor and sophistication of international comparative studies in education, to identify gaps in the existing research base, and to assist in communicating results to policy makers and the public. The board's work helped to strengthen U.S. participation in large-scale cross-national surveys of achievement and the collection of international comparative education statistics.

BOARD ON TESTING AND ASSESSMENT (BOTA): 1993 – 2018

BOTA was established to build on seminal work of DBASSE in the 1980s related to ability testing and subsequent explorations of testing issues for military and industrial applications in the late 80s and early 90s. The board addressed a wide range of issues concerning the science and policy of testing and assessment in education, employment, and the military. Building on a strong foundation of research in the behavioral and social sciences, the board tracked developments and innovations and kept policy makers, educators, and employers apprised of evolving technological and policy issues.

TEACHERS ADVISORY COUNCIL (TAC): 2002 – 2017

Comprised of master classroom teachers from many subject areas and grade levels, this standing council provided guidance to National Academies' staff who working on education-related issues.

NATIONAL ACADEMIES *Sciences Engineering Medicine*

ABOUT THE NATIONAL ACADEMIES

The National Academy of Sciences, the National Academy of Engineering, and the National Academy of Medicine work together as the National Academies of Sciences, Engineering, and Medicine (the National Academies) to provide independent, objective analysis and advice to the nation and conduct other activities to solve complex problems and inform public policy decisions. The National Academies also encourage education and research, recognize outstanding contributions to knowledge, and increase public understanding in matters of science, engineering, and medicine.

The Division of Behavioral and Social Sciences and Education (DBASSE) advances the behavioral and social sciences and their application. Our work helps sponsoring organizations, policy makers, and other decision makers harness evidence and insights from these disciplines to improve policy and practice. We appoint panels of experts who examine the best available evidence on a question, deliberate to reach consensus, and issue reports that outline what the evidence reveals and the best path forward. We convene experts and practitioners at workshops and other venues to share research across disciplines, spark new ideas, and advance the conversation around national issues. We oversee original research and conduct activities that promote the scientific enterprise, such as the annual Henry and Bryna David lecture which features policy-relevant research by a prominent behavioral and social sciences researcher.

Our work has

- strengthened how science is taught and learned in the nation's K–12 schools;
- improved the ways states and the federal government measure poverty;
- guided the federal government's research agenda on crime and criminal justice;
- spurred new initiatives to prevent mental and behavioral disorders in young people;
- identified behavioral and social science findings to improve the work of U.S. intelligence analysts;
- revealed the unreliability of lie-detector use for employment security screening;
- illuminated the consequences of the growth of incarceration, informing a national discussion;
- shaped federal, state, and local policy agendas and intervention efforts around early childhood development.

In addition to DBASSE, the National Academies includes divisions focused on the life sciences, physical sciences and engineering, health and medicine, policy and international affairs, and transportation. We can enlist experts not only from across the behavioral and social sciences but also from other fields. This diversity of knowledge is increasingly important for solutions to complex problems that cross disciplinary boundaries.

Albert Einstein Memorial Statue © 1978 by Robert Berks. Photo credit: Alex Jamison.

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The National Academies provide independent, trustworthy advice that advances solutions to society's most complex challenges.

www.nationalacademies.org

Division of Behavioral and Social Sciences and Education

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