

**International Perspectives in U.S. Psychological Science Journals**  
**Invitational Virtual Workshop**  
**U.S. National Committee for Psychological Science**  
**National Academies of Sciences, Engineering, and Medicine**

**SPEAKERS**

MERRY BULLOCK

Dr. Bullock's work focuses on international engagement in research, teaching, application and policy. She has held a number of leadership positions in psychology and science organizations. She is currently Secretary General of the International Council of Psychologists and Steering Committee co-chair for the Global Network of Psychologists for Human Rights. Until 2017 she directed the Office of International Affairs at the American Psychological Association in Washington DC, which oversees APA's involvement in international academic, research, and policy activities. Dr. Bullock was co-editor of the *Journal of Applied Developmental Psychology* and is presently co-editing the second edition of the Handbook of International Psychology, and reviews for books and journals. Her published scholarly output includes work on early cognitive development, scientific thinking, developmental aspects of motivation and emotion, and internationalization. Dr. Bullock has lived and worked in university and policy settings in Canada, Estonia, Germany, and the United States.

SARAH DRYDEN-PETERSON

Dr. Dryden-Peterson is Associate Professor at the Harvard Graduate School of Education where she leads a research program that focuses on the connections between education and community development, specifically the role that education plays in building peaceful and participatory societies. In her field-based research globally, in her teaching, and in her role as founder and director of Refugee [REACH](#), she examines what it would take for all children to access quality education, be part of welcoming communities, and contribute to building peaceful futures. Her research connects practice, policy, and scholarship and is strengthened through sustained collaborations with communities, NGOs, governments, and UN agencies, with a focus on low- and middle-income countries, particularly those that are conflict-affected. Dryden-Peterson's research has played critical roles in shaping global policy and local programs that have the potential to create quality, conflict-informed, and future-creating education for millions of children globally in settings of migration and displacement. Raised in Toronto, Canada, Dryden-Peterson taught primary and middle school in Madagascar, South Africa, and the United States.

CHARLES M. SUPER

Dr. Super is Professor of Human Development and Pediatrics at the University of Connecticut and is Co-Director of the Center for the Study of Culture, Health, and Human Development. He earned his B.A. at Yale (Psychology) and his PhD at Harvard (Developmental Psychology). Dr. Super is a Fellow of the American Psychological Association, the Association for Psychological Science, and the American Anthropology Association; he was awarded (jointly with Sara Harkness) the Society for Research in Child Development's Award for *Distinguished*

*Contributions to Cultural and Contextual Factors in Child Development*. Dr. Super's research, which has received support from government, foundation, and international sources, focuses on the cultural regulation of development in infancy and early childhood, and on interventions to promote the health and well-being of young children. He has participated in research and interventions in more than a dozen countries and is the author of numerous scientific articles and chapters. He is Editor (with Pia Rebello Britto and Patrice Engle) of the *Handbook of early childhood development research and its impact on global policy* (Oxford University Press, 2013).

#### JUDITH TORNEY-PURTA

Dr. Torney-Purta (BA Stanford; PhD University of Chicago) is Professor Emerita of Human Development at the University of Maryland, College Park – previously Professor of Psychology at the University of Illinois in Chicago. She began international research on young people's civic and political development in ten countries in the 1970s. In the 1990s she chaired an international collaborative process developing a survey and test in this area that was conducted in a wide range of countries from Eastern and Western Europe (and the U.S.). A co-edited book published in June 2021, *Influences of the IEA Civic and Citizenship Education Studies: Practice, Policy and Research across Countries and Regions*, contains reflections on these collaborative projects from researchers in nearly twenty countries. She is a Fellow of APA and a member of the National Academy of Education. She received APA's Award for Distinguished Contributions to International Psychology (2009). She was Co-Editor of the *Journal of Applied Developmental Psychology* and a Member of the U.S. National Committee for Psychological Science, co-developing workshops on international collaboration in social and behavioral sciences held in 2006, 2013, and 2017. She serves on the Advisory Committee of CivicLEADS (an archive encouraging collaborative research) at ICPSR, University of Michigan.

#### **PANELISTS**

##### CYNTHIA GARCÍA COLL

Dr. García Coll is currently an Adjunct Professor in the Pediatrics Department at the University of Puerto Rico Medical School and the Charles Pitts Robinson and John Palmer Barstow Professor Emerita, at Brown University. Prior to moving back to Puerto Rico in 2011, she was a Professor of Education, Psychology and Pediatrics for 30 years at Brown University. Her research focuses on the interplay of sociocultural and biological influences on child development, with particular emphasis on populations that live in at-risk conditions and/or are considered minorities. She has published over 160 peer reviewed articles, book chapters and books. She received her bachelor's degree from the University of Puerto Rico, her master's degree from the University of Florida and her PhD from Harvard University. Dr. García Coll has served on the editorial boards of many leading academic journals, including being the editor in chief of *Child Development* and *Developmental Psychology*. She is a fellow of the American Psychological Association and the Association for Psychological Science and has received awards from Tufts and Brown University, the University of North Carolina-Chapel Hill, the Society for Developmental and Behavioral Pediatrics, the Society for Research in Child

Development (SRCD), Progreso Latino, and a Doctorate in Humane Letters, Honoris Causa from the Erikson Institute. She has been on the governing boards of the United Way of Rhode Island, the Rhode Island Community Foundation, SRCD, the Society for the Study of Human Development and currently, the SRCD-Latino Caucus and the Foundation for Child Development. She also served as a member and chair of the Young Scholars Program at the WT Grant Foundation for eleven years. Her research has been funded by NIH, the McArthur Foundation, the WT Grant Foundation and the Spencer Foundation. She has three children and two grandchildren and is an avid practitioner of yoga and mindfulness.

#### ABIGAIL GEWIRTZ

Dr. Gewirtz is the Lindahl Leadership Faculty Chair in the Department of Family Social Science and the Institute of Child Development at the University of Minnesota; starting fall 2021, she will be Foundation Professor of Psychology at Arizona State University. Her research focuses on the development, effectiveness testing, and widespread implementation of targeted prevention programs that promote child resilience among highly stressed families including those affected by military deployment, and war. Dr. Gewirtz's research has been federally funded for more than 15 years. She is director of the Center for Resilient Families, tasked with the national implementation and dissemination of evidence-based parenting programs to families affected by traumatic stress. She also is Principal Investigator on three randomized controlled trials to develop and test parenting programs for military families with parents returning from war. Dr. Gewirtz is Editor-in-Chief of the *International Journal of Psychology*, the journal of the International Union of Psychological Science, and is a Fellow of the Association for Psychological Science and the American Psychological Association. She has authored more than 100 publications, in addition to a recent book, "[When the World Feels Like a Scary Place: Essential Conversations for Anxious Parents and Worried Kids](#)" (Workman Press, May 2020).

#### SILVIA H. KOLLER

Dr. Koller is a developmental psychologist, full professor and chair of the Center for Psychological Studies of At-Risk Populations in the Department of Psychology at the Universidade Federal do Rio Grande, Brazil. Recently, she was a visiting scholar at Harvard Graduate School of Education and a visiting scientist at Harvard T.H. Chan School of Public Health. She is also an Extraordinary Professor at North West University, in Vanderbijlpark, South Africa, and Honorary Professor at the Universidad de Chiclayo and Universidad Autónoma del Perú. She has strong interest and commitment to the internationalization of knowledge in psychology, which has led her to disseminate Brazilian research in various scientific associations around the world, taking various positions in international organizations, as well as publishing her research on high quality journals. She has been qualified to advance her ongoing investigations on at-risk populations, focusing mostly on translational and applied Psychology and based on a bioecological theoretical perspective. Her interests also focus on children's rights, resilience, prejudice, and prosocial moral development. She has lectured at different universities around the world. During her years as Ph.D. and Master's advisor and mentor, she accompanied a growing cadre of faculty members, who are now rising stars.

#### GERALD MATTHEWS

Dr. Matthews is a Research Professor at the Institute for Simulation and Training, University of Central Florida. He has a PhD in Experimental Psychology from the University of Cambridge. He previously held faculty positions in applied psychology at the University of Dundee and the University of Cincinnati. His research interests center on stress, workload, and individual differences in human performance, including the assessment of stress and fatigue in performance contexts. His recent projects have addressed driver fatigue, unmanned vehicle operation, trust in human-robot teaming, and workload factors in virtual reality. He has been President of the International Society for the Study of Individual Differences and of Division 13 (Traffic and Transportation Psychology) of the International Association for Applied Psychology. He is currently Specialty Chief Editor of the Social Psychology and Personality Section of *Frontiers in Psychology*. He is also an Associate Editor for *Personality and Individual Differences* and for *Human Factors*. He was formerly an Associate Editor for *Emotion*, and Consulting Editor for *Journal of Experimental Psychology: Applied*.

#### ANNE C. PETERSEN

Dr. Petersen is Founder/President of Global Philanthropy Alliance, a foundation making grants to young entrepreneurs in Africa. She is also an adjunct Research Professor, University of Michigan, Integrated Systems Design in the College of Engineering, and faculty affiliate of the Africa Studies Center STEM initiative and the S&T Policy Program, Ford Policy School. Dr. Petersen held administrative and faculty roles at Stanford U, U Minnesota, Penn State U, and U Chicago. She was Senior VP Programs, W.K. Kellogg Foundation and U.S. President-nominated/Senate-confirmed National Science Foundation Deputy Director/COO. In addition, she was Associate Director, Health Program, MacArthur Foundation, worked closely with the Jacobs Foundation, is currently Board Director, Templeton World Charity Foundation, and consultant to others. Petersen authored/edited 18 books and over 350 articles, currently emphasizing global science policy as well as global philanthropy, with continuing emphases on adolescence/youth development and evaluation/research methods. Her honors include election to the National Academy of Medicine (NASEM) and Fellow in several scientific societies including AAAS, ISSBD, APA (three divisions), and founding Fellow of APS. She co-founded the Society of Research on Adolescence and was President of several scientific societies. She chairs NASEM's Policy & Global Affairs Divisional Committee and serves on the NRC Governing Board, NSF International Committee, and the Physical Sciences Division Council, University of Chicago, among other U.S./global voluntary boards/committees.

#### VAISHALI RAVAL

Dr. Raval has engaged in psychological research with international populations for over 15 years in collaboration with colleagues in various parts of Asia. Her program of research explores cultural and contextual foundations of parenting, with a focus on emotion processes and how they relate to child and adolescent mental health outcomes among culturally diverse families around the world. An emerging line of research on global mental health focuses on contextual understanding of psychopathology, and culturally informed mental health training and intervention approaches. She serves on the editorial boards of *Asian American Journal of Psychology*, *Cultural Diversity and Ethnic Minority Psychology*, and *Journal of Child and Family Studies*, and has served as the editor of APA Division 52 periodical *International*

*Psychology Bulletin*, which along with division news and activities publishes a section of peer-reviewed empirical articles. As an *ad hoc* reviewer, she regularly reviews manuscripts reporting on international research in clinical and developmental psychology journals such as *Child Development* and *Journal of Clinical Child and Adolescent Psychology*. She is the co-chair of the Society for Research on Adolescence's International Committee, which is working towards increasing the representation of research by international scholars in U.S. psychology journals.

#### DAWN P. WITHERSPOON

Dr. Witherspoon is the McCourtney Family Early Career Professor (Associate) in Psychology at Pennsylvania State University and the Director of PACT, Parents And Children Together, a community-university partnership to enhance the lives of diverse children, youth, and families. Her research focuses on the ways in which families and youth are influenced by the contexts in which they are embedded, particularly focusing on how neighborhood, family, and race/ethnicity-related factors affect adolescents' academic, psycho-social, and behavioral well-being. Witherspoon is the past chairperson of the Ethnic and Racial Issues (ERI) committee and current co-chairperson of the Publications Committee of the Society for Research on Child Development (SRCD). Dr. Witherspoon is also co-chair of the 2022 biennial meeting of Society for Research on Adolescence (SRA). Witherspoon's work has been supported by NIH and NSF and published in numerous outlets, including *Child Development*, *American Journal of Community Psychology*, and *Journal of Youth and Adolescence*. Dr. Witherspoon is on the editorial board of *Cultural Diversity and Ethnic Minority Psychology*, *Developmental Psychology*, *Identity*, and *American Psychologist*. Witherspoon is an Associate Editor for *Journal of Research on Adolescence* where is she the co-editor of a special series on "Dismantling Systems of Racism and Oppression during Adolescence."

#### FRANK C. WORRELL

Dr. Worrell is a Professor of School Psychology in the Graduate School of Education at the University of California, Berkeley and an Affiliate Professor in the Social and Personality Area in the Psychology Department. A certified school psychologist and a licensed psychologist, his areas of expertise include at-risk youth, cultural identities, gifted education and talent development, psychosocial development, scale development and validation, time perspective, and the translation of psychological research findings into practice. Dr. Worrell is a former Editor of *Review of Educational Research* and a Fellow of the Association for Psychological Science, the American Educational Research Association, and five Divisions of the American Psychological Association, including Division 15 (Educational Psychology) and Division 16 (School Psychology). Author of over 200 scholarly works, Dr. Worrell is a recipient of the Distinguished Contributions to Research Award from Division 45 of APA (the Society for the Psychological Study of Culture, Ethnicity, and Race) and the Outstanding International Psychologist Award from Division 52 of APA (International Psychology). He is an elected member of the Society for the Study of School Psychology and the National Academy of Education and the 2021 President-Elect of the American Psychological Association.

### HIROKAZU YOSHIKAWA

Dr. Yoshikawa is a community and developmental psychologist who studies the effects of public policies and programs related to immigration, early childhood, and poverty reduction on children's development. He conducts research in the United States and in low- and middle-income countries. His recent books include *Cradle to Kindergarten: A New Plan to Combat Inequality* (with Ajay Chaudry, Taryn Morrissey, and Christina Weiland, 2021, 2nd edition, Russell Sage) and *Immigrants Raising Citizens: Undocumented Parents and Their Young Children* (2011, Russell Sage). He is an elected member of the National Academy of Education, the American Academy of Political and Social Sciences, and the American Academy of Arts and Sciences.

### **BREAKOUT GROUP LEADERS**

#### CRAIG A. ANDERSON

Dr. Anderson (PhD, Stanford University, 1980) is a Distinguished Professor of Psychology at Iowa State University; Director, Center for the Study of Violence; and Past-President of the International Society for Research on Aggression. His 240+ publications have received over 37,000 citations. His book *Violent Video Game Effects on Children and Adolescents* included the first longitudinal study of this topic, and the first experimental study to compare the short-term effects of violent children's video games on the aggressive behavior of both children and college students. He is considered by many to be the world's leading expert on violent video game effects. His General Aggression Model has been applied to clinical, social, personality, and developmental psychology; pediatrics; criminology; and war and climate change, among other fields. In 2017, Dr. Anderson received the top award conferred by the Society for the Psychological Study of Social Issues. The Kurt Lewin Award was presented for "outstanding contributions to the development and integration of psychological research and social action." He shared that award with long-time collaborator Dr. Brad Bushman. In addition to work in the media violence domain, Dr. Anderson's more recent work with talented graduate students and worldwide collaborators addresses issues such as global climate change effects on violence and war; media effects on stereotyping of Arabs/Muslims and on anti-Arab/Muslim public policy positions; media effects on impulsivity, attention deficits, brain function, and aggression; and re-appraisal training as a tool to reduce aggression. He also continues to serve as an associate editor of two journals, is on the editorial boards of several other journals, and consults with numerous child advocacy and parent groups and governments on public policy issues.

#### DEBI BRANNAN

Dr. Brannan received her BS, MS, and PhD at Portland State University (Oregon). She is currently an assistant professor at Western Oregon University, where she directs a team of undergraduates/post baccalaureate students. Dr. Brannan has been an associate editor with the *Psi Chi Journal of Psychological Research* since 2013 and in July 2016, as its editor. In Dr. Brannan's scholarship as an applied psychologist she has focused her research on understanding how positive interactions and social support buffer individuals from stress and negative health behaviors. Using daily process methodology, Dr. Brannan has examined the effects of daily demands on work-family-school balance among nontraditional students as well as daily social

support on drinking behaviors. Dr. Brannan's current work is on understanding how nontraditional students balance work, family life, and school. Being a first-generation student herself, she is particularly interested in how to provide support for these students. Additionally, Dr. Brannan is currently collaborating with colleagues from Harvard, University of Miami, and Northeastern on musculoskeletal pain and psychological outcomes. In addition, she is particularly interested in the role of social support across cultures—specifically, the connections among social support and well-being, health, and job success.

#### KORALY E. PÉREZ-EDGAR

Dr. Pérez-Edgar is the McCourtney Professor of Child Studies at Penn State University. Her research examines trajectories of early socioemotional development from infancy through adolescence, focusing on early appearing temperament traits and their impact on the ways children respond to, and engage with, their environment. In conducting her work, Dr. Pérez-Edgar has taken a multi-method approach involving direct observation of behavior, cognitive measures, eye-tracking, psychophysiology, and neuroimaging. Dr. Pérez-Edgar is a Fellow of the Association for Psychological Science (APS) and the recipient of numerous awards including a Cattell Sabbatical Award and an NIMH R01 BRAINS Award. Currently, Dr. Pérez-Edgar is an associate editor at *Child Development* and *Emotion*. She is the incoming editor of *Developmental Psychology* beginning January 2021, and will be editor from 2022 through 2028.

#### AMANDA SHEFFIELD MORRIS

Dr. Morris is a developmental scientist with research interests in children and adolescents' social and emotional development. She is the Editor of the *Journal of Research on Adolescence* published by Wiley, the journal affiliated with the Society for Research on Adolescence. She is also an Associate Editor for a new journal, *Adversity and Resilience Science: Research and Practice* published by Springer Nature. Dr. Morris's research program focuses on parenting, emotion regulation, and the effects of early adversity and protective experiences on development. She is a Regents Professor and George Kaiser Family Foundation Chair in Child Development in the Department of Human Development and Family Science at Oklahoma State University. She has been an Associate Editor for the *Journal of Research on Adolescence* and has guest edited special issues for multiple journals, including *Developmental Psychology*.

#### QI WANG

Dr. Wang is professor of human development and psychology at Cornell University. Her research integrates developmental, cognitive, and sociocultural perspectives to examine the mechanisms responsible for the development of autobiographical memory. She has undertaken extensive studies to examine how cultural variables sustain autobiographical memory by affecting information processing at the level of the individual and by shaping social practices of remembering between individuals (e.g., sharing memory narratives between parents and children). Her other lines of work include the study of future thinking, self-concept, and emotion knowledge in cultural contexts, and the investigation of the influence of social media on memory and other cognitive processes. A graduate of Peking University, China, Wang earned a Ph.D. in psychology in 2000 at Harvard University. Wang frequently publishes in scientific journals and

in volumes of collected works. Her single-authored book, *The Autobiographical Self in Time and Culture* (2013, Oxford University Press), is regarded as a definitive work on culture and autobiographical memory.

## PLANNING COMMITTEE

### JENNIFER E. LANSFORD (CHAIR)

Dr. Lansford is Research Professor in the Center for Child and Family Policy at Duke University and serves as chair of the planning committee. Her research focuses on understanding how contexts (e.g., culture, schools) moderate the influence of socializing agents (e.g., parents, peers) on trajectories of social and behavioral development from childhood to adulthood. To date, Dr. Lansford has edited seven books (published by Guilford Press, Oxford University Press, Routledge, Sage, and Springer) and four special issues of journals and has published over 200 peer-reviewed journal articles and 65 book chapters. Since 2016, Dr. Lansford has served as Associate Editor of *Developmental Psychology* and previously has served as Associate Editor of the *International Journal of Behavioral Development* (2015-2019) and *Aggressive Behavior* (2008-2013). In addition, she has served on the editorial boards of *Development and Psychopathology*, *Journal of Clinical Child and Adolescent Psychology*, *Parenting: Science and Practice*, and *Zeitschrift für Psychologie*. Dr. Lansford has chaired the U.S. National Institutes of Health (NIH) Psychosocial Development, Risk and Prevention study section and the International Affairs Committee of the Society for Research in Child Development (SRCD). She was the Program Chair for the 2019 SRCD biennial meeting. She was a panelist at the NASEM workshop on Building Infrastructure for International Collaborative Research in the Social and Behavioral Sciences in 2013 and contributor to the resulting report that was released in 2015. She has served on the NASEM's USNC/IUPsyS since 2016 and as Chair since 2018. Dr. Lansford received her PhD in Developmental Psychology from the University of Michigan.

### MARY GAUVAIN

Dr. Gauvain is a Distinguished Professor of Psychology in the Department of Psychology at University of California at Riverside (UCR). She studies cognitive development in early and middle childhood with particular attention to social and cultural contributions to the development of thinking. She has authored or co-authored over 100 papers for scientific journals, many book chapters, and the volume entitled *The Social Context of Cognitive Development* (Guilford, 2001). Recently, she was the PI on an interdisciplinary NSF-IGERT award, Water SENSE: Social, Engineering, and Natural Sciences Engagement. Dr. Gauvain has been the Associate Editor of the journals *Child Development* and *The Merrill-Palmer Quarterly*. She has served on the editorial boards of several other scientific journals and on review panels for national organizations, including NSF, and private foundations. She is a Fellow of the American Association for the Advancement of Science (AAAS), the American Educational Research Association (AERA), the American Psychological Association (APA), and the Association for Psychological Science (APS). Dr. Gauvain is member of the USNC/IUPsyS. She has been on the UCR faculty since 1992 and has served in various capacities on campus, including Chair of the UCR Academic Senate, Associate Vice Provost for Faculty Success and Development, and Co-Director of the UC Global Health Institute Center of Expertise on One Health: Water, Animals,



Food and Society. She is currently the Chair of the Academic Senate of the University of California. She received her PhD in Developmental Psychology from the University of Utah.

#### LAURA R. JOHNSON

Dr. Johnson is a Professor in the Department of Psychology, Associate Faculty in the Croft Institute for International Studies, and Environmental Studies Core Faculty at the University of Mississippi, where she directs the Nature, International, Cultural, and Community Engagement (NICEpsych) Lab (<https://thenicelab.wordpress.com>). Johnson's research is transnational, spanning cultural, conservation, and peace psychology with a focus on positive youth development, community participation, and intercultural relations in a changing global environment, especially sub-Saharan Africa. Johnson is a National Geographic Explorer (2007-current), Fulbright Research Scholar (2001, 2013), and U.S. Peace Corps volunteer (Papua New Guinea, 1993-1995). Johnson was a founding editorial board member of the journal *Ecopsychology*, has served on the editorial review board of *International Journal of Intercultural Relations*, was a consulting editor for the *Journal of Cross-Cultural Psychology*, and has served as reviewer for several other journals. Johnson served in APA's Committee on International Relations in Psychology (CIRP) (2008-2010; 2015-current CIRP alumna) and is a member of the USNC/IUPsyS (2018-2022). Johnson's publications focus on cultural competence, translations of measures, mixed methods, and expanded research methodologies to include diverse and marginalized groups. In 2015, Johnson gave a TED talk, Engagement is the Answer! Cross-Cultural Lessons from Life and Psychology. She has been a long-time collaborator with Jane Goodall's Roots & Shoots and Wildlife Clubs of Uganda and serves on the board of the NGO Bush2Base. She received her PhD in Psychology from the University of Louisville.

#### ANNA PAPAFRAGOU

Dr. Papafragou is a Professor in the Department of Linguistics and Director of the interdisciplinary Graduate Program in Language and Communication Sciences at the University of Pennsylvania. She studies the nature and growth of human language, with a focus on how children acquire language, how language is used and understood in communities around the world, and how language interfaces with human perception and cognition. Dr. Papafragou has received multiple awards from NIH and NSF, has authored or co-authored over 85 journal or other peer-reviewed publications, and has given over 95 invited scientific talks. Her doctoral dissertation was published as a book by Elsevier, and she currently serves on the editorial board of *Language Acquisition*, *Semantics and Pragmatics* and the *Yearbook of Linguistic Variation*. She serves as Guest Editor for special issues of *Language Learning and Development* on 'Number: Origins and Development' (2017), 'Pragmatic Development' (2018), and 'Understanding Other Minds: Insights from animal cognition, human development and language' (2019). She is co-editing the Oxford Handbook of the Mental Lexicon and is an article reviewer for 27 journals, including *Science*; *PNAS*; *Psychological Science*; *Trends in Cognitive Science*; *Journal of Experimental Psychology* (both the General and the Learning, Memory, and Cognition editions), and *Brain Research*. She is an elected Fellow of APS (2019) and serves on the Governing Board of the Cognitive Science Society. Dr. Papafragou received her PhD in Linguistics from University College London.

### SUMAN VERMA

Dr. Verma is a Developmental Psychologist and former head of the Department of Human Development & Family Relations, Government Home Science College, Panjab University, Chandigarh, India. Her research is in the areas of behavior settings of street/working children, daily ecology of adolescent family life, school stress, adolescent abuse, intervention studies using life skills education approaches, and developmental science and the UN's Sustainable Development Goals. Dr. Verma was a two-time fellow at the Center for Advanced Study in the Behavioral Sciences, Stanford, where she developed her cross-cultural "Pathways of Risk and Protection among Street Youth in India, Indonesia, the Philippines, and South Africa" project. As a member of an 18-country cross-cultural group, she conducted a study on *Learning under Conditions of COVID-19 among Adolescents*. Dr. Verma is an active member of various professional organizations such as the International Society for the Study of Behavioral Development (ISSBD) and SRCD. She is an ISSBD Fellow, has been a member of several cross-cultural study groups, and has served as a reviewer/editorial committee member on several international journals including *Child Development* and the *International Journal of Behavioral Development*. She was a member of the SRCD International Affairs Committee and of its Task Force on Scientific Integrity & Openness, and currently is a member of the editorial board of *Zeitschrift für Psychologie (Journal of Psychology)* and *Psychological Science*, member of the International Panel on Social Progress, and lead author of a chapter in their report "*Rethinking societies for the 21<sup>st</sup> century*." Dr. Verma has authored four books, authored or co-authored 21 book chapters and 52 peer-reviewed journal articles. She is a guest editor, along with A.C. Petersen and J.E. Lansford, of the 2019 (2) issue of *Zeitschrift für Psychologie (Journal of Psychology)* on *Sustainable Human Development: Challenges and Solutions for Implementing the United Nations' Goals*. She earned her PhD in Psychology from Panjab University, Chandigarh.

### JEFFREY M. ZACKS

Dr. Zacks (BA: Yale, PhD: Stanford) is Professor and Associate Chair of Psychological & Brain Sciences at Washington University, where he studies perception, memory, and action using converging cognitive neuroscience methods across the lifespan. His research has been funded by DARPA, NSF, NIH, ONR, and the McDonnell Foundation. He has served as Associate Editor at *Cognition*, *Cognitive Research: Principles & Implications*, and *Collabra*, Chair of the Board of Scientific Affairs of APA, and Chair of the Governing Board of the Psychonomic Society. He has received awards from the NSF, Psychonomic Society, APA, APF, and is a fellow of AAAS, APS, APA, the Midwest Psychological Association, and the Society of Experimental Psychologists. Dr. Zacks has written two books, co-written a third, and co-edited two volumes. He has published 100 journal articles and also has written for *Salon*, *Aeon*, and *The New York Times*.