

ANNE DOPKINS STRIGHT

Dr. Anne Dopkins Stright will be retiring after 25 years at Indiana University's School of Education in Bloomington. Early in her career, after earning an M.S. and a specialist degree in School Psychology from the University of Wisconsin–Madison, Dr. Stright spent two years working as a psychologist at a K–12 private school in Kuwait. This formative experience was a catalyst for her long and productive career in the field of Education and Human Development. In 1994, Dr. Stright received her Ph.D. in Human Development from the University of Wisconsin–Madison, where she also worked as project coordinator of the large multisite NICHD–funded Study of Early Child Care. In 1995, Dr. Stright joined the human development faculty in the School of Education at Indiana University as an assistant professor. Here, from 1996 to 2000, she co-chaired the Health and Human Services (HHS) Father Task Force, a project of the National Institute of Child Health and Development (NICHD) Study of Early Child Care. Two years later, Dr. Stright became the director of the Human Development Program at Indiana University, serving in this role from 2002 to 2015. In 2003, she was promoted to the rank of associate professor.

During her tenure, Dr. Stright has made important contributions to the field through her research on how families affect child and adolescent development. A common theme in Dr. Stright's teaching and research has been how individual traits and both family and culture interact with or predict child attachment to the parent, as well as how they predict parenting behaviors, including co-parenting, parent scaffolding of children's problem solving, parent warmth, parent behavioral, and psychological control. Her work has provided insights

into how these characteristics predict outcomes such as children's school behavior, self-regulation in the classroom, emotion regulation, academic achievement, and religiosity. For instance, in a landmark study published in *Child Development* (one of the top journals in developmental psychology) in 2008, Dr. Stright and colleagues found support for the differential susceptibility hypothesis, the notion that children differ in the extent to which parenting experiences influence their development. That is, maternal parenting style was a stronger predictor of U.S. children's first-grade outcomes (e.g., social skills) for infants with difficult temperaments as compared to less difficult infants. Infants with difficult temperaments were better adjusted at first grade than those with less difficult temperaments when their mothers' parenting quality was high but had poorer adjustment when the parenting quality was poor.

In addition to work in the United States, Dr. Stright conducted a number of studies on the role of culture in families in Singapore and in Taiwan. She also conducted research among immigrant Hmong families in the United States. Many graduate students have benefitted from participation in Dr. Stright's research projects. Across 25 peer-reviewed publications and in countless national conference presentations, Dr. Stright reported on characteristics of children (such as children's temperament), characteristics of parents (such as parental education and personality), and characteristics of the family system (such as marital conflict). Findings from this research have helped to inform the field and her teaching.

Child development has also been the primary focus of Dr. Stright's teaching and research. Dr. Stright taught both

undergraduate and graduate courses on child and adolescent development, as well as on lifespan development. She also taught advanced seminars on social development, family processes, and college teaching. In 2010, Dr. Stright's exemplary teaching practices earned her the Trustees' Teaching Award. Her work with students was also recognized in 2002, when she received the Award of Excellence in Mentoring from the Graduate Studies Office of the School of Education and the Graduate Women Educators Network. Across her career, Dr. Stright chaired 15 doctoral dissertations.

Over the years, Dr. Stright's service to the profession has included serving as a reviewer for a variety of national and international journals on the topics of child development, behavioral development, educational psychology, family development, and social relationships. She is a member of the Society for Research in Child Development and the Society for Adolescent Research. Dr. Stright also served on many School of Education faculty committees, including Long Range Planning, Teacher Education, and Research and Development.

Anne is known by her colleagues and students for her humor, commitment to advancing knowledge on child development, and intellectual curiosity. We wish her all the best for her retirement and future endeavors.

Mary Waldron
Joel Wong