

The Networker

THE OFFICIAL NEWSLETTER OF THE SOCIETY FOR THE STUDY OF HUMAN DEVELOPMENT
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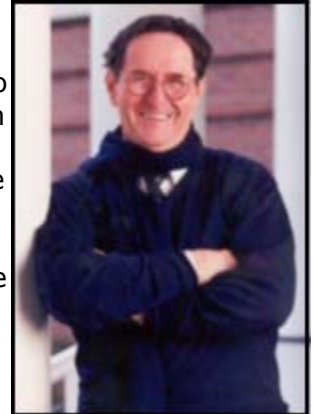
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Editor's Welcome

Brian R. Little, *Harvard University and Carleton University*

Welcome to the first issue of the SSHD Networker. We chose the term "Networker" as it conveys the interdisciplinary commitments of SSHD--from neural nets to social and community networks, and our desire to form a dynamic network of like-minded scholars. We intend the Networker to be "published" twice a year and serve a number of linked functions. Primarily, we want us all to know what we are all up to in the area of developmental science, broadly defined. Here are some of the features we plan to include in the Networker, though not all of them will appear in each issue:



o Messages and exhortations from the Steering Committee Members, including the Chair, Chair-Elect and Chairs of the various Committees. This issue we feature reports from the Chair and Chair-Elect of the Steering Committee and from the Chair of the Publishing Committee.

o Featured books and articles that will be of particular interest to the membership. These will begin with the second issue of the Networker in Spring, 2003.

o Interviews with Scholars and Students drawn from our membership highlighting their current or planned research. These will largely focus on achievements and growing points in the field, but I would be happy to see an occasional account of research ventures that didn't work out quite as well as expected. As a Canadian, writing in November, 2002, I wouldn't dare ask for examples of moronic research ventures. But many of us have personal examples of Why I Will Never Do A Study Like That Again. Students, surprisingly, seem to enjoy and recall those accounts more than our Major Success stories. However, the ratio should be sufficiently in favor of our successes that we maintain a collective illusory glow of efficacy. We welcome suggestions for people you wish to have interviewed. Self-nominations will be construed as engagement with SSHD, not narcissism.

o Featured Programs in Developmental Science or related areas which exemplify the common vision of SSHD. We very much want to sample a diversity of schools and programs, not just the Big Ones (though they are welcome) but also the smaller boutique programs which have a distinctive and compelling climate of research, teaching and community action in developmental science. In this issue we are delighted to feature Tufts University which has contributed substantially to the founding and growth of SSHD. We look forward to featuring programs in the Middle Kingdom, the Wild North and the Left Coast in future issues.

o Announcements of Forthcoming Events. Our Conferences, already a major success story, will continue to stimulate interest and growth in SSHD and the Radcliffe Conference for 2003 is well ahead of schedule and features (as you will see in this issue) a stellar array of speakers. But we will also include related Conferences and Workshops of potential interest to the membership and welcome suggestions. We are fully cognizant of the fact that most members of SSHD are psychologists. But our collegial embrace extends to biologists, physicians, educators, anthropologists, geneticists and all disciplines who care about the shape of human lives. So please let us know of your conferences and of the articles and research groups that keep you awake at night with excitement.

o Under the leadership of Elizabeth Dowling, who is *de facto* Student Editor of the Networker, we are very committed to providing a forum and voice for students. We will feature student interviews, sometimes linked to Feature Articles on their particular Programs; sometimes independently. This issue we feature Aida Balsano, who offers an exceptionally interesting perspective on why we are attracted to developmental science. We also are inviting students to use the Faculty members of SSHD (and their fellow students) as sounding boards for research ideas. We plan to have an interactive Q&A feature so that students planning research or running into complexities in the course of their studies can call on us for mentorly advice (or at least commiseration!).

o Unlike the formal journals, Newsletters afford us the opportunity to let our hair down. I encourage submissions from SSHD members that deal with the more human and humane aspects of our lives. For example, I see the value of having some of the following appear in future issues of the Networker:

- o a column on favorite questions that doctoral committee members ask students in their final oral examination. For example, my favorite is "We are your examining committee, but you could have chosen another one. Who would have been your Committee from Hell?" The most frequent responses, other than nominating me for asking the question, is the author of their stats textbook and the infamous reviewer "C" who wrote an unpleasant review about their lab's most recent article. Other students, showing considerable creative composure under duress have invoked historical figures from the field of developmental science, broadly construed (like Aristotle, Darwin or Rich Lerner).
- o I once had an eminent colleague show us the series of rejection letters she had received prior to publishing an article that ended up as a Citation Classic. This modeled both the unstable equilibrium known as academic reviewing and the virtues of persistence. Many students were stunned to see how much vitriol can be squeezed into reviews, but learned the virtues of "re-submitting" and resilience. Any eminent (or imminently eminent) scholars wishing to show us their "warts" and all letters of rejection, studied incomprehension are warmly invited to share them with us. It humanizes the process of scientific communication. Obviously we will respect confidentiality and names will be changed to protect the CV.
- o Given that we are an interactive web-based Newsletter I welcome hot links to relevant sites, pictures, playful and creative invitations to reflection, anything that will consolidate our identity as a group of concerned scientists as well as caring human beings. Or cranky, for that matter. If you have another developmentalist with whom you have sharp differences of opinion on matters central to our field, why not organize a debate on it. Was William James right that by the age of thirty our personalities are "set like plaster?" I have argued that we are at most "half plastered" but others might want to make a passionate case for unmitigated plasticity. The Networker can serve as a forum for stimulating exchanges of this sort. We even aspire to being a forum for the initiation of collaboration in testing contrasting and conflicting hypotheses in a spirit of collegial curiosity.

- I urge you to consider ways of participating in SSHD and in using the Networker as a way of working your nets to mutual advantage. It should be a locus of passionate, poignant, and playful entries all co-mingled. Like our lives.

I think it is important for SSHD members to know the nature of the origin of our society. So I am delighted that Richard Lerner and Jackie James our current and future Chairs have offered very personal reflections on how we came to be. They are precisely the kind of personal statements about our field that the Networker strives to capture and disseminate. I wish to thank those all of those who have contributed to this initial Issue, particularly the heroic efforts of Karyn Lu on the technical side. And I would appreciate hearing from you with suggestions, concerns and with commitments to join in on this audacious journey in interdisciplinary science.

I welcome comments and suggestions about future issues of the Networker. Email me at little@wjh.harvard.edu.

Highlights in this issue

Chairs' Column (Richard Lerner and Jackie James): "The idea for the Society for the Study of Human Development (SSHD) arose in Sweden about six years ago, during a week long celebration and symposium in honor of the career achievements of David Magnusson. Paul Baltes and I, along with the other conference participants, were on a bus taking us from Wyk's Castle to Stockholm..."

Feature School (Tufts): In each issue, the SSHD Networker will focus on a different academic department that pursues scholarship pertinent to the vision and goals of SSHD. In this inaugural issue we have elected to describe the Eliot-Pearson Department of Child Development at Tufts University and its Applied Developmental Science Institute (ADSI).

Third SSHD Meeting (Harvard): Plans are well in place for the third SSHD Meeting to be held in November, 2003 at the Radcliffe Institute for Advanced Study at Harvard University. The Conference Chair, Gisela Labouvie-Vief has attracted a stellar group of developmental scientists spanning the full spectrum of SSHD's intellectual vision...

Publications Committee Report (Susan Whitbourne): "On behalf of the Publications Committee, I am pleased to announce that our Society has signed a contract with Lawrence Erlbaum Publishers. Volume I of Research in Human Development is scheduled for publication in January 2004..."

Personal Projects Analysis Workshop: The Murray Center at Harvard is sponsoring 2 workshops in 2002-2003 for researchers who wish to learn more about methods for person-centered analysis. The first workshop focuses on Little's Personal Projects Analysis (PPA), a qualitative method that has been adopted extensively in the fields of personality, health, and life-span developmental psychology. It examines the goals, tasks, and commitments people make throughout their lives and has been frequently adopted as a way of assessing quality of life and diverse forms of well-being...

Job Announcements: Listing of faculty and other positions available at various institutions...

Grants, Fellowships, and Awards: Listing of available research grants, awards, and fellowships...

Graduate Students' Corner: Meet Aida Balsano...

Chairs' Message: Recollections about the Origins of the Society

Richard M. Lerner, *Tufts University*



The idea for the Society for the Study of Human Development (SSHD) arose in Sweden about six years ago, during a week long celebration and symposium in honor of the career achievements of David Magnusson. Paul Baltes and I, along with the other conference participants, were on a bus taking us from Wyk's Castle to Stockholm, where Paul and Jerry Kagan would deliver, at the Swedish Royal Academy of Sciences, back-to-back keynote addresses about the contributions of David's work.

Paul and I reflected on how both the American and European participants at the conference shared with David an appreciation of the central importance of longitudinal, life-span research for the understanding of human development; of the theoretical significance for studying lives holistically, through focusing on the relations between the developing person and his or her ecology, including the person's embeddedness in ontogenetic, family (generational), and historical time; of the relative plasticity in human development that derived from the dynamic character of the regulation of relations between person and context and, as a consequence; of the implications for the application of developmental science that derived from the plasticity across the life span of a person's change processes.

Paul observed that, despite what he and I agreed was an emerging consensus among developmental scientists about the theoretical and methodological primacy of these ideas, it was odd that American scholarly societies studying human development took age-specific approaches to the field (e.g., The Society for Research in Child Development, the Society for Research on Adolescence, or the Gerontological Society of America). In addition, and in comparison to scholarly organizations outside of the United States that were devoted to the study of human development (e.g., the International Society for the Study of Behavioral Development), American scholarly societies did not stress the importance of the longitudinal analysis of the breadth of the human life course, were usually psychological in emphasis, provided little opportunity for the next generation of developmental scientists to be exposed to or be trained in integrative theoretical and methodological approaches to the life span, and did not offer sufficient visibility to theoretically-predicated ideas about the links between theory (for instance, regarding developmental regulation or plasticity) and applications to policies or programs.

As our bus pulled up to our hotel in Stockholm I said to Paul that when I returned to the United States I would talk with colleagues in the Boston area to see if they, like me, felt that there was a need in the U. S. for a truly multidisciplinary scholarly society devoted to the integrative, longitudinal study of the life span, one that would provide a forum for developmental scientists to discuss theoretical ideas about life-span processes of human development, hone their methodological knowledge and skills, and offer a context for the professional socialization of young colleagues and graduate students. The first colleague I called upon my return was Jackie James, Associate Director of the Murray Center for the Study of Lives at Radcliffe College (now the Radcliffe Institute for Advanced Study at Harvard University). The Murray Center is of course the world's major center for the study of lives through the analysis of archived longitudinal data and, as well, a key institutional contributor to the advancement of the theoretical, methodological, and training dimensions of the study of the human life course.

I anticipated that Jackie would see the merit of organizing a society for the study of human development that had the vision and goals that Paul and I had discussed. I was correct.

Jackie and I met for lunch shortly after my return to Boston and committed ourselves to launching a planning process to appraise whether there was in fact national interest in developing a new scholarly society to study human development from a life-span, integrative perspective and, if so,

how we might proceed. Jackie agreed to host a planning meeting at the Murray Center. Within a few months, her energy and skills, along with those of other "local arrangements" colleagues, such as Erin Phelps and Margie Lachman, resulted not only in this meeting but, from it, a commitment to organize and launch the new Society for the Study of Human Development through an initial conference, to be held at Radcliffe in November, 1999.

Now, just a few years after an afternoon conversation on a bus rolling through the Swedish countryside towards Stockholm, SSHD has had two successful conferences (the second conference was in Ann Arbor, and hosted at the University of Michigan by Jacque Eccles) and, through the leadership of Gisela Labouvie-Vief, the impressive program for our third conference (which will be held at Radcliffe in November, 2003) is organized. Moreover, through Sue Whitbourne's leadership, the work of the SSHD Publications Committee will result, in 2004, in the publication of the first issue of SSHD's new quarterly scholarly journal, **Research in Human Development (RHD)**. Jacque Eccles will serve as the founding Editor-in-Chief of RHD, which will be published by Lawrence Erlbaum Associates. I share with the leaders of the SSHD Membership Committee, Margie Lachman and Bill Kurtines, the belief that RHD, along with SSHD's new newsletter, the SSHD Networker, ably and creatively edited by Brian Little, will increase substantially the membership of SSHD.

I am grateful to have been part of this intriguing journey-- from idea through implementation to burgeoning success. SSHD has been and continues to be for me a great source of intellectual excitement and learning, and a warm and inviting context for professional growth and collegial exchange. My colleagues who have been along "for the ride" report similar experiences. I will look forward to other colleagues becoming a part of this stimulating and I believe uniquely important scholarly organization.

Greetings from the Chair-Elect
Jackie James, Radcliffe Institute



The lunch that Rich and I shared in the Boston College Faculty dining room was a memorable moment for me and for us at the Murray Center. First, Rich's energy and enthusiasm for this new endeavor filled the room! Second, we were both excited about the uncanny fit between the idea of a new professional organization for the study of human development and the Murray Center's mission of supporting the study of lives over time. We felt that each added value to the other. Most importantly, we knew we had the support of key colleagues abroad, that there truly seemed to be a gap in the field that we could fill. We felt that our idea would be well received by our U.S. constituents. Indeed it was. Today, in addition to all the plans and initiatives that Rich described, we have over 130 members who hail from California, Florida, Georgia, Illinois, Iowa, Maryland, Michigan, North Carolina, Oregon, Texas, West Virginia, and of course parts of the northeast. We also have Canadian and a few European members. We have a large and active steering committee with plans for SSHD meetings mapped out over the next four years, to be held in different parts of the country. We have a conscientious Executive Secretary in Erin Phelps and money in the bank for our journal and other start-up costs. Our future looks bright, and I look forward to the opportunity to serve this group of very special colleagues.

Focus on th Eliot-Pearson Department of Child Development, Tufts University, and its Applied Developmental Science Institute (ADSI): Employing Developmental Science to Enhance Person-Context Relations Across the Life Span

In each issue, the SSHD Networker will focus on a different academic department that pursues scholarship pertinent to the vision and goals of SSHD. In this inaugural issue we have elected to describe the Eliot-Pearson Department of Child Development at Tufts University and its Applied Developmental Science Institute (ADSI).



Photo courtesy of EPCD

For nearly 80 years, Eliot-Pearson has been dedicated to the study and well-being of children, families, and their communities. It has established a record of scholarship and service built on the intrinsic value of children and aimed at enhancing the development of the assets possessed by young people. Eliot-Pearson, which began as a nursery school serving children from Boston living in poverty, has developed into an interdisciplinary department, with faculty leaders from fields including psychology, education, law, linguistics, neuroscience, and public policy.

As a research and educational facility, Eliot-Pearson is unique in its integration of child development research and theory with effective practice. The department trains a talented cadre of child development professionals at the undergraduate and graduate levels, including B.A., M.A., M.A.T. and Ph.D. programs; in fact, in 1981, Eliot-Pearson established the country's first doctoral program in applied child development.



Photo courtesy of EPCD

The department emphasizes collaboration through its multiple ties to community stakeholders. Eliot-Pearson has a proven track record of developing the best kind of collaborations between the university and the community - those that both benefit people's real lives and further our understanding of human development. One of the cornerstones of the Eliot-Pearson mission is its dedication to promoting excellence in early childhood education. The department's two laboratory schools, the Eliot-Pearson Children's School and the Tufts Educational Day Care Center, serve as models for best educational practices, and provide opportunities for students to learn, work, and conduct research.

Eliot-Pearson enjoys a reputation as one of the country's most respected programs in the study of children and the training of experts in the field of education. The late Ernest L. Boyer, President of the Carnegie Foundation for the Advancement of Teaching, named it one of the leading programs in the country in his seminal work *Ready to Learn*. He wrote that Eliot-Pearson is "engaged in pioneering laboratory and research work in early education."

For more information about the department, please visit <http://ase.tufts.edu/epcd>.

APPLIED DEVELOPMENTAL SCIENCE INSTITUTE (ADSI)

The Applied Developmental Science Institute (ADSI) in Eliot-Pearson was developed to create programs and projects that use the framework of applied developmental science--the integrative, multidisciplinary, and longitudinal study of person-context relations--to promote healthy, positive development among diverse children, adolescents, families, and communities. Richard M. Lerner and Deborah Bobek are, respectively, the Director and the Managing Director of ADSI. The Institute seeks to be the intellectual leader in the application of developmental science for the promotion of positive youth development and in creating and managing exemplars of applied developmental science.



Through scholarly publications, conferences and symposia, education and training, and service initiatives, ADSI aspires to be a vehicle for the generation, dissemination, preservation, application, and enhancement of information related to applied developmental science and positive youth development. ADSI is predicated on the belief that children are ends in themselves. Colleagues at ADSI believe that there is no reason other than the intrinsic value of young people to work to improve their lives. The theoretical understanding of the relative plasticity of human development found among the colleagues at ADSI, and the longitudinal research conducted there and elsewhere, legitimates the belief that the lives of all young people

can be enhanced, and that all children have the potential for positive development. As a consequence, colleagues in ADSI believe that all children should be seen as resources to-be-developed. Such enhancement can best be accomplished when all facets of the ecology of human development are marshaled to support positive youth development. As such, to enable the social capital represented by children to be developed fully, community-wide, integrative actions are regarded as necessary.

Accordingly, ADSI houses several community-collaborative service projects as well as a laboratory providing the home for several ongoing longitudinal studies of positive youth development, for example, projects supported by the National 4-H Council and the William T. Grant Foundation. In addition, through the support of the Jacobs Foundation in Zurich Switzerland ADSI trains doctoral students from either developing nations or eastern European nations in the theoretical, methodological, and program evaluation skills needed to build effective, appropriately scaled, and sustainable youth-serving programs in their countries of origin. (Editor's note: see the intriguing interview with Aida Balsano in this issue of the Networker for a fine example of this focus on international outreach).

More information about ADSI can be found at <http://ase.tufts.edu/adsi>.

Program for Third SSHD Meeting: An Invitation to Radcliffe Yard

Plans are well in place for the third SSHD Symposium to be held in November, 2003 at the Radcliffe Institute for Advanced Study at Harvard University. The Conference Chair, Gisela Labouvie-Vief has attracted a stellar group of developmental scientists spanning the full spectrum of SSHD's intellectual vision. The provisional program is presented below.



Photo courtesy of Harvard University

Saturday 11/1/2003

7:30a - 8:30a: Registration

Evolution and Cultural Influences on Development

8:30a - 9:30a: Gilbert Gottlieb - Evolution: The developmental manifold concept

9:30a - 9:45a: Discussion

9:45a - 10:00a: Break

10:00a - 10:30a: Elaine Bearer (TBA - genes and context)

10:30a - 10:35a: Discussion

10:40a - 11:10a: Esther Thelen (TBA - Dynamic systems, evolution, and development)

11:10a - 11:15a: Discussion

11:20a - 11:50a: Carol Worthman ** (Pending)

11:50a - 11:55a: Discussion

12:00p - 1:00p: Lunch

1:00p - 2:00p: Presidents Address (TBA)

2:00p - 2:15p: Break

Immigration and Development

2:15p - 2:45p: Mary Levitt (TBA)

2:45p - 2:50p: Discussion

2:55p - 3:25p: James Jackson (TBA)

3:25p - 3:30p: Discussion

3:35p - 4:05p: Cynthia Garcial Coll (TBA)

4:05p - 4:10p: Discussion

5:30p - 6:30p: Reception and Poster session

Sunday 11/2/2003

Memory and Identity

9:00a - 10:00a: Dan McAdams (TBA)

10:00a - 10:15a: Discussion

10:15a - 10:30a: Break

10:30a - 11:00a: Catherine Nelson (TBA)

11:00a - 11:05a: Discussion

11:10a - 11:40a: Robyn Fivush Parent-child reminiscing and the development of an autobiographical self

11:40a - 11:45a: Discussion

11:50a - 12:20p: Martin Conway (TBA)

12:20p - 12:25p: Discussion

12:30p - 1:30p: Lunch

1:30p - 2:30p: Poster Session

2:30p - 3:30p: Business Meeting

Publications Committee Report



**Susan Krauss Whitbourne, *University of Massachusetts Amherst*
Chair, Publications Committee**

On behalf of the Publications Committee, I am pleased to announce that our Society has signed a contract with Lawrence Erlbaum Publishers. Volume I of **Research in Human Development** is scheduled for publication in January 2004.

The Editor-in-Chief of the journal is Jacque Eccles, who has already lined up four exciting issues for Volume I. The theme of Issue 1 will be "Contextual Influences on Life Span/Life Course Development." The theme of Issue 2 will be "Innovative Methods for Studying Lives in Context." We will use these two issues as examples of what's forthcoming for the following volumes and issues.

This important step for our Society was facilitated by the efforts of our committee, consisting of Corey Keyes, Richard M. Lerner, and Jacque Eccles.

Please feel free to send me ideas for future volumes as well as names of potential reviewers and guest editors.

To help our efforts in making the journal a success, I would like to encourage all SSHD members to request that their institutional libraries purchase subscriptions. This will help us to reach as wide an audience as possible as well as to ensure the continuity of our journal in this "critical period" of its early development.

To contact Sue, please email her at swhitbo@psych.umass.edu

Personal Projects and the Study of Lives: A Qualitative Approach to Person-Centered Analysis

A Workshop sponsored by the Henry A. Murray Research Center and the W. T. Grant Foundation

**December 6, 2002
Cambridge, Massachusetts**

General Description

The Murray Center is sponsoring 2 workshops in 2002-2003 for researchers who wish to learn more about methods for person-centered analysis. The first workshop focuses on Personal Projects Analysis (PPA), a qualitative method that has been adopted extensively in the fields of personality, health, and life-span developmental psychology. It examines the goals, tasks, and commitments people make throughout their lives and has been frequently adopted as a way of assessing quality of life and diverse forms of well-being.



Presenter

Brian Little, the developer of PPA, received his Ph.D. from the University of California at Berkeley in personality psychology and has taught at Oxford, Carleton and Harvard Universities. He is currently Distinguished Research Professor at Carleton and Lecturer in Psychology at Harvard. An Affiliated Scholar of the Murray Research Center, he continues to publish extensively on personality and life-span developmental psychology. Recent publications that describe PPA include "Persons, contexts, and personal projects" in S. Wapner (Ed.), *Theoretical perspectives in environment-behavior research* (2000). Plenum.

Workshop Content

Personal projects are extended sets of personally salient action. They range from the mundane acts of daily life (e.g. ·put out the cat, quickly·) to the overarching passions of a lifetime (·transform Western thought, slowly·). They provide a focus for understanding the shape of a person's life. PPA is a flexible methodological "systemboard" that provides assessment modules for examining the content, appraisal, structure and impact of an individuals' personal projects.

The morning session will provide an overview of PPA and the research questions it has explored. Participants will be instructed in each of the core assessment modules. These include the Project Elicitation procedure, which generates a listing of a person's current projects, and the Project Appraisal Matrix, where individuals rate each projects on key dimensions such as stress and self-identity. Participants will learn to plot their normative profiles on Project Factors of Meaning, Structure, Community, Efficacy and Stress and how to approach the intensive analysis of a single case.

In the afternoon session, participants will be introduced to additional analytic modules for examining the hierarchical structure of personal projects and for examining the degree of conflict or congruency between projects. The instructor will demonstrate how Personal Projects Analysis can be adapted for archival research, focusing on Murray Center archival material. Participants will have the opportunity to discuss research applications of particular interest to them.

Workshop Information

When: Friday, December 6, 2002

Where: Gilman Rm., Agassiz House, 10 Garden Street, Radcliffe Yard

Time: 9AM-4PM

Fee: \$50

Fee includes refreshments during the morning break and all handouts. Information, including partial scholarships for students and traveling directions will be sent on request. Either register on-line or send in a completed registration form with payment. For further information contact Monica Brooker at 617.495.5186 or email to mbrooker@radcliffe.edu

Faculty and Postdoctoral Positions Available

CORNELL UNIVERSITY

Chair, Department of Human Development, College of Human Ecology

The Department of Human Development in the College of Human Ecology invites nominations and applications for the position of Chair of the Department of Human Development and Helen G. Canoyer Professorship. The Chair provides leadership with the faculty and staff in the planning, development and implementation of the multi-disciplinary teaching, research and outreach/extension programs of the department.

The Department of Human Development is a multidisciplinary faculty who study human development over the life course and in the contexts in which it occurs. Areas of research include psychological, biological and sociological aspects of development from conception throughout the life course.

Qualifications for the position include: outstanding scholarship and an established reputation of leadership in the areas of development and/or the life course; achievements commensurate with a named professorship; demonstrated ability for administration; and a commitment to multi-disciplinary programs.

Application reviews will begin December 7, 2002 and continue until the position is filled. Please send nominations or a letter or e-mail indicating interest and a CV to:

Chair of the Search Committee
142 MVR Hall Cornell
University Ithaca, NY 14853
Email address: blh5@cornell.edu

Cornell University is an equal opportunity/affirmative action employer and encourages applications from ethnically diverse and multicultural scholars.

FORDHAM UNIVERSITY

Position in the Department of Psychology

Tenure-track assistant professor to teach at undergraduate and graduate levels. Undergraduate teaching will include an experimental course in a basic psychological process such as sensation/perception, language, or memory; Introductory Psychology; and electives. Graduate teaching will be in the Developmental Psychology doctoral program with Applied Specialization, a strong lifespan research program. The program is seeking a person who can successfully combine developmental and applied knowledge and skills. Areas of specialization may include developmental delays and disabilities; diversity and multicultural issues; developmental issues in relation to psychopathology; and the development and assessment of infants/children in typical and atypical populations. The person will be expected to develop a graduate course related to his/her area of research in infant or childhood normative and/or atypical development.

The successful candidate will show evidence of excellent teaching, programmatic research, and the ability to secure research funding.

TEXAS TECH UNIVERSITY
Department of Human Development and Family Studies

The Department of Human Development and Family Studies has an opening, pending approval, for a full time tenure track position in Family Studies. Appointment will be made at the ASSISTANT level. Exceptional candidates in all areas of family studies will be given serious consideration. Applicants should demonstrate a history of, or potential for, success in conducting research and obtaining external funding, as well as evidence of strong teaching and leadership. The start date for the position is Fall 2003. Review of applicants will start on January 21, 2003, and continue until the position is filled.

Send letter of intent, vita, philosophy of education, pre/reprints of published articles, and three letters of recommendation to:

Judith L. Fischer, Ph.D.
Family Studies Search Committee Chair
Department of Human Development and Family Studies
College of Human Sciences
Texas Tech University
Lubbock, Texas 79409 1162
Email: jfischer@hs.ttu.edu

Texas Tech University is an Affirmative Action / Equal Opportunity Employer with a strong commitment to supporting equality of opportunity and respect for diversity. Further information about our department and the College of Human Sciences can be found at <http://www.hs.ttu.edu> and information about the University is located at <http://www.ttu.edu>.

TEXAS TECH UNIVERSITY
Assistant/Associate Professor, Human Development and Family Studies
Early Adolescence through Young Adulthood Focus

We invite applications for a tenure-track faculty position, approval pending, beginning fall, 2003, at the assistant or associate level. We are seeking someone with a developmental and contextual orientation to the study of adolescent and young adulthood development. Clear evidence of the ability to establish a strong research program and to obtain grant funding is essential. Related programs administered by the department include an interdisciplinary graduate minor in adolescent and young adult risk behaviors. Review of applications will begin January 31, 2003, and continue until the position is filled. Applications should include the following: (a) letter of intent highlighting qualifications for the position; (b) statement summarizing research to date, outlining future research goals, and detailing conceptual framework; (c) philosophy of teaching; (d) a current vita.

Send application plus three letters of recommendation to:

Gwendolyn T. Sorell
Adolescence/Young Adulthood Development Search Committee Chair
Department of Human Development and Family Studies
Texas Tech University
Lubbock, TX 79409-1162

Texas Tech University is an Affirmative Action/Equal Opportunity Employer with a strong commitment to supporting equal opportunity and respect for differences. Information about the department and college can be accessed at <http://www.hs.ttu.edu>.

**TEXAS TECH UNIVERSITY
Assistant/Associate Professor, Human Development and Family Studies
Addictions Focus**

We invite applications for a tenure-track faculty position beginning Fall, 2003, at the assistant or associate level. We are seeking someone with a developmental and contextual orientation to the study of addictions and related behaviors to fill a newly-created position within the department. Clear evidence of the ability to establish a strong research program and to obtain grant funding is essential. Related programs administered by the department include two Centers and an interdisciplinary graduate minor in adolescent and young adult risk behaviors. Five faculty within the department share interests in this area, as do faculty in other programs including the medical school. Review of applications will begin December 1, 2002, and continue until the position is filled. Applications should include the following: (a) letter of intent highlighting qualifications for the position; (b) statement summarizing research to date, outlining future research goals, and detailing conceptual framework; (c) philosophy of teaching; (d) a current vita.

Send application plus three letters of recommendation to:

Nancy Bell
Addictions Search Committee Chair
Department of Human Development and Family Studies
Texas Tech University
Lubbock, TX 79409-1162

Texas Tech University is an Affirmative Action/Equal Opportunity Employer with a strong commitment to supporting equal opportunity and respect for differences. Information about the department and college can be accessed at <http://www.hs.ttu.edu>

Research Grants, Fellowships, and Awards Available

Millennium Fellows Program

We write to you today to encourage you and your students to participate in the Millennium Fellows Program. The MFP was developed as a vehicle to encourage and support undergraduates from underrepresented groups to pursue graduate work and careers in child development and other related disciplines through association with and participation in the Society for Research in Child Development (SRCD). These experiences will enable them to gain valuable exposure to the field and allow them to interact not only with their mentors, but also with students, participants and professionals who are in attendance. Airfare, hotel and registration fees will be covered for Fellows to attend the SRCD Biennial meeting and the MFP pre-conference activities to be held in Tampa, April 23-27, 2003.

WE NEED FELLOWS. If you know of any bright, outstanding students from underrepresented groups, please encourage them to apply. More information and the application are located on the SRCD website (<http://www.srcd.org/biennialmfp.html>).

WE NEED JUNIOR MENTORS. If you know of any current graduate students or recent PhDs (5 years) that would like to serve as mentors for the MFP fellow please encourage them to apply as well. More information and the application are located on the SRCD website (<http://www.srcd.org/biennialmfp.html>).

WE NEED SENIOR MENTORS. We encourage you to participate as a Senior Mentor to provide insight, inspiration and information from the perspective of faculty and senior level professionals. Please send me an email expressing your interest in becoming a Senior Mentor (Natalia_Palacios@brown.edu).

Through participation in the Millennium Fellows Program, students from underrepresented groups are given the opportunity to attend the SRCD Biennial meeting as well as pre-conference activities, field trips and the opportunity to develop a lasting mentoring relationship with their Junior and Senior (Faculty) mentors.

If you have any questions please contact Natalia Palacios at (401) 863-3446 or Natalia_Palacios@brown.edu.

The Millennium Fellows Program (2003) is funded by SRCD, the Foundation for Child Development and the William T. Grant Foundation. The program is run by SRCD in association with the Center for the Study of Human Development, Brown University.

Cynthia Garcia Coll, Ph.D.
Charles P. Robinson and John. P. Barstow Professor
Mittlemann Family Director of Human Development
Brown University, Box 1938
Providence, R.I. 02912

Grants, Fellowships, and Awards from the Murray Center, Radcliffe Institute for Advanced Study at Harvard University

Undergraduate Research Awards

The Adolescent and Youth Undergraduate Award is to support opportunities in research on youth and adolescent development. Projects drawing on the center's data will be given priority, although use of the center's resources is not a requirement. This award is open to undergraduates from any accredited four-year institution. Grants of up to \$1000 will be awarded. Applications are reviewed as they are received.

The Studying Diverse Lives Undergraduate Research Award is for undergraduate students in the social and behavioral sciences. The goal of this award is to support research using Murray Center data sets with racially and ethnically diverse samples. Data can be used by students to develop and answer research questions related to course work and senior theses. Grants of up to \$1000 will be awarded. Applications are reviewed as they are received.

Dissertation Awards

The Jeanne Humphrey Block Dissertation Award Program offers a grant of up to \$5,000 to a woman doctoral student. Proposals should focus on sex and gender differences or some developmental issue of particular concern to girls or women. Projects drawing on the center's data will be given priority, although use of the center's resources is not a requirement. The application deadline is April 1.

The Henry A. Murray Dissertation Award Program offers grants of up to \$5,000 to doctoral students. Projects should focus on some aspect of "the study of lives," concentrating on issues in human development or personality. Projects drawing on the center's data will be given priority, although use of the center's resources is not a requirement. The application deadline is April 1.

Adolescent and Youth Dissertation Award offers grants up to \$5,000 to doctoral students. Proposals should focus on youth or adolescent development. Projects drawing on the center's data will be given priority, although use of the center's resources is not a requirement. The application deadline is April 1.

Radcliffe Postdoctoral Research Support Program

Adolescent and Youth Research Award offers small grants of up to \$10,000 to Postdoctoral investigators for research drawing on the center's data resources. At this time, funding is available for research using Murray Center data sets focusing on some aspect of youth and/or adolescence. The application deadlines are October 15 and March 15

Studying Diverse Lives Research Award offers two different level of grant funding to Postdoctoral researchers drawing on data within the center's Diversity Archive. The application deadlines are October 15 and February 1.

Radcliffe Institute Fellowships

The Radcliffe Institute for Advanced Study at Harvard University awards funded fellowships each year to scholars, professionals, writers, and artists from around the world. Fellows receive office or studio space and access to libraries and other resources at Harvard University. During their tenure, fellows present their work in the form of public colloquia, lectures, exhibits, and concerts. Stipends are adjusted on the basis of need and costs directly related to specific fellowship projects. For more

information about eligibility and the selection process, see the Radcliffe Institute Fellowship website:
<http://www.radcliffe.edu/fellowships/index.html>.

For more information about these grants visit:

<http://www.radcliffe.edu/murray/grants/index.htm>

Graduate Students' Corner

The Program Committee for the Society for the Study of Human Development invites graduate students from all disciplines to participate in The Graduate Student Symposium. The Graduate Student Symposium will be featured as part of the society's Third Biennial Meeting, which will be held at the Radcliffe Institute for Advanced Study at Harvard University in Cambridge, Massachusetts from November 1 through 2, 2003.

For more information about the Graduate Student Symposium, please visit <http://www.sshdonline.org/gss.htm>

If you are interested in joining the SSHD graduate students' listserv, go to <http://lists.radcliffe.harvard.edu>, click on SSHD, then on sshdstudents, and follow the directions on that page.

Special Feature: Meet Aida Balsano

(Editor's Note: This feature is based on an interview conducted by the Networker Student Editor, Elizabeth Dowling)

Aida Balsano is in her second year of the doctoral program at the Eliot-Pearson Department of Child Development at Tufts University. She has been a research assistant of Richard Lerner's for four years as she completed her masters degree in this program in 2000. Aida was drawn to Eliot-Pearson and ADSI as much by the applied developmental science approach that is at the core of all research as by the collegiality and mentoring that is part of ADSI and Eliot-Pearson. While a masters student, the work she did on "Overcoming the Odds," an ADSI project, provided her with the chance to develop as a scholar in both her writing and data analytic skills.



Aida is the first student at Eliot-Pearson to be awarded the Jacobs Foundation Fellowship which is awarded to students from developing nations and Eastern Europe who have shown the potential to provide unique and needed leadership in research pertinent to youth development, program evaluation, and policy engagement. Aida is from Bosnia and Herzegovina and is excited that this fellowship will support her work with youth organizations in the Balkan region.

Aida is studying parenting ethnotheories. She is interested in exploring cross-cultural definitions of what makes a good parent/child and whether there are conflicting definitions between immigrants in the United States and natives of the United States. She is also interested in how a non-normative event such as war may impact a parent's evaluation of what it means to be a good parent and whether there is a generation-by-context interaction in the case of Bosnian women who became first-time mothers prior to, during, or following the 1992-1995 war in Bosnia and Herzegovina.

While, like most doctoral students, Aida is involved in many projects, her research on parenting ethnotheories is what excites her the most and what keeps her up late into the night thinking about possibilities. As her work is inherently cross-cultural, she is having a hard time "wrapping her mind around all of the variables involved in parenting." She is often reminded of the comment made to her by Paul Baltes (during his recent visit to Boston) about relative ease with which one can find differences in parenting ethnotheories and a challenge of being able to pinpoint what exact variables may or may not contribute to those differences.

Aida's other interest is represented by her work on the Sarajevo-Tufts Youth Development Initiative, an initiative she designed. Through a collaboration between the Eliot-Pearson Department of Child Development at Tufts, the Psychology Department at Sarajevo University, and the youth-run and youth-serving NGO sector in Sarajevo, the initiative aims to establish community-university partnerships between the United States and Bosnia and Herzegovina.

When asked if she could pose one question to SSHD members, she responded: "I am interested in community needs assessment and program evaluation of youth-serving NGOs in Bosnia, and eventually across a broader range of Eastern Europe. However, the NGOs are not ready for this type of work because they are focused on more immediate priorities and because they do not know how or why program evaluation would be of benefit to them in the short-run. In this situation, when short-run benefits have priority over long-run gains, how does one overcome the gap to begin to introduce program evaluation so that when international funding of the local NGOs pulls out of Bosnia and Herzegovina the services that these NGOs provide are still sustained, effective, and brought to scale?" She welcomes any advice from the SSHD community.

When asked what she sees herself doing in ten years, Aida shared that her number one wish is to have a family with her husband Rick. She also hopes to be a professor in an American university where her work would focus on parenting ethnotheories and on projects that are involved in needs assessments of communities and program evaluation of youth- and parent-serving institutions in conflict-ridden regions. Aida would like to continue her work in establishing community-university partnerships in Eastern Europe.

To contact Aida please email her at aida.bilalbegovic@tufts.edu