



The Networker

THE OFFICAL NEWSLETTER OF THE SOCIETY FOR THE STUDY OF HUMAN DEVELOPMENT



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Chairs' Column

Richard M. Lerner, Tufts University

SSHD is thriving, and this issue of the Networker is replete with evidence of this positive developmental trajectory. The number of professors, professional colleagues, and graduate students joining SSHD is growing impressively, and members are coming from all over the United States and Canada. This issue's article about the human development program at Texas Tech University is just one instance of the expanding national interest being shown in SSHD.



SSHD embraces a multidisciplinary, life span, and methodologically pluralistic approach to the basic and applied dimensions of human developmental science, and I believe that this vision is one key reason for the growing interest about and membership in the organization. Another key reason is the exciting and important scholarly activities being pursued by SSHD. On November 1 and 2, 2003, the third biennial SSHD Conference will be held at the Radcliffe Institute of Harvard University. As detailed in another article in this issue, Professor Gisela Labouvie-Vief and her colleagues on the Program Committee have organized an innovative and exciting program. I am particularly impressed by the scholarly leadership shown by the graduate students within the SSHD community, who, led by Elizabeth Dowling and Tera Hurt, have organized both a symposium and a poster session for the conference.

Another reason for the burgeoning interest in SSHD is the growing anticipation of the launch of our scholarly journal, *Research in Human Development (RHD)*, which is edited by Professor Jacquelynne Eccles and will be published quarterly by Lawrence Erlbaum Associates beginning in 2004. As presented in still another article in this issue, all four issues of the first volume year are currently in preparation, as is the first issue of Volume 2. Professor Eccles, Professor Susan Whitbourne, Chair of the SSHD Publications Committee, and other members of the RHD Editorial Board are beginning as well to solicit ideas and proposals from SSHD members for subsequent issues.

The vibrancy of a scholarly organization may also be gauged by its ability to attract excellent colleagues to both its members and its leadership. I have been fortunate over my term of service as the Chair of SSHD to work in the context of such excellence, especially in regard to having the privilege to collaborate with our Chair-Elect, Jacquelyn James. As detailed in another article in the *Networker*, Jackie too will have the opportunity to work during her term as Chair within a similarly outstanding collegial milieu.

The article reports the details of the election we have just undertaken for the new Chair-Elect of SSHD who, I am pleased to announce is Professor Susan Krauss Whitbourne of the University of Massachusetts at Amherst. The election was a very close one. As one of the voters said, we are lucky to have illustrious researchers demonstrate such commitment to SSHD -- it was a hard choice. Sue will take office as Chair-Elect at the end of the Business Meeting of the Society, when Jackie James assumes the position of SSHD Chair. The meeting will take place during the next SSHD Conference.

I know that under the leadership of Jackie and Sue SSHD will continue to thrive. I look forward to the many productive years of development that lie ahead of us.

Greetings from the Chair-Elect
Jackie James, *Radcliffe Institute*



We at the Murray Research Center are excited about the shape that the third biennial meeting of SSHD is taking and are enthusiastically engaged in the planning process. The Murray Center, a social and behavioral science data archive, with its emphasis on studying lives in depth and over time, is pleased and proud to host this outstanding program. We would like to encourage you to attend, and to invite your friends and colleagues. We would very much like to expand our membership in greater numbers beyond the northeast/midwest. Of course, we welcome all comers. We would also like to encourage you and your students to submit proposals for one of the two poster sessions (guidelines for poster proposals can soon be seen on our web site, www.sshdonline.org). These

proposals are due September 1, 2003.

In another exciting development this year, a special interest group with much in common with SSHD, led by Jeffrey Jensen Arnett will convene "A Scientific Conference on Emerging Adulthood" at the Murray Center, November 3-4 immediately following SSHD. You will find links to this meeting on the SSHD web site. Why not register and attend both?

On another note, please watch for membership renewal reminders that went out last week. You can send in a check or pay online, by visiting our website, sshdonline.org. Our planning for many activities as detailed here in the Networker will be greatly facilitated by your quick response to our renewal appeal.

It is my great honor and pleasure to continue to work with this innovative and exciting organization and its leaders, especially, Richard Lerner, who continues to amaze and inspire us all.

Lerner Celebration



Colleagues from all over the country gathered at Rich Lerner's 50th book celebration



Jarrett Lerner looks at a display of "Rich Lerner's First Publication, Age 10," a poem published in a local newspaper

On Friday, April 4th, the Applied Developmental Science Institute (ADSI), the Eliot-Pearson Department of Child Development, and Tufts University honored Richard M. Lerner, Bergstrom Chair in Applied Developmental Science, on the occasion of the publication of his 50th book as well as his 20th book as a member of the Tufts faculty.

The event was hosted by Susan Ernst, Dean of the School of Arts and Sciences. Presentations from Provost Jamshed Bharucha, trustee Joan Bergstrom, President of Penn State University Graham Spanier, Professor of Education at Stanford University Bill Damon, as well as faculty and students from Tufts University made the event a truly special evening.

Speakers celebrated Richard Lerner's contributions to and positive impact upon students, faculty, the community, the field of child development, and the lives of children and families worldwide.

Rich was presented with a commemorative book of letters of recognition and praise from students and colleagues, with two "Jumbo" elephant bookends, and with the first edition of a student written, edited, and published book aptly entitled, "Concepts and Theories in Student development: Lessons from the Lerner Lab".

Here is to the next 50 books!



Elizabeth Dowling and Pam Anderson present Rich with a gift on behalf of all ADSI students



Deb Bobek, Managing Director of ADSI, presents Rich with a gift of "Jumbo" elephant bookends

President of Penn State University Graham Spanier offered his

"Top 10 List of Ways to Cope with Rich Lerner" during the event:

10. Given the less than subtle volume of Rich's voice, you are advised to participate in conference calls from an adjoining office.

9. To cope with his excessive volume of e-mails, try answering every other e-mail.



Rich greets old friends from Michigan State University

8. Given his obsession with that great American philosopher, when Rich asks: "Who said.....," a safe answer is Bob Dylan.

7. Never let Rich drive, but if you have to, wear your seatbelt, close your eyes, and use Lamaze relaxation breathing techniques.

6. Be on guard against inheriting his inability to say "no" to any and all requests.

5. Brush up on oldies music, baseball, and anything New York.

4. Do not volunteer Rich to be in charge of Homeland Security unless you want to be at alert level "RED" at all times.

3. Never, ever, allow Rich to use power tools, hammers, or even screw drivers.

2. Do not be offended by his bad jokes, but feel free to laugh at him while he is laughing at his own jokes. He will still believe you are laughing at the joke rather than him.

And the No. 1 way to cope with Rich Lerner:

1. Believe 75 percent of what he says about his mother, 50 percent of what he says about Jackie, 25 percent of what he says about Justin, Blair, and Jarrett, and only 1 percent of what he says about me.

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 November 1, 2003

- 8:00a-9:00a **Registration**
9:00a-10:00a **Keynote Address**
 Gilbert Gottlieb, University of North Carolina
Evolution: The Developmental Manifold Concept
- 10:30a-11:30a **EVOLUTION AND CULTURAL INFLUENCES ON DEVELOPMENT**
 Elaine Bearer, Brown University
Context and Genetic Expression
 Esther Thelen, Indiana University
Complex Systems and Evolution
 George Michel, DePaul University
Rethinking the Culture and Evolution Issue
- 12:00p-1:30p **Lunch and Poster Session**
1:30p-3:30p **OVERCOMING THE ODDS**
 Graduate Student Panel
- 4:00p-5:15p **DEVELOPMENT IN IMMIGRANTS**
 Mary Levitt, Florida International University
A Study Of Newly Immigrant Children and Adolescents: Findings From the First Year
 James Jackson, University of Michigan,
The Role Of Immigration In Later Life
 Cynthia Garcial Coll, Brown University
Academic Pathways Through Middle Childhood
- 5:30p-6:30p **Reception and Poster session**

Sunday November 2, 2003

- 9:00a-10:00a **Keynote Address**
 Dan McAdams, Northwestern University
The Redemptive Self: Generativity and the Life Stories Of Midlife American Adults
- 10:30a-11:30a **AUTOBIOGRAPHY AND IDENTITY IN THE LIFE SPAN**
 Katherine Nelson, City University of New York
Autobiographical Memory and Socio-Historical Context
 Robyn Fivush, Emory University
Parent-Child Reminiscing and the Development of an Autobiographical Self
 Martin Conway, University of Durham, UK
Disruptions Of Self and Autobiography: A Neurobiological Perspective
- 11:45a-1:00p **Lunch**
1:00p-2:00p **President's Address**
 Richard M. Lerner, Tufts University
- 2:00p-3:00p **Business Meeting**

Focus on the Department of Human Development and Family Studies (HDFS) at Texas Tech University

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 issue we have elected to describe the Department of Human Development and Family Studies (HDFS) at Texas Tech University.



Dr. Gwen Sorrell

The Department of Human Development and Family Studies (HDFS) at Texas Tech University serves approximately 1600 undergraduate majors and 80 graduate majors. Students can earn bachelor's degrees in HDFS and Early Childhood Education. The department also offers an interdisciplinary minor in Substance Abuse Studies, which is available to students in any major at TTU.

Graduate students can earn master's and doctoral degrees in HDFS and Marriage and Family Therapy. The department also administers an interdisciplinary minor in risk-taking behavior at both the master's and doctoral levels.

The major thrust of the department is a strong emphasis on research with community applications. This mission is accomplished through practicum courses and through centers and institutes where students are offered diverse opportunities for hands-on learning, as well as opportunities for participation in research and service delivery.

The Center for Child and Adolescent Development and Resiliency (CCADR) provides training for school personnel, counselors, social service providers, parents, and others who work with children and youth at risk. This center works collaboratively with schools and communities in the development, implementation, and evaluation of risk prevention and intervention programs. Current projects include prevention programs at all levels within the local school district, a program focused on the transition to 7th grade for high-risk youth, and a summer leadership program for high school students.

The Child Development Research Center (CDRC) provides a professionally staffed full-day NAEYC-accredited program for infants and children which serves as a training laboratory for undergraduate students. The department also administers an Early Head Start program and a Parents as Teachers program that provide comprehensive educational, health, mental health, and nutrition services to families in a low-income Lubbock neighborhood. HDFS faculty and graduate students conduct research and deliver services to children and parents enrolled in these early childhood programs. In addition to these programs funded by the Department of Health and Human Services and the Housing Authority of Lubbock, the CDRC, in collaboration with the College of Education, uses funding from an Americorps grant to hire college work-study students to mentor Head Start children in four Lubbock centers.

The Family Therapy Clinic offers comprehensive practicum and supervision experiences for students in the MFT master's and doctoral programs. In addition to providing mental health services to clients from Lubbock and surrounding communities, the clinic is funded by the Texas Department of Justice to provide the Juvenile Justice Alternative Education Program with individual, group, and family therapy services. Other programs funded by the Community Youth Development Division of the Texas Protective and Regulatory Services Department include in-home and in-school therapy services through the Parent Empowerment Program. This program, which serves client families referred by schools, the Juvenile Probation Department, and other agencies, includes a teen fathers parenting group. A cooperative effort with the Texas A&M University Family and Consumer Science Extension Service is evaluating the Parenting Through Change program for effectiveness with Latina single mothers in Lubbock and surrounding rural communities. Research funded by the Office of the Attorney General focuses on family distress.

The Center for the Study of Addiction (CSA) is one of very few programs in the country to offer scholarships, counseling, and academic support services to undergraduate students recovering from addiction. The core purpose of the CSA is to help students make the transition from "recovering addict" to "responsible, productive citizenship." The center constitutes a recovery community of over 100 students who do many activities together and provide a supportive environment for one another.

HDFS faculty research interests encompass a broad range of individual and family related topics, including: the development of friendship networks and their influence on addictive behaviors; family development patterns from marriage through midlife; early triadic familial relationships; individual differences in infants' reactions to the loss of exclusiveness in the parent-child relationship; fathers' influence on children's development; gender-role development in early childhood; parenting in Hispanic families; children's understanding of love; adolescent risk-taking behavior; adolescent alcohol misuse; identity development in adulthood; the long-term effects of ADHD; patterns of adult attachment; spousal abuse; relationship patterns in long-term married couples; family care giving to the elderly; end-of-life concerns among the elderly; and many others.

TTU is located in the West Texas Panhandle on the High South Plains where the sky is very high - very, very high - and very blue and the wind blows most of the time. We are surrounded by cotton fields and sunflowers and creatively named rural communities such as Littlefield and Levelland, Brownfield, Shallowater, Muleshoe, Earth, and Happy. HDFS faculty travel to Boston and Ann Arbor and New York and Miami and present their work in Canada, Europe, Mexico, and South America. And they are happy when the Southwest Airlines flight brings them home to the seven-gate Lubbock International Airport ten minutes from the TTU campus.

Further information about the HDFS program at TTU can be found at:

<http://www.hs.ttu.edu/hdfs>

<http://www.hs.ttu.edu/cadr>

<http://www.hs.ttu.edu/hdfs/risk.htm>

<http://www.hs.ttu.edu/csa>

Publications Committee Report

RESEARCH IN HUMAN DEVELOPMENT Will Begin Publishing in 2004

Contributed by Jacque Eccles, Editor-in-Chief, and Susan Krauss Whitbourne, Chair of Publications Committee



Jacque Eccles

The society has signed a contract with Lawrence Erlbaum to publish *Research in Human Development*, our new quarterly journal focused on multidisciplinary and integrative life-span developmental research. Our goal for this journal is to promote research that reflects an inclusive, integrative, and interdisciplinary approach to the study of human development across the entire life span - an approach that situates individuals within their changing contexts across their lives and emphasizes multilevel, multivariate, and integrative longitudinal studies of person-context-process relationships; and an approach that promotes scholarship on the social, cultural, and national (global) contexts of human development across diverse ethnic and racial groups employing multiple methods; and that promotes scholarship that informs and changes public policies and social programs that promote positive and healthy human development for all people. Our hope is that each issue of the journal will reflect biological, psychological, sociological, anthropological, economic, and historical perspectives as well as multiple research methods.

The format of the journal is modeled after *The Journal of Social Issues*. Each issue will focus on an integrative theme and will be edited by guest editors. The publication committee designed the first five issues (the four issues in Volume 1 and the first issue in Volume 2) and solicited guest editors so that we could get started in a timely manner. The Editorial Board, chaired by Jacquelynne S. Eccles, is now soliciting proposals for the subsequent issues. Each proposal needs to specify the integrative theme, the authors and specific articles to be solicited, and the ways in which the proposed issue meets the goals laid out in the previous paragraph. The Editorial Board will decide whether each proposal meets our goals and notify the proposers of its decision.



Sue Whitbourne

In addition to encouraging proposals for journal issues, we hope you will encourage your libraries to adopt the journal, preferably in print, as well as in electronic form. The journal should be of interest to a wide variety of fields, consistent with its interdisciplinary and integrative focus.

Although many libraries are being forced to shrink their budgets, we feel that an excellent case can be made for including this journal in the libraries of universities, ranging from liberal arts colleges to universities with professional schools. If you would like more information on library acquisitions, please feel free to contact either of us for details.

To contact Jacque, please email her at jeccles@isr.umich.edu

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

Membership Committee Report

Hi Networkers:



Margie Lachman

The SSHD Membership Committee would like to remind you that it is time to renew your membership for the SSHD!

To do so, you may renew on line at the society's website:
<http://www.sshdonline.org/membership.htm>

Due Date: April 20, 2003

All members will automatically receive a subscription to our new journal, *Research in Human Development (RHD)*, access to the society's newsletter, *The Networker*, and discounts for meeting registration costs.

Research in Human Development will be edited by Jacquelynne Eccles, a professor of psychology at the University of Michigan. The first issue is due out early in 2004. Contributors are busy working on their articles for the first three issues of Volume 1, edited by Jacque Eccles, Rich Lerner, and Corey Keyes, respectively.

We are all also excited about SSHD's third biennial meeting, which will be held in November 1-2, 2003 at the Murray Research-Center at-the Radcliffe Institute for Advanced Study at Harvard University. A full program has been planned by the program committee chaired by Gisela Labouvie-Vief, professor of psychology at Wayne State University. The program includes panels on "The Role of Immigration in Human Development," "Identities and Life Narratives," "The Study of Evolution in Human Development," and a graduate student panel, "Overcoming the Odds." Keynote speakers are Gilbert Gottlieb of the University of North Carolina, Dan McAdams from Northwestern University, and Richard M. Lerner who will deliver a presidential address. In addition to the usual SSHD meeting, a two-day scientific conference on "emerging adulthood" will follow at the Murray Center.



Bill Kurtines

SSHD is a rapidly growing organization, and we look forward to your continued participation. As you know, the SSHD takes an integrative approach to studying lives through time and across all age groups. SSHD provides an intellectual home for established scholars and a vehicle for developing future generations of researchers. Its approaches are holistic, integrative, and longitudinal. The Membership Committee is working hard to spread the word about the many benefits of being a member of the Society. We would appreciate it if you would take the time to recommend colleagues or students to SSHD!

We look forward to your continued membership and participation in SSHD.

Sincerely yours,

The SSHD Membership Committee

Margie Lachman
William Kurtines
Jacquelyn James

Faculty and Postdoctoral Positions Available

RESEARCH ASSOCIATE (full-time) Simmons College, School of Social Work

Principal Investigator, Helen Z. Reinherz, Sc.D.

Position: The defining tasks of the Research Associate are to (1) manage data, (2) conduct statistical analyses, and (3) collaborate on project presentations and publications.

General Description:

The Simmons Longitudinal Study at Simmons College is a 27-year, multidisciplinary research project funded by the National Institute of Mental Health that has focused on the development and adjustment of a community sample since age 5. The SLS staff is currently collecting an 8th wave of data with participants who are now approximately 30 years old. Through interviews with participants, their spouses/partners, and family members the project staff examine pathways to mental health and adjustment. Visit www.simmons.edu/gssw/sls for more information about the project.

Requirements:

Applicants for the Research Associate position should hold a minimum of a Master's degree in Psychology, Public Health, Sociology, Human Development, or allied social science; recent PhDs interested in a post-doc are invited to apply. Substantive interest and experience with mental health literature a must. Previous experience as a research assistant or associate that involved the use of statistical packages such as SPSS or SAS is required. Knowledge of longitudinal measurement, design, and analysis a plus. The successful candidate will have excellent organizational skills and verbal and written communication skills. Must be detail-oriented and have the ability to maintain strict confidentiality. Requires the ability to work both independently and as a member of a research team. Position is available upon hire; starting date is negotiable. Salary range for this position is \$33,000 to \$38,000; to be determined by skills, education, and experience.

Application Deadline: May 15, 2003

If interested please send: (1) cover letter, (2) resume or vita, (3) names of and contact information for references to:

Kathy DelRossi
Simmons Longitudinal Study
Simmons College
School of Social Work
300 The Fenway
Boston, MA 02115

Attn: Research Associate Position

No Calls Please

Argosy University, Adjunct Teaching Position

The Department of Clinical Psychology of Argosy University, Washington, DC campus is looking for instructors for a course in Lifespan Development. We are seeking doctoral level developmental psychologists to teach as adjunct professors for both the Summer and Fall semesters.

Our campus is located in the Roslyn area of Arlington, VA adjacent to Washington, DC. We are an APA accredited program offering both the PsyD and MA degrees. Class times are flexible including mornings, afternoons, and evenings. Our adjunct salary is competitive.

If you are interested, please respond as soon as possible as we are currently scheduling for the Summer semester. Please contact Dr. Wendy Schiff, the Associate Department Head at the following email address: wschiff@argosyu.edu <<mailto:wschiff@argosyu.edu>>

Postdoctoral Position, Research Training in Mental Health and Aging

The Research Training in Mental Health and Aging program at Penn State University announces the availability of a postdoctoral position, with a starting date of August 15, 2003. This program provides research training in two substantive areas: (1) assessment of risk in individuals and populations; and (2) intervention research) and in 3 cross-cutting themes: (1) methodology, (2) research with minority and other underserved populations; and (3) ethical conduct of research). We are looking for a candidate with a background in the social and behavioral sciences and commitment to a career in research that focuses on mental health issues in later life.

Program faculty are: Duane Alwin, Alan Booth, Linda Burton, K. Warner Schaie, Scott Hofer, Elizabeth Susman, Keith Whitfield, Sherry Willis, and Steven Zarit.

Applicants should submit a letter of interest, c.v., and 3 letters of reference to:

Steven H. Zarit, Ph.D.
Gerontology Center
Penn State University
135 E. Nittany Ave., Suite 405
State College PA 16801
email: z67@psu.edu

The Pennsylvania State University is an Affirmative Action, Equal Opportunity Employer. Women and minorities are encouraged to apply.

Review of materials is on-going and will continue until the position is filled. For more information, contact Dr. Zarit at Z67@psu.edu or 814-863-9980. A brochure describing the program is also available on request.

Fielding Graduate Institute, Clinical Psychology Faculty Position

The School of Psychology at Fielding Graduate Institute is seeking a clinical psychology faculty member who is geographically located in the New York City/North New Jersey corridor. Primary assignment is in our APA approved, scholar/practitioner model Ph.D. program. We serve a diverse population of talented, experienced, and enthusiastic mid-career students. We attempt to recruit individuals who can bring unique research and practice perspectives and competencies in order to create a faculty that is academically, professionally, and culturally diverse.

This is an assessment model, third generation, combined resident/distance learning institution. We use an adaptation of the tutorial model for academic instruction, but the research and clinical training components of the program are very similar to other programs. Faculty members maintain extensive nationwide contact with students and each other through regular academic meetings with local students, attendance at National Sessions, visits to other faculty/student groups, and telecommunication via the Internet. Through these means, we achieve a strong sense of commitment and community spirit.

Responsibilities include: Individual and small group tutorial instruction; seminar presentations; research consultation; dissertation supervision; liaison with practica and internship sites; some clinical consultation; participation in Institute governance; and active independent scholarship.

Qualifications: Doctoral Degree in Psychology; evidence of ongoing scholarly productivity, professional experience demonstrating ability to supervise research/dissertations and to provide advanced clinical training; small group facilitation skills; and commitment to adult education. NY and/or NJ licensed/licensable. Ability to use (or willingness to learn) telecommunications and electronic scholarship and research resources. Desirable characteristics include innovative thinking, high initiative, and good organizational skills. Position involves some travel.

To apply: Interested applicants should mail a cover letter, curriculum vitae and names and contact information of three references to Chair, Psychology Search Committee, Fielding Graduate Institute, 2112 Santa Barbara Street, Santa Barbara, CA 93105. Closing date is May 1, 2003.

We encourage applications from historically underrepresented groups, women, and persons with disabilities. For more information about Fielding, please visit our website at www.fielding.edu.

Jerry P. Nims, Ph.D., J.D.
Fielding Graduate Institute

Post-Doctoral Fellow/Research Associate, University of Utah

Post-Doctoral Fellow/Research Associate needed for a two-year project examining hostility, marital interaction, collaborative cognition, cardiovascular reactivity and coronary artery disease in middle-aged and older adulthood, funded by the National Institute of Aging. Applications will be accepted until position is filled; position could start as early as June 1, 2003. Ideal candidates would have background and interests in one or more of the following: cardiovascular psychophysiology and health, social cognition, marital interaction, and adult development and aging. Strong quantitative skills are desirable. Position involves working closely with an interdisciplinary team of investigators in health and developmental psychology, psychophysiology, cardiology, and radiology. Responsibilities include managing a team of graduate students and other project personnel in data collection and analysis and preparation of manuscripts.

Applications include a VITA, three letters of recommendation, and relevant preprints and can be sent to either Dr. Smith or Dr. Berg at Department of Psychology, 390 S. 1530 E. Room 502, University of Utah, Salt Lake City, UT 84112 (An Equal Opportunity Employer).

For further information contact Dr. Timothy Smith (tim.smith@psych.utah.edu) or Dr. Cindy Berg (cynthia.berg@psych.utah.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.

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>

Notice of Availability of Financial Assistance and Request for Applications for Runaway and Homeless Youth Program Grants

This notice announces the availability of financial assistance and request for applications for the FY 2003 Basic Center Program (BCP) for Runaway and Homeless Youth, FY 2003 Street Outreach Program (SOP), FY 2003 Positive Youth Development State and Local Collaboration Demonstration Projects (SLCDP), and FY 2004 Transitional Living Program (TLP).

This demonstration represents a continuation of the investment the Family and Youth Services Bureau (FYSB) has made to sponsor collaborative approaches to positive youth development in the 13 states over the past several years. Under the Youth Development State Collaboration Demonstration projects, the focus was on establishing partnerships and collaborative efforts particularly among state-level agencies and actors. Projects solicited in this announcement are specifically aimed at moving the earlier state-level successes to the level of local community jurisdictions (or tribes). Specifically, these project grants are intended to support collaboration between state governments and local community jurisdictions or tribes. States may propose a program of joint cooperation between a tribe and another local jurisdiction.

At least one operating Runaway and Homeless Youth (RHY) program must be in the local community jurisdiction or tribe selected by the state government for the joint collaboration demonstration project in order to continue the earlier FYSB-funded efforts to promote the positive development of youth, and pilot test an effort to extend that work down to the level of local communities.

As such, the goals of the Positive Youth Development State and Local Collaboration Demonstration Projects (SLCDPs) are to encourage collaboration among the state and local (or tribal) agencies and communities that will increase opportunities for positive youth development for young people in local communities and neighborhoods; to promote and facilitate communication and cooperation between the state, local communities, and youth serving agencies, including FYSB RHY program grantees, in addressing the needs and issues of adolescents and young adults; to encourage an ongoing community presence and participation in the planning and execution of strategies aimed at the positive development of their young people; and to energize local constituencies including residents, community and faith-based organizations, and service providers around a positive youth development agenda.

The overarching aim of these pilot efforts will be to help states to explore new collaborative relationships with local communities that will prove effective in increasing the number and array of positive development opportunities available to young people. Beginning a dialogue with the participating local community or tribe, and sustaining their ongoing involvement and participation in this collaboration, will be viewed as critical to effectiveness of the demonstration's collaboration and to its efforts to pursue the programmatic objectives outlined for this demonstration. As such, this community involvement is stressed throughout this announcement.

The SLCDP is focused on increasing opportunities for positive youth development in local jurisdictions and communities. Funded projects in this demonstration will be based on collaborative program designs that emphasize each of the following three major programmatic objectives for fostering positive youth development and positive youth outcomes:

1. Increased opportunities and avenues for the positive use of time, including recreational activities, organized sports, educational and personal enrichment, volunteerism, and age-appropriate employment
2. Increased opportunities for positive self-expression, with higher emphasis on helping young people identify and develop their strengths and talents and to exercise them in positive ways where they can be recognized and celebrated by the larger community of young people and adults

3. Increased opportunities for youth participation and civic engagement, making efforts to provide youth with opportunities to participate in school and community affairs and to be represented among the actors and within the institutions that constitute the political, social, and economic infrastructure of their school, community, city, and region

These project grants will serve as the basis for exploring new partnerships among the FYSB, states, local jurisdictions or Tribes, and community and faith-based, youth serving organizations in order to establish and support these programmatic objectives at the state and local community levels.

Sponsors:

Department of Health and Human Services (DHHS)
Administration for Children and Families (ACF)
Administration on Children, Youth, and Families (ACYF)
Family and Youth Services Bureau (FYSB)

Deadline:

June 09, 2003

Upper Amount:

\$1,120,000

FYSB expects to award up to \$120,000 to each grantee to support the 12-month Planning Phase. Over the next four years, FYSB expects to award up to \$1,000,000 (\$250,000 per year) to each grantee to support the implementation of programs and activities proposed in their proposed plans and approved by FYSB. Applicants may apply for support in accordance with the schedule outlined above for a total of \$1,120,000 over the five-year demonstration period (\$120,000 in year one; and \$1,000,000 over the four years, two through five). The applicant must provide a nonfederal share or match of at least 10 percent of the federal funds awarded.

This competition is limited to the 13 state organizations that are currently participating in the Youth Development State Collaboration Demonstration Project funded by FYSB. They are Arizona, Colorado, Connecticut, Iowa, Illinois, Indiana, Kentucky, Louisiana, Massachusetts, Maryland, Nebraska, New York, and Oregon.

Contact Information:

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For more information please see: <http://fundingopps.cos.com/cgi-bin/getRec?id=78367>

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 Wendy Watson

Wendy Watson is a doctoral student in the Human Development and Family Studies program at Texas Tech University. She joined the program in 1998 with the goal of obtaining her Master's degree in order to work in a non-profit agency, perhaps in the area of sexually transmitted disease prevention. Her undergraduate degree was in English, and she had been working in a business career since graduating from the University of Houston in 1990. Wendy knew that she wanted to be back in school, and she knew that she wanted a career where she could help others. She felt that a degree from Texas Tech could assist in that: "Well, I'm still here and plan to graduate with my Ph.D. in 2004. I never dreamed of being a researcher when this journey began, and the last thing that ever crossed my mind was teaching. I am now doing and enjoying both."



Wendy has worked as a research assistant on a National Institute on Alcohol Abuse and Alcoholism - a funded grant exploring college students over a 2-year time period (3 waves of data collection) in the forming of friendships networks and how these networks both influence or are influenced by alcohol behaviors. According to Wendy, this assistantship provided amazing experience in putting together a study, from questionnaire development to IRB issues, to data collection and data analysis. Her personal research interests usually run to the qualitative. This project provided invaluable experience in quantitative research and statistical analysis.

Wendy has worked with her advisor on a 3-wave qualitative study with college students by assisting with coding interviews. They have looked at meaning making and identity development through the processes of personal narrative and self-reflection.

For her Master's thesis, Wendy conducted in-depth interviews with 8 women in exploring their sexual risk behaviors within heterosexual dating relationships: "I wanted to talk with educated, adult women who have been provided some of life's advantages to see whether or not the sexual risk literature, which we often see talking of adolescents, plays out for adult women. Do they engage in the same behaviors and for the similar reasons? Statistics show that this population is not immune to HIV/AIDS, but do they experience this as their reality?"

Wendy is now looking toward her dissertation research and her career beyond graduate school.

When asked what her guiding interest is, Wendy responded: "My dissertation looks like it finally may be coming together. I am going to focus on the "transition to adulthood" developmental age or period by conducting a qualitative study with around 40 college students, both men and women. I am interested in examining how risky behaviors such as sexual activity, alcohol use, and perhaps drug use serve as "gateways" to adulthood, as adolescents and young adults attempt to exert independence by becoming involved in "adult" activities in a search for identity. As identity exploration is considered to be an important process for this developmental time in life, I will be interested in examining how risky behaviors (or the decision not to engage in such behaviors) might contribute to the development of one's identity.

I continue to be interested in women's sexual risk behaviors within romantic relationships, and the meanings of relationships, safe sex, trust, and romance for women. I am interested in developmental issues associated with sexual decision-making and how the factors that influence it change with age and life experience. I attended the 2nd Kinsey Summer Graduate Training Institute this summer and worked on a proposal for a project in which I continue to be interested. It extends my thesis research to adult women ages 50 and older. This is an age group of women that has received little attention in the literature despite the fact that 10% of all new AIDS cases in the United States are reported in people aged 50 and older. Ultimately, I want to collect data that will provide information necessary for development of successful intervention/prevention programs for this age group. Programs that are successful for adolescents or other populations do not necessarily translate to older adults and their sexuality."

When asked what kinds of questions keep her up at night related to her work, Wendy responded: "First, I still struggle with management of time in allocating time to research and teaching. Teaching is enjoyable, and it takes up so much time that research, which seems to have more flexible deadlines, gets left to the spare minutes. The question of balancing those interests plagues those quiet moments at night.

I also question balancing learning information that is interesting to me through the research process and engaging in research that I feel will be useful for the "greater good." There's still that goal with which I started graduate school of helping people. I don't want to sound too idealistic or altruistic, but I do want to make a positive difference. I feel teaching is one way in which to do that, but my research interests, I feel, also have a role to play in achieving that goal.

Another question that keeps me up is attention to the multiple contexts that influence people's lives. In particular, in examining women's sexual decision-making, if I want to develop (or participate in research that assists in developing) prevention programs, how do I narrow down or select for a focus the salient contexts of influence regarding decision-making in women's complex lives? Having women tell their own stories in the research process seems to me to be the right place to start, but the issue is so complex that I worry about the parts that I leave out, neglect to ask about, or overlook in my inexperience as a researcher.

Also, I feel that to provide a more complete analysis, we need to give attention to other axes of identity in addition to gender, such as race/ethnicity, class, immigrant status, etc. Different axes of identity may be relevant for each woman in how she lives her life and makes decisions regarding her sexuality. To explore only one axis of identity ignores differences among women, and for the purpose of sexuality, how differences may influence sexual decision-making."

Where does Wendy envision herself in ten years? "I would like to envision myself in an amazing job in the academic arena, engaging in research that I find interesting and valuable both personally and professionally. I hope to be teaching and still enjoying that interaction with students.

I have 2 young nieces and I hope to be very involved in their lives. In 10 years, they will both be teenagers!"