ADULT DEVELOPMENTS

The Bulletin of the
SOCIETY FOR RESEARCH IN ADULT DEVELOPMENT

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The Upcoming 16th Annual Adult Development Symposium

Presented by
The Society for Research in Adult Development and
The Straus Thinking and Learning Center
at Pace University

Friday through Sunday, June 22-24, 2001,
Pace Plaza Campus, New York City

The 16th annual Symposium of the Society for Research in Adult Development (SRAD) will be held Friday through Sunday, June 22 through 24, at the Pace Plaza Campus of Pace University in New York City. Each year, researchers, practitioners, and students of adult development meet at the SRAD symposium to explore a number of diverse topics in the field of positive adult development from an interdisciplinary perspective. Although the title for 2001 is "Parenting as a Path to Adult Development," the program will encompass the entire field of positive adult development, including educational, clinical, and organizational topics.

Positive adult development concerns itself with development starting in late adolescence and continuing throughout life. The focus is on the changes and expanded capabilities that improve the quality of life of individuals as they adapt to the challenges of adulthood's ages and stages. This emphasis is in contrast to views and studies which emphasize decline, as studied in gerontology.

Typically at the symposium, participants present data and theories—as well as applications—on a variety of topics relating to positive adult development. Many traditions and points-of-view are represented, often from an interdisciplinary perspective. Among the subjects addressed by members and participants are life periods, seasons, stages, and levels; whole-life approaches; consciousness; clinical development; adult attachment; careers; and expertise, wisdom, and life span.

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An Existential Perspective on Love and Intimacy

By Carl Goldberg

The earliest, most basic aim of social behavior is a striving for intimate relations with a caring other. In its mature form, intimacy is difficult for most people to achieve. Few suffer well a lack of emotional fulfillment. The sense of living well is dependent upon being understood, appreciated, desired by others. Failure to evoke care from others leads directly to feelings of loss of self-esteem, inadequacy, depression, intense loneliness, and destructive urges.

Adult attempts at intimate relations, claims Freud, fail because they are driven by desperate efforts to secure satisfactions native to the infant-mother bonding; as adult strivings, they result in inevitable narcissistic hurt and depression. I contend that Freud's invective against adult intimacy is misconceived.

Failures in adult intimacy are *not* due to inherent infantile patterns, but to lack of knowledge and skill in negotiating equitable and balanced relationships. Freud was unable to recognize this because of his own family dynamics and because his observations were primarily based on the families of his patients as reported to him. In more healthy families, one's caretakers are essentially compassionate and caring–encouraging one to form intimate bonds with loving others. As a result, those

from caring and compassionate families–with a sense of legitimate

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Upcoming Symposium...
(Continued from the first page, first column)

This year, in keeping with the primary (but by no means exclusive) theme, presentations on the topic of parenting are being encouraged. Among the topics may be: parents as educators, the effect of parenting on adult development, the developmental effect of choosing not to parent, adoption and adult development, and others.

Additional topics concern social, moral, ethical, ego, artistic, institutional, organizational, political, and family issues as well as epistemology and mathematical-scientific development. The symposium includes presentations of papers selected for their diversity and applicability, poster sessions, work and discussion groups that apply research and theory to current problems, and plenary sessions. SRAD works hard to create opportunities for stimulating, friendly, and respectful conversations and interchanges on adult development.

Traditionally, SRAD holds a number of all-day preconference workshops on Friday, before the official opening of the Symposium at the end of the day. Information about these preconference workshops will be available shortly by e-mail and on SRAD's Web sites (see below).

A detailed program of Symposium presentations and sessions will also be available soon–again by e-mail and on SRAD's Web sites (see below).

To receive Symposium details by e-mail, please e-mail a request to <**srad@norwich.edu**>.

To preregister for the Symposium, please see the advance registration form at the end of this *Bulletin*.

Pace University's Plaza Campus is in lower Manhattan, not far from the World Trade Center. Hotels are nearly, and dorm space will be available.

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SRAD Web Sites

SRAD's Web presence is in the process of transition, and, for the moment, SRAD has two Web sites. They are: <**www.norwich.edu/srad**>
and <**www.adultdevelopment.org**>.

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SRAD's Listserv

SRAD has an open listserv, and you are invited to join. Visit <**www.yahoogroups.com**>, and subscribe to the list **adultdevel**.

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An Existential Perspective...
(Continued from the first page, second column)

entitlement–seek other compassionate and caring people with whom to become intimately involved. In short, there is something proactive in the human phylogenetic spirit that strives for intimate relationships with a desired other that is not reducible to infantile longings and concern with parental disapproval.

I can be more specific about what I mean by "intimacy." Intimacy is a unique personal experience, operationally defined here as the experience of being recognized and emotionally touched in the way the subject desires, such that the subject experiences the other as accurately mirroring his desires for caring and closeness. The other in the intimate encounter is the medium for how the subject wishes to be related to and regarded. The event of intimacy requires a bond between the partners in which each "feels into" the other, as well as an openness with oneself that permits the other to contact typically hidden aspects of oneself. Therefore, unlike romantic love, based on fantasy, intimacy involves the authentic presence of the partners because their exchanges are personal statements.

And unlike its often associated state, a desire for privacy–which is a reaction to the other's encroachment into the subject's experience of time and space–the experience of intimacy has no sense of time. It is experienced as a flow of tactile sensation that requires no actual physical touch (although tender physical touch can accentuate the exquisiteness of intimate relating). The experience is analogous to the reception of evocative music in which the vibrations of the distal stimulus (the musical instruments) touch the proximal stimulus (the sense receptors), causing a bodily sensation that is neurologically transformed into deeply pleasurable emotion.

Intimacy, grounded in the immediacy of the present moment, is located in space, not time. Indeed, only one's orientation toward the past or future has a sense of time. Consequently, intimacy leads to an accentuated awareness of how each partner in the bonding is using the space between them.

Intimate love also differs markedly from romantic love in that romantic passion creates a craving for timelessness–contained in such "if-only" fantasies as: "If only I could retain this (overidealized) image of myself in the eyes of my beloved, time would stop and stand on end, and I would be joyous forever." In contrast, each of the partners in intimate relations consciously recognizes that the perception that this moment can go on forever is an illusion; insofar as intimate love is comprised both of elation and sadness, each is fortunate to be so blessed as to have found a compassionate and caring other. Yet, each has a sense of limitation–the time lost prior to this encounter will never be restored.

I have described what personal statements are, but not how they are constructively employed in mature intimacy. Caring is essential to the encouragement of constructive personal statements. Intimate caring is a demonstration of respect for the other's growth and mystery. It is the willingness to be there for the other, rather than to do for the other. This is exemplified in a capacity to listen responsibly to the other rather than to render value judgments and problem-solve for the other. Love, at its most intimate level, is a creative and caring expression of mutuality. When the other is in distress, the partner's caring concern is that the other's struggles to examine the assumptions she makes about her being-in-the-world will be worthy to enable her to be as she intends, rather than how the partner or anyone wants her to be.

Mutuality is expressed very differently in romantic love. The courtiers, Denis de Rougemont indicates, "Love one another, but each loves the other from the standpoint of self and not from the other's standpoint." In this type of relationship, according to Erich Fromm, the problem of love "is primarily that of being loved, rather than that of loving, of one's capacity to love."

In intimate love, mutuality is expressed as balance and equity. The need for *balance* requires that what I give of myself is as important as what I receive. As such, I need good enough judgment to chose another as an intimate partner who brings out the best in me–who inspires me to want to give my best–not someone who demands it or depends on it, as in romantic love. The *equity* dimension in intimacy involves an *investment*; that is to say, other people can only give me what they themselves possess. To gain for myself from others, I need to help them develop their own desirable attributes.

Both intimate and romantic love require *mirroring* to sustain passion. In romantic love, each partner holds the mirror not to the face of the other, but in front of one's own face. In this sense, the courtiers are not partners in cooperative personal and interpersonal development, but co-conspirators in reinforcing the other's narcissism. As a result, in a romantic relationship, each of the partners harbors a host of implicit expectations and demands that he or she anticipates a loving relationship will fulfill. These expectations are seldom articulated. As romantics, the courtiers communicate with phrases and declarations lifted almost directly from overly idealized films, novels, and television dramas. They rarely communicate precisely what they expect from each other until they are thrown into a serious dilemma, and sometimes not even then. In crisis situations, as in the normal course of their relationship, they find themselves ill-equipped to work together as partners. Instead, they berate each other for their inadequacies, declaring that they are furious that the other has not measured up to their standards, expectations they have not previously communicated clearly. So, frequently after the breakup of a romantic relationship, one exclaims to the other, "I never knew what you expected of me!"

In intimate relating, in contrast, each partner is willing to face the mirror squarely and to use it to look probingly, in search of one's behaviors that contradict one's desire for agency. Shame, if we allow it, may serve admirably as a realistic mirror to detect that which we have neglected in our relationship with ourselves and with others, and to enable us to rectify these neglects. Shame, because it is built on relations with compassionate and caring caretakers, can guide the subject to those ways of being that please those we love, rather than concern itself with inciting those we fear, as with guilt.

In conclusion, although I have contrasted romantic love unfavorably with intimate love, romantic passion, admittedly, sometimes serves to inspire the courtiers in favorable ways. Insofar as romantic passion involves a reordering of values and priorities–e.g., the lovers are willing to take emotional risks and to attempt behaviors that they ordinarily eschew–it can, in certain situations, inspire courageous and constructive behavior as well as personality change. Moreover, intimate relationships may begin as romantic passion and, through a willingness to struggle with personal statements, evolve into an equitable, balanced, and enduring partnership.

Carl Goldberg, Ph.D., has written twelve books and has over 170 other publications. He is on the clinical faculty in the Department of Psychiatry of the Albert Einstein College of Medicine in New York City.

This paper is a condensed version of a chapter in Goldberg's latest book, The Evil We Do: The Psychoanalysis of Destructive People, published in October 2000 by Prometheus.

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Message From The Executive Director

by Mel Miller

I encourage everyone to begin to think ahead to the 16th annual Adult Development Symposium. You should have received the Call for Papers. Please give serious thought to presenting. Invite colleagues and friends to present and attend as well.

The Symposium will, once again, be held at Pace University in New York City. The title for the Symposium will be "Parenting as a Path to Adult Development." The dates are June 22 through 24, 2001. We will especially encourage those who conduct research on–and those who write about–parenting to submit a proposal for this year's meeting. In addition, and as usual, we invite scholarly papers, panels, and focus groups on any salient aspect of positive adult development–to include educational, clinical, organizational, etc., topics. If you have questions about the appropriateness of your topic or related questions, please contact either Judy Stevens-Long or me.

We are excited about returning to Pace University. Last June's meeting was stimulating and exceedingly interesting. It began on

Friday, June 23, with a full day of preconference workshops. Activities were officially initiated by John Broughton's keynote talk entitled, "Work and Violence in the Transition from Youth to Adulthood." Dr. Broughton held the audience spellbound with a combined audiovisual and lecture presentation. The next day's activities began with an official welcome by the SRAD committee and then a series of roundtable discussions and thematic dialogues. The luncheon plenary speaker was Dr. Rachel M. Lauer, the founding director of the Straus Thinking and Learning Center at Pace University. Her excellent talk was entitled "A New Way to Organize Concepts and Teaching of Adult Development." Sunday's plenary speaker was Dr. Victoria Marsick of Columbia University. Dr. Marsick offered a stimulating presentation on "Transformative Potential of Action Learning: Developmental Opportunities in the Workplace." The 15th annual Symposium was brought to a close with a brief meeting following Dr. Marsick's presentation.

Again, we are excited about returning to Pace University. The entire staff at Pace's Straus Center was exceedingly helpful and supportive with all the preparations leading up to the Symposium—and throughout the entire Symposium. Special thanks go to Joan Porcaro, Roben Torosyan, and Rachel Lauer from Pace. Another heartfelt "thank you" is extended to Vivian Cullen from Norwich University. Vivian and Joan together seemed to keep things running smoothly for all three days. They worked well together and kept the rest of us on our toes. Thanks again. It should be noted that Vivian stepped in at the eleventh hour—upon the sudden retirement of Sharon Dickinson. Vivian's hard work, organizational skills, and planning skills made the transition from Sharon much easier for all of us. Finally, another "thank you" is extended to Bernie Folta for the superb job he is doing with the *SRAD Bulletin—Adult Developments*. Thanks Bernie.

Hope to see you all at Pace in June, 2001.

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Papers and Handouts from the 2000 SRAD Symposium

Editor's note: At the 2000 SRAD Symposium, I tried to get papers and handouts from as many of the sessions as possible. Here is a list of the ones I got. If you'd like a copy of any of these (except, until I get permission, the ones that are copyright), please let me know, and I'll be happy to send one off to you. How to contact me is given at the end of the "Editor's Notebook" column, later in this Bulletin.

Questing for the Human Codes (also Spiral Dynamics)
    by Don Edward Beck
Difficulties with Coming Up with Multiple Choice
  Metasystematic-order Tasks
    by Michael Lamport Commons, Harvard Medical School
Implications of Hierarchical Complexity for Social
  Stratification and Education
    by Michael Lamport Commons, Harvard Medical School
Recognition of Specialized Languages Presented through
  Different Methods
    by Lucas A.H. Commons-Miller, Cambridge Rindge and
      Latin School and the Dare Institute

Wilber's AQAL Model in Perspective (Copyright)
    by Susanne Cook-Greuter
Exclusion > Inclusion > The Future: The Dilemma
    by Kathryn Dziekan, State University of New York at
      Oswego, and John C.O. Dockum, Abenaki Nation of
      Vermont
Basic Emotional Communication (BEC) for Intimate Relating:
  Guidelines for Dialogue
    by Carl Goldberg
Development of Empathy: Parental Socialization in Conflict
    by Elizabeth E. Doppler, Manila S. Austin, Charles A.
      Dooley, and Debra A. Harkins, Suffolk University
Writing and Relationship: A Case Study of a College ESL
  Freshman and a Composition Instructor
    by Todd Heyden, Pace University
"Insight" in the Writings of Erik Erikson
    by Carol Hoare, George Washington University
Human Development and the Spiritual Life: How
  Consciousness Grows toward Transformation
    by Ronald R. Irwin, St. Lawrence College and Carleton
      University
Motivation in Education and Therapy—A Few Principles and
  Many Problematics
    by Jackson Kytle, Norwich University
A Crisis for Educators: An Opportunity for Service
    by Rachel M. Lauer, Pace University
A Meta Curriculum Based Upon Critical Thinking
    by Rachel M. Lauer, Pace University
Adult Development and Negotiation: Imagining and Molding
  Procedural, Institutional, Constructivist, and Interindividual
  Processes
    by Alice LoCicero, Suffolk University
Development and Disequilibration: Predicting Counselor Trainee
  Gain and Loss Scores in the Supervisee Levels Questionnaire
    by Christopher W. Lovell, Old Dominion University
Transformative Potential of Action Learning: Developmental
  Opportunities in the Workplace?
    by Victoria J. Marsick and Sharon Lamm, Teachers College,
      Columbia University
Participatory Training as a Shared Cultural Context: Cultural
  Profiles and Perspectives from Namibia
  (Also, Cultural Values Profile and Cultural Dimensions
  Continua)
    by Bonnie B. Mullinix, Monmouth University
Fostering Adult Development with Marginal Populations:
  Feedback for Practitioners
    by Barbara Plasker
Psychotherapy with Adults Who Have Learning Disabilities (LDs)
    by Pano Rodis, Dartmouth College
Doing Therapy with (Russian-speaking) People Who Think They
  Need No Therapy and Who May Be Absolutely Right
    by Matvey Sokolovsky
Dreamwork as Education and a Path to Human Evolution
  (Also, Inner Guide Mapping—Picturing Everyday Miracles)
    by Gloria Sturzenacker, Pace University
Distance Education and Adult Development: A Demonstration of
  the CourseInfo Program
    by Richard S. Velayo, Pace University

As Time Goes By: Bridging the Generation Gap in Life-Span
  Development
      by Francis C. Warman and Amy W. Tully
Toward a Developmental Definition of Critical Thinking
      by Elise J. West, Cornell University
Collective Learning in Piece-rate Shops in the Apparel
  Industry: Illeris' Concepts of "Resistance" and "Experience"
      by Helena Worthen, University of Illinois, Chicago
The Impact of Learning Disabilities on Adult Development
      by Carol Wren, DePaul University
Finding the "Great Courage to Change": Factors Influencing
  Education Persistence among Nontraditional Graduate
  Students

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Notes From The June 2000
SRAD Business Meeting

By Patti Miller

Present: Michael Commons, Susanne Cook-Greuter, Vivian Cullen, Bernie Folta, Carl Goldberg, Otto Laske, Mel Miller, Patrice Miller, Matvey Sokolovsky, Judy Stevens-Long, Chet Wolfsont, and others.

Judy Stevens-Long conducted the meeting. Patrice Miller took notes. Over the course of the meeting, three major issues were discussed and resolved. The first part of these notes summarizes the major issues and action. Later, more detailed discussion is given.

The SRAD Symposium

It was decided to try and hold the Symposium at Pace again next year if Pace is able to host it again. It was decided to split the various administrative functions of arranging and running the Symposium. Mel (and Vivian) will continue to do the basic administrative things such as mail out the Call for Papers. Bernie Folta agreed to edit the Call for Papers, as needed. Judy Stevens-Long, with the assistance of Michael Commons and others to be recruited, will work on the program. All submissions should be sent to Mel Miller, and he will send them to Judy who will read them and put the program together. Roben Torosyan, Joan Porcaro, and others at Pace will provide local arrangements (if they are able to host the Symposium again). Every member should attempt to recruit presentations (and registration) from colleagues and students so as to increase the size of the meeting for next year. People at the meeting were asked to think about what plenary and keynote speakers we could obtain and to both make suggestions and, if it is someone they have some kind of a connection to, try to line that person up. Next year's Symposium will have three overarching themes— organizational development, parenting issues, and adult counseling/clinical.

Bylaws

We have earlier bylaws put together for SRAD and two versions from other organizations. Patti Miller agreed to put a draft together from these versions and mail it out for comments. Then, in next year's program, there will be some time specifically dedicated to discussing and voting on the bylaws. It was agreed that all attendees to the meeting from the last three years would be notified of this action. One thing that will definitely happen as a result of this is that new officers will be elected next year. People at the meeting were asked to think about who to nominate or to consider nominating themselves. A person who can articulate a vision for the organization would be particularly desirable.

Web Site

A Web site committee, consisting of Bernie Folta, Matvey Sokolovsky, Otto Laske, and Michael Commons was formed. Vivian Cullen will provide on-site support at Vermont College/Norwich University. They will update and "spiff-up" the Web site. It was also announced that the listserv is back up. (The old one was closed down without notice by the server that was being used.)

More Detailed Discussion of the Above Issues

Questions: Where should the symposium take place next year? Should the symposium take place every year, or every other year? These issues were addressed in a number of ways by a number of different people. The discussion will be summarized, and any conclusions highlighted at the end.

Mel Miller felt that if the organization has bylaws—which would specify a regular rotation of officers and individuals to carry out the various tasks—then anyone who was "charged" with running the Symposium would know that they only would have to do it for perhaps a year or two.

We were told by both Mel and Judy that Mel is reluctant to continue occupying the role he has been occupying. Mel (with the assistance of Vivian) would be willing to continue to carry out certain of the administrative tasks, at least for this next year: coordinating with Plenum about the membership lists; doing certain basic financial things; overseeing the newsletter and its mailing out; and doing the Call for Papers and mailing that out.

Otto Laske said that even though it takes some time to put together a set of bylaws, that time is usually well spent because later on it saves time and trouble. He also said that an organization's Web site can be an extremely important way to introduce people to it. He works a lot with coaches, and he has referred them to the SRAD Web site. But he got feedback that the SRAD Web site is too academic and not that attractive to people. He thought it would be nice if he could just plug his Web site into SRAD's. As a result, Otto was drafted to work on the Web site. Bernie Folta, Matvey Sokolovsky and Michael Commons also agreed to work on it.

Bernie Folta suggested that instead of doing bylaws from scratch, copies of the bylaws of other organizations, similar in function to SRAD could be used as templates. Mel said that some of these were already available. Bernie also mentioned that on many organizational Web sites, there is often an "external" part, for people who are not part of the organization (visitors), and an "internal" part for members. It's useful to design the site to keep separate what information is available for these two different audiences. Patti Miller agreed to edit and send out the bylaws for commentary from members.

Matvey Sokolovsky said that he thought that changing the Symposium to every other year might kill it. He would forget which year it was, possibility neglecting to prepare a presentation, and other things might begin to interfere. No one else spoke in favor of going to an every-other-year schedule. Matvey was also puzzled (as were others) as to why a meeting in New York City didn't have greater attendance. It was suggested that we should have a goal of doubling the size of the meeting for next year.

Matvey also found the Web site hard to use. He tried to find this year's Call for Papers, but at first could only find the one for 1999. He sent the URL to a big Vygotskian Internet community that he is a part of, and people from that group who visited SRAD's Web site said that it seemed too much like an insider's Web site. As a result of his comments, Matvey joined the Web site committee.

There was some discussion about the Web site itself–that it should reflect the state of awareness of the organization and its members about adult development. So, it should at least be partly about the people of the organization. Bernie said there were very important decisions to be made about the eventual "hierarchy of screens" that would exist–the site's design structure–and how to set up the navigation among screens for internal versus external people. It was suggested that the Web site committee work on these issues on their own, but that they ask members for whatever information they need as they improve the site.

Bernie wondered what had happened to the listserv. Michael Commons reported that the company that had the server shut down the service without any notice and that he has now set up a new one. However, he doesn't have everyone's e-mail address to put on the list. Bernie agreed to help Michael get these addresses.

Judy brought up the issue of bylaws again, saying that perhaps no one wanted to be president because there were no bylaws. As a result, there was no clear set of tasks assigned to the president versus tasks assigned to others.

Part of getting the organization to grow is communication. Bernie apologized for his inability to get the newsletter out last fall. He will try to do better this year.

There was more discussion of the issue of bylaws and who would become president of the organization. Patti Miller suggested that perhaps if the bylaws made clear that the president only had to do certain things and that other functions were handled by other officers or members of the board, that it might make it more likely for someone to assume the presidency. Otto Laske suggested that a president is a leader who has a vision. Such a person would embody the spirit of the organization.

As a result of this discussion, it was decided that a draft of the bylaws would be produced from the existing models. This would then be sent around via e-mail (to those who have it) or via U.S. mail (to those who don't e-mail). There will be a designated time next year to meet on bylaws. At that meeting, new officers will also be elected. People from at least the last three years should receive the draft bylaws, and they should be told that SRAD will be looking for new officers. Michael can also add the people from the last three years onto the listserv and send them a message asking them if they want to stay on or not.

Concerns were raised about notifying the people who ran workshops early enough about how many people had signed up for the workshop. It was agreed that people will be notified two days before via e-mail or telephone (if they do not have e-mail). There should be a more prominently displayed registration deadline that would facilitate this notification. However, there could still be walk-ins at the Symposium.

A number of ideas about improving the program were suggested. Carl Goldberg suggested that there be perhaps more well-known keynote speakers. Matvey suggested having a theme. One theme he would be interested in, for example, would be something like parenting as a spur for adult development. He suggested that we could invite Charlie Super and Sara Harkness, who have done a lot of work on parenting. Someone else suggested race as a possible organizing topic.

Otto mentioned that there is frequently a tension between researchers and those in applied fields. If SRAD wants to have more of a social impact, it needs to think about having more applied people.

Two other themes were mentioned–organizational development (this has been a productive theme for the organization in the past) and adult clinical/counseling. It was suggested that for next year these be the two overarching themes, but presentations on other topics would be encouraged as well.

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Dues News

Sometimes SRAD people lose track of whether they're current members–whether they've paid their dues for the current year. Vivian Cullen, administrative assistant at Norwich University and

SRAD's "registrar," is happy to check your status. Call her at (802) 485-2134, or e-mail her at <vcullen@norwich.edu>.

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Contents of the October 2000 issue
of the *Journal of Adult Development*

Editor's note: This issue is Vol. 7, No. 4.

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Editor's Notebook
by Bernie Folta

The fall for me is a jinx, I thinks. I had wanted this issue to be out last November or December, but it didn't happen. Again, I have to apologize. However, I'm very happy that we have two significant substantive pieces in this issue–Carl Goldberg's "An Existential Perspective on Love and Intimacy" and Otto Laske's "Linking Two Lines of Adult Development: The Developmental Structure/Process Tool (DSPT^{TM})". The two different perspectives–one clinical and one quantitative–very nicely represent some of the diverse "threads" that make up SRAD.

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The 2000 SRAD Symposium–for me it seems like it was just yesterday–was my third one, and I enjoyed it every bit as much as my first one in 1998 (at Vermont College/Norwich University in Montpelier, Vermont) and my second one in 1999 (at Salem State College in Salem, Massachusetts). Attendance at '00 was a bit less than before, but, it seemed to me, the collegiality and stimulation were every bit as high as the previous two years.

The upcoming 2001 SRAD Symposium at Pace University is SRAD's sixteenth. From the materials that I have in my files (and I'm relatively new to SRAD), I put together the following partial list of past SRAD Symposia. Can you help complete it (with documentation)?

15th: June 23-25, 2000, Pace University, New York, New York
14th: June 18-20, 1999, Salem State College, Salem, Massachusetts
13th: June 19-21, 1998, Vermont College of Norwich University, Montpelier, Vermont
12th: June 26-29, 1997, Best Western Boston–The Inn at Children's Hospital, Boston, Massachusetts

11th: June 28-30, 1996, Swissôtel,
Boston, Massachusetts

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Sharp-eyed readers will note that the fee for the upcoming SRAD Symposium have increased over last year. However, this year's fee includes two meals (lunch on Saturday and Sunday) that were previously extra.

Linking Two Lines of Adult Development:
The Developmental Structure/Process Tool
(DSPT™)

By Otto Laske

Introduction and Theory

For some time, assessing individuals' developmental position has been undertaken from either a "stage" or "non-stage" perspective without explicating more fully the deep link between the two assessments. In the most general terms, both assessment perspectives determine an individual's awareness, either of self (stage score) or of complexity (non-stage score). I created the Developmental Structure/Process Tool (DSPT™) in order to put the emphasis squarely on the two developmental lines that research has shown exhibit clear sequential movement−namely, the line of self-awareness and the one of cognition (Wilber, 2000). Employing for this purpose Kegan's and Basseches's work, I conceived of the self-awareness profile (stage score, or SAP) as determining types of balance and of the complexity awareness profile (non-stage score, or CAP) as defining types of imbalance (Laske, 1999a). (The meaning of balance/imbalance is discussed shortly.)

The Developmental Structure/Process Tool (DSPT™) is based on two hour-long, semi-structured interviews. It combines Kegan's self-awareness profile (SAP), enhanced by the action-science notions of Argyris, with Basseches's dialectical schemata profile (referred to as complexity awareness profile, or CAP), further enhanced by P. M. Senge's work on systems thinking (Kegan, 1982; Argyris, 1999; Basseches, 1984; Senge, 1990). The underlying balance/imbalance hypothesis that the DSPT™ articulates is "the higher the balance (SAP), the less the imbalance (CAP)." This hypothesis can best be understood by adopting the following notation for the comprehensive score yielded by the DSPT™:

$$L\{r:c:p\}[m,f,r;t](\%)$$

In this notation, $L\{r:c:p\}$ is the balance score (SAP), while $[m,f,r;t](\%)$ is the imbalance score (CAP). In the $L\{r:c:p\}$ component, L is the developmental level situated in a range of neighboring levels (L-1,L,L+1). It is Lahey et al.'s (1988) single overall score, whose (metaphorical) power is expressed by the three components in curly brackets, where {c} indicates the clarity with which the level L is expressed in a subject-object interview, or "embeddedness in level," while {r} indicates the tendency of regression to L-1 (a prior level), and {p} indicates the potential for advance to L+1 (a higher level).

Together, {r:c:p} makes up a regression-risk/clarity/potential index, or RCP for short. In a group of individuals holding the same level, L=4, for example, this index differentiates their individual developmental characteristics. Pragmatically, the RCP index indicates the "intervention challenge" that a consultant can expect to encounter when assisting the individual. With coaching, for instance, the RCP might indicate the resistance a coach could encounter, due to the client's deep embeddedness in his/her present self-awareness level ({c}), or it might indicate the client's significant risk of operating at a lower developmental level ({r}) when under environmental pressure.

The RCP index states a proportional relationship between {r}, {c}, and {p}. It typically sums to a range of 15 to 20, which is the number of structurally relevant passages in subject-object interviews. For instance, a balance score (SAP) of 4{3:10:4} refers to an individual at Kegan level L=4 with an associated RCP index sum of 17 (3+10+4=17). However, rather than the RCP index, it is the individual {r}{c}{p} subcomponents and their interrelationships that are more interesting and relevant. For example, comparing {r=3} with {p=4} shows that the individual's risk of regression to L-1 (that is, Kegan's 4(3)) is slightly lower than his or her potential for developmental advance to L+1 (that is, Kegan's 4(5)). This depicts a person who is considerably embedded in a present level of self-awareness. The interpretation of the clarity index {c=10} in terms of either stuckness or resilience depends on the associated CAP score (discussed shortly) as much as on collateral behavioral data. In terms of action-science, the SAP score empirically determines an individual's theory of action, or theory-in-use (Argyris, 1999)−that is, what an individual actually does in contrast to what he or she says or "espouses."

Associated with the SAP score is the CAP score, which indicates the individual's present complexity awareness profile (CAP). It results from the [m,f,r;t](%) term in the above expression. The CAP score is formulated in terms of Basseches's (1984) dialectical schemata framework. In a nutshell, this framework consists of four dimensions of post-formal thought or "process categories"−namely, motion [m], form [f], relationship [r], and transformation ("meta-form") [t]. Each of these categories comprises a variable number of "schemas," or thought forms. Schemas together form a system and are intrinsically related to each other. The [t] (which is shown separated from the other factors by a semicolon) is a CAP subscore that reflects an individual's transformational capacity. Since schemas in the process category of transformation [t] presuppose schemas in the categories of [m,f,r], the transformation subscore [t] can be viewed as a synthetic score, in that it reflects the CAP as a whole and does not simply represent a single process category.

CAP interviews are scored on the basis of a total of 24 thought forms or "schemas" unevenly distributed over four dimensions of dialectical thought, which I refer to as "process categories." Each schema can potentially be scored from 1 (weak use) to 3 (strong use) for an entire interview. Process category motion [m] comprises eight schemas (maximum scoring 8x3=24), the form category [f] has three (maximum scoring 3x3=9), relationship [r] consists of four (maximum scoring 4x3=12), and metaform [t] consists of nine (maximum scoring 9x3=27). When all these scores (the number of schemas times their use quality) are summed, a single absolute score, the CAP index, results. The maximum CAP index score is 24x3, which is 72, and this represents 100 percent. However, this absolute, single CAP index indicates only the overall level of dialectical thinking of an individual, without showing how that person specifically uses schemas relative to individual process categories.

In order to spell out imbalances between uses of schemas in different process categories, a relative CAP score is introduced. An individual's relative CAP score is composed of four components (subscores), each of which expresses the total weighting of schema uses per category, stated as a percent of the total permissible maximum weighting in that category . To demonstrate, a totally even relative CAP score of 50 percent in all four process categories [50,50,50,50](%), unlikely as it is in reality, could result from an [m] score of 12 (12/24 = 50%), an [f] score of 5 (5/9 = 50%, rounded), an [r] score of 6 (6/12 = 50%), and a [t] score of 14 (14/27 = 50%, rounded).

As this shows, this relative CAP score is a series of percentages that potentially reveals imbalances of schema use per process category. An uneven relationship of percentages (in the four process categories) indicates what Basseches refers to as an "imbalance" of schema use, taken by him to indicate a "partial developmental path" toward a fully post-formal capacity.

For instance, an individual with a relative CAP score of [m=46,f=0,r=17;t=21](%) constructs the world for himself by favoring schemas of the motion category over schemas of the other categories [f,r;t]. This individual shows no grasp of systems (form), and only a faint grasp of relationships. The individual's transformational capacity [t], as different from the overall level of dialectical thinking expressed by the single index score, is a moderate 21 percent. (This percentage results from 5/27, the individual's [t] scoring divided by the [t] maximum.)

Only the CAP index score, being a single number, can properly be said to fall into a range, typically 0-15 (very low) to 55-72 (very high). Speaking of "range" makes no sense with regard to the relative CAP score, since it consists of four individual category percentages. What matters in this relative score is the relationship of these four percentages to each other.

Following Basseches (1984), the DSPT™ distinguishes three ways of constructing the world, or cognitive imbalance:

- non-formalist imbalance (motionist or relativist): the predominance of critical [m,r] thought forms or mental tools
- formalist imbalance: the predominance of constructive [f,t] thought forms, or mental tools
- meta-formalist imbalance: constructive thought forms used in excess of both critical and formal analytical tools.

As shown in Laske (1999a), an executive with a formalist imbalance can be predicted to have a cognitive preference for framing organizational events and situations in structural terms—in terms of the division of labor and organizational hierarchy. Such an individual would tend to exhibit a concomitant neglect of dynamic aspects of reality (motion), such as organizational change processes. A relativist imbalance often surfaces as a value fixation on human resources, while a meta-formalist imbalance typically shows up as a preference for seeing organizational events in terms of corporate culture at large while neglecting structural and political issues of leadership. In all of these cases, multiple perspective taking is not a strength of the "imbalanced" individual, and integrated leadership therefore cannot be realized.

In short, CAP imbalances predict the way in which organizational events are framed by an individual, as well as the action scenarios the individual associates with such frames. The more balanced the relative CAP profile, the stronger the likelihood that an individual is able to take multiple perspectives on organizational events and situations and refrain from personalizing systemic issues.

The task of the DSPT™ user is to "marry" an intuitive picture of the client to the analytical one represented by the SAP and CAP scores. This presupposes the ability to reason about the links that exist between the two developmental lines tracked by DSPT™ scores and their subparts. Pragmatically, the links indicate intervention challenges and the likelihood of intervention effectiveness. Awareness of the links contributes to the strength of the actionable knowledge that a coach or consultant brings to bear on his or her interventions.

Some important links between the two parts of the score, the L{r:c:p} and the [m,f,r;t], are:

(1) L/[t]   (balance linked with transformational capacity)
(2) {p}/[t]   (potential for developmental advance linked with transformational capacity)
(3) {r:c:p}/[t]   (regression-risk/clarity/potential linked with transformational capacity)
(4) {r}/{p}   (risk of regression linked with potential for advance)
(5) {c}/{p}   (clarity linked with potential for advance)
(6) [f,t]/[m,r]   (structure vs. process, or "constructive" emphasis versus "critical" emphasis)
(7) [m,f,r]/[t]   (authentic vs. "false positive"

transformational capacity).

Link (1) spells out the balance/imbalance hypothesis according to which "the higher the level of self-awareness, the higher is complexity awareness" (Laske, 2000b). Typically, one would not expect an individual who is not advanced in terms of the balance score (L) to score high in transformational capacity [t]. Those who score high on [t] but not L are typically burdened with a highly imbalanced [m,f,r] score, making the high [t] score a "false positive."

Links (2) and (3) are prognostic. They speak to the likelihood that an individual's potential for developmental advance may fuel an increase in transformational capacity and a better grasp of complexity. This prognosis is of particular importance in organizational environments, where the ability to think in terms of systems-in-transformation (whether "system" is the self or the organization) is a potent indicator of systemic leadership capacity.

Links (4) and (5) address, respectively, intervention challenge and the likelihood of intervention effectiveness. Here, "effectiveness" refers to interventions as "attempts to assist a client in reaching the subsequent level of mental growth" (Laske, 2000c). When r>p, there is likelihood of a higher intervention challenge than when r=p or r<p. In contrast, the configuration {c:p} speaks to the ease with which embeddedness in the level might be lifted in favor of advancing to the next level of self-awareness.

Links (6) and (7) both speak to the developmental pathway toward transformational capacity that an individual is taking. Link (6) regards the proportion of constructive [f,t] and critical [m,r] cognitive tools available to an individual, while link (7) focuses on the extent to which transformational capacity [t] is grounded in an overall balance of [m,f,r], rather than representing a false positive where transformational capacity is more of a pretense than actual (Laske, 1999a).

When interpreted in an action-science perspective (Laske 2001b, 2000b), these links, and the scores they embody, differentiate organizational actors' "theory-in-use," or the way that actors construct the organization internally, frame organizational events, and follow action scenarios based on their particular theory-in-use. Theory-in-use cannot be gauged by merely behavioral assessments, since it is a "program in mind/brain" (Argyris, 1999) that underlies behavior. Theory-in-use contrasts with what individuals either do unconsciously or "espouse" regarding their way of acting (espoused theory). By using developmental assessments aimed at theory-in-use, one can transcend how-descriptions and answer why-questions about behavior (Laske, 2001c; 2000a).

Organizational Applications

The research responsible for establishing the DSPT™ is a study, undertaken to tease apart organizational learning and adult development, on the transformative effects of coaching on a team of six executives (Laske, 1999a). Results showed, first, that the use executives make of coaching (as well as the way coaches coach) is a function of their developmental level (self-awareness profile, or SAP) and second, that the developmental compatibility of coach and client is crucial to coaching effectiveness. Less mature and more highly CAP-imbalanced individuals are content with using coaching primarily for skill acquisition and performance enhancement. In contrast, more highly developed and CAP-balanced individuals additionally use coaching for personal development. Such individuals also show a greater ability to take multiple perspectives on their organization and are less likely to mistake maps for the territory itself. Pragmatically, the study showed that if a developmental baseline is available, as well as a follow-up score of the client (a year or more later), then it becomes possible to determine coaching effectiveness and, beyond that, assess and monitor entire coaching and development programs company-wide over the long run in terms of their return on investment.

As an example of how DSPT™ scores are used to design customized coaching interventions, consider the following developmental profiles of members of an organizational team (given, as before, as L{r:c:p}[m,f,r;t](%). As shown above, the first part of the score is the self-awareness profile (SAP) associated with the RCP risk-clarity-potential index, while the second part is the CAP complexity awareness profile. The emphasis in this example will be on analyzing the relative CAP score and not on the CAP index sum. It is the relative CAP score that delineates the relative usage, in percent, of four classes of thought forms (schemas) that together account for a person's complexity awareness (systems thinking ability).

Executive 1: 4{3:9:2} [25,33,42;19](%)
Executive 2: 4{1:8:5} [46,0,17;15](%)
Executive 3: 4{1:9:0} [29,22,0;0](%)
Executive 4: 4{0:5:3} [21,1,0;26](%)
Executive 5: 4(5){2:4:7}[0,0,50;44](%)
Executive 6: 4{2:9:4} [17,33,0;41](%)

In my conceptualization (Laske, 2000a), this is an upwardly divided 4-group. As shown by the scores, its majority is immersed in its own ideological system (L=4), while its (tiny) minority of one has an incipient capacity to stand back from its governing variables of action (Executive 5 with L=4(5)). The large variation in relative CAP profiles points to significant differences between team members in construing the organization internally—in cognitive terms—and consequently in implementing action plans (theory-in-use). (As explained earlier, these differences only come to light through the relative CAP score, not the CAP index score, since the latter is based on the overall scoring of schemata uses without differentiating schema classes, or process categories.)

In the example above, the relative CAP scores lead to the following high-level conclusions. As "motionists" ([M,f,r;t]) emphasizing change and human interactions, Executives 2 and 3 prefer action scenarios casting the organization in a political light—of coalitions negotiating for power—while as "relativists," Executives 1 and 5 tend to emphasize human-resource issues. By contrast, as a "formalist," Executive 6 (but also Executive 1) emphasize hierarchical, stable structures in their thinking. In

short, the members of this team tend to see the organization from three different perspectives which, by themselves, lead to one-sided action scenarios. Since transformational capacity in the team as a whole is low to moderate (except for Executives 5

and 6), the likelihood of a comprehensive systemic view of organizational matters in the team is low. In addition, Executive 5's higher ability to take multiple perspectives, and thus model more inclusive team views, is compromised by a lack of a sense of change (motion) and stable structure [m=0;f=0]. Although she seems to be ahead of the rest of the team in terms of transformational capacity—and thus leadership capacity, her RCP shows a tendency to "overreach" her present self-awareness level ({c=2,p=7}), while her relative CAP score indicates a fixation on "the big picture" ([t=44]) without adequate grounding in the specifics of the change and structural dimension of cognitive complexity. Her low [m] and [f] scores testify to a lack of critical ([m]) as well as constructive tools ([t]). This lack does not bode well for Executive 5's ability to win over the rest of the team, especially Executives 1, 2 and 6, who have strong critical and constructive capabilities. The team may use these capabilities to take a defensive stance toward Executive 5's leadership that, from their self-authoring perspective, threatens to "open the floodgates" and thus put them at risk of losing their integrity as they understand it.

A possible ally of Executive 5 in establishing leadership within the team is Executive 6. Both executives share the ability to view "the big picture" (high [t]), but with a different emphasis on the specifics. In terms of the SAP score, Executive 6 is more deeply embedded in his present level ({c=9}) and shows a lower potential for developmental advance. In terms of the CAP score, however, Executive 6 lacks precisely what Executive 5 excels at—seeing events and situations in their intrinsic relationships ([r=0]). Tending to be fixated on stable systems, Executive 6 acts mostly as a dualist (formalist) who does not relate inner and outer systems, either personally or organizationally, and who favors a hierarchical view of organizations.

Overall, the substructure of the team, in terms of the [t]-scores, groups together the first three and last three members of the team. This team structure determines team dynamics. In addition to being upwardly divided in terms of self-awareness level, the team is also split along lines of transformational capacity.

From this developmental analysis of DSPT™ subscores, interventions such as coaching can be derived rather straightforwardly. Peer coaching of the team by Executive 5, the leader, is not an option, given her fragile hold on leadership. (However, co-leadership of the team by Executives 5 and 6 is a possibility if they can learn to work complementarily.)

The major coaching challenge regarding this team is its overall lack of transformational capacity [t] combined with the high degree of embeddedness within level {c} possessed by the first subgroup (Executives 1, 2, and 3). The second significant coaching challenge is the relativist and formalist imbalance which distinguishes the two potential leaders (Executives 5 and 6) in the second subgroup. This second finding might work in favor of a collaboration between these two executives. However, it can also work to its detriment should Executive 6 side with the rest of the team. Due to the diversity of process profiles and RCP indexes, individual coaching (as opposed to more fashionable "team building") is the intervention of choice. In the process, particular care must be taken to support the fragile, but promising leadership of Executive 5. If team members work with different coaches, this requires a collaboration among the coaches, who need to keep the overall team dynamics in mind. (In other words, a single coach who understands the team's individual dynamic might be a better choice in this case.)

As this application shows, DSPT™ scores can be of great utility in the developmental coaching of both individuals and teams. In addition, through the use of the DSPT™ methodology as a follow-up (at least a year later), the effectiveness of a particular coaching technique or method can be assessed longitudinally. In short, the DSPT™ is a useful tool for gauging adult development in the workplace.

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management in the financial services, e-business, and health care industries. Together with John Blattner, Ph.D., of Chicago, Laske directs the Developmental Coaching Institute, where he provides advanced training for experienced and credentialed coaches. Laske is also a published poet and a composer, internationally known for his computer music and pioneering research in cognitive musicology.

Bylaws Draft for SRAD

By Patti Miller

Dear SRAD members:

Below you will find a set of draft bylaws for SRAD. These are almost directly based on a set that were drafted for the Society for Quantitative Analyses of Behavior, an organization that was incorporated as a nonprofit in Massachusetts in the mid-1980's and has existed since.

They are being sent to you because one of the events that will take place at the next SRAD meeting is a special session during which interested individuals will discuss and edit these in preparation for SRAD to become an organization in its own right.

The main purpose of all the bylaws I have consulted seems to be to set up basic governance structures (e.g. officers, standing committees), membership criteria and rights (if any), and associated procedures (such as dues, who can vote), and election/succession procedures. The draft SRAD bylaws are among the most basic that I have seen.

If you would like copies of other bylaws, as well as other information about what would be necessary to incorporate SRAD as an independent organization, please e-mail me at: <patricemariemiller@mediaone.net>.

Patrice Marie Miller
Department of Psychology
Salem State College

Draft: January, 2001

Article I
Section 1: The principal administrative offices of the Society for Research in Adult Development shall be at [Vermont College of Norwich University, Northfield, VT 05663-1035]. The Society for Research in Adult Development shall hereafter be referred to as the Society. The Society may change the location of the principal administrative offices as necessary, as well as maintain and establish offices in any of the states of the United States, its territories or foreign possessions, and in other countries, as may from time to time be authorized by the Board of Directors.Article II: Management of the Society
   Section 1: The affairs of the Society shall be managed by a Board of Directors of not fewer than four nor more than seven in number, which constitute the governing board of the Society.
Article III: Board of Directors
   Section 1: The following named individuals have been nominated Directors for the terms indicated or until their successors have

been elected and qualified. Newly appointed directors will be elected for a term of eight years.
    Director 1: (to be determined)
    Director 2: (to be determined)
    Director 3: (to be determined)
    Director 4: (to be determined)
    Director 5: (to be determined)
    Director 6: (to be determined)
    Director 7: (to be determined)
  Section 2: No director shall receive any compensation for his/her services as Director.
  Section 3: A majority of the Directors shall be citizens or residents of the United States.
Article IV: Regular Meeting of the Directors
  Section 1: All meetings of the members and Board of Directors shall be held at such time and place as the President, or in the

President's absence, two Directors shall designate. Meetings conducted by telephone or on the Internet are also permissible. Votes made during meetings conducted by telephone will be confirmed in writing. In the absence of specific direction prior to the holding of any meeting, such meeting shall be held at the principal office of the Society. There should be a minimum of one Board of Directors meeting each year.

Article V: Vacancies

Section 1: All vacancies in the Board of Directors, whether from resignation, by death, or other cause, may be filled by the majority of the remaining directors at a meeting called for that purpose. Directors so chosen will hold office for the balance of the term.

Article VI: Special Meetings

Section 1: Special meetings of the Board of Directors may be called at any time by the President of the Society or in the President's absence, by any two Directors. In the absence of specific direction prior to the holding of any meeting, such meeting shall be held at the principal office of the Society.

Article VII: Voting

Section l: Each Director shall have one vote. On all matters of which prior notice has been given to the Directors, voting by mail ballot, by telephone ballot, or by e-mail ballot, with confirmation by mail, will be permissible.

Section 2: Any action to be taken by the Board of Directors may be taken without a meeting if all the Directors entitled to vote on the matter consent in writing to the action and such written consents are filed with the records of the Society. Such consents shall be treated for all purposes as a vote of the Board of Directors.

Article VIII: Executive Committee of Directors

Section 1: The Board of Directors, by a majority vote of those present at a meeting wherein a quorum is present, may designate an Executive Committee of its members which shall consist of the President of the Society and two other Directors designated by the President and approved by the Board of Directors. The Executive Committee shall have and exercise such authority as the Board of Directors may specifically delegate to it by resolution. No such Committee, however, shall have the authority of the Board of Directors with regard to amending, altering, or repealing the ByLaws; electing, appointing, or removing any member of such Committee or any Director or officer of the Society; amending the Articles of Incorporation; adopting a plan of merger or adopting a plan of consolidation with another foundation; authorizing the sale, lease, exchange or mortgage of all or substantially all of the property and assets of the Society; amending, altering, or repealing any resolution of the Board of Directors which by its terms provides it shall not be amended, altered, or repealed by such Committee. The designation and appointment of any such Committee and delegation of authority thereto shall not operate to relieve the Board of Directors or any individual Director of any responsibility imposed by law.

Article IX: A Quorum

Section l: A quorum at all meetings of the members and of the Board of Directors will consist of a majority of the whole membership present or Board, respectively, but less than a quorum may adjourn any meeting, which may be held on a subsequent date without further notice, provided a quorum be present at such an adjourned meeting.

Article X: Officers of the Society

Section 1: The Officers of the Society shall be the President, Executive Director, Vice President, Secretary and Treasurer.

Section 2: All Officers shall be elected by the Board of Directors and shall serve for a period of two years. The terms of all Officers shall continue until their successors are elected or appointed.

Article XI: Duties of the Officers

Section 1: The President shall be the Chief Executive Officer of the Society. He/she shall be a member of the Board of Directors and shall preside at all of its meetings. Furthermore, he/she shall prepare and submit to the Board of Directors plans and suggestions for the work of the Society. He/she shall be an *ex officio* member of all committees. He/she may also serve as Executive Director. He/she shall have other such powers and shall perform such duties as the Board of Directors shall delegate to him.

Section 2: The Executive Director shall have active management of the Society and shall direct the carrying into effect of all orders and resolutions of the Board of Directors. He/she shall collect and disburse the funds of the Society. He/she shall have the power to remove and appoint subordinate employees and shall be an *ex officio* member of all committees. He/she shall attend all meetings of the Board of Directors. He/she shall have such other powers and shall perform such duties as the Board of Directors shall delegate to him. He may also hold other offices.

Section 3: The Vice President, during the absence or incapacity of the President, shall have the same authority as the President. He/she shall have other powers and perform other duties as the Board of Directors may delegate to him by resolution.

Section 4: The Secretary shall be the administrative officer of the Society and shall be subject to the authorities of the Board of Directors and of the President, and shall perform the duties usually incident to this office. He/she shall sign all instruments or documents in the name of the Society when authorized to do so by the Board of Directors or the President.

Section 5: The Treasurer shall oversee the care and custody of the general funds of the Society. He/she shall report to the Board of Directors the collection of moneys to which the Society is entitled, the investment of funds, the conformity of expenditures to appropriations, and the system of bookkeeping. If necessary, he/she shall report the business methods used by the Executive Director.

Article XII: Membership

Section 1: The Society shall have two classes of membership: Voting and Nonvoting.

Section 2: The Voting membership of the Society, a majority of which shall be constituted of citizens or residents of the United States, shall be the Directors of this Corporation and such persons as may from time to time be elected or appointed to the Board of Directors.

Section 3: The Nonvoting membership of the Society shall consist of such persons, firms, associations, organizations, or corporations in sympathy with the aims and objectives of the Society as may from time to time be admitted to Nonvoting membership by the Board of Directors, with such rights and upon such conditions as may be fixed by the Board.

Article XIII: Amendment of Bylaws

Section 1: These ByLaws may be amended at any meeting of the Board of Directors, provided written notice of the proposed amendment shall have been served personally upon, or mailed to the usual address of, each member of the Board at least twenty (20) days prior to the meeting.

Article XIV: Property of the Society

Section 1: Upon dissolution of the Society, none of its property shall be distributed to any of the members, and all such property shall be transferred to [The Dare Association, Inc.], if then extant, otherwise, to such other organization or organizations as the Board of Directors shall determine to have purposes and activities

most nearly consonant with those of the Society; provided that such other organization or organizations shall be exempt under Section 501(c)(3) of the Internal Revenue Code or corresponding provision of the Internal Revenue Laws.

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New Book By Miller and West

One of the books published in 2000 by SRAD members was the following one by Mel Miller, SRAD executive director, and Alan N. West. It includes chapters by present and former SRAD members. Here's the citation...

Miller, M. E., & West, A. N. (Eds.). (2000). *Spirituality, Ethics, and Relationship in Adulthood: Clinical and Theoretical Explorations.* Madison, CT: Psychosocial
Press.

...and here are the contents.

Introduction: New Visions for Adulthood in the
Postmodern Era
by Melvin E. Miller
Part I: Spirituality, Morality, and Ethics
Spiritual Quests in the Life Structure of Adulthood:
A Psychological Perspective
by Andrés G. Niño
Writings of Erik H. Erikson
by Carol H. Hoare
by Pano T. Rodis
Critical Consciousness and Its Ontogeny in the
Life Span
by Elena Mustakova-Possardt
Part II: Interrelationship, Intimacy, and Involvement
Relationship and Connection in Women's Identity
from College to Midlife
by Ruthellen Josselson
Loving with Integrity: A Feminist Spirituality of
Wholeness
by Jennifer L. Rike
Cognitive Aspects of Unitative States: Spiritual Self
Realization, Intimacy, and Knowing the Unknowable
by Jan Sinnott
Fifth-Order Consciousness and Early Greek Christianity
by Leslie P. Fairfield
On Constructing an Engaged Life
by Jackson Kytle
Part III: The Self in Transformation
On Being at both Center and Circumference:
The Role of Personal Discipline and Collective
Wisdom in the Recovery of the Soul
by John J. McKenna
Meditation and the Evolution of Consciousness:
Theoretical and Practical Solutions to Midlife Angst
by Ronald R. Irwin
The Interplay of Object Relations and Cognitive

Development: Implications for Spiritual Growth
and the Transformation of Images
by Melvin E. Miller
Conversion and the Self
by Kevin F. Ryan
Conversions across the Culture War Divide: Two
Case Studies
by Lene Arnett-Jensen

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Editor's Notebook
(Continued from page 7, second column)

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Just for the heck of it, I searched for "adult development" on the Google search engine on the Internet (<www.google.com>). Google says that it has indexed a total of 1,346,966,000 Web pages. The search for "adult development" returned 35,500 "hits." I didn't look at all of them (naturally), but many of the dozens I did look at emphasized adult development and aging. A number of colleges and universities had course materials on the Web for their courses in adult development, and it was interesting to see how different teachers emphasize different aspects of the field.

When I searched Google for "positive adult development," there were 35 "hits," many of them referring to SRAD.

∗ Morality, Ethics, Spirituality, and Prejudice

At the end of last June's SRAD Symposium—during the brief wrap-up on Sunday, I asked the people present to jot down how the Symposium they had just attended had been of use or value to them, generally and/or specifically, personally and/or professionally. (That was meant to be a general stimulus question.) Here are the responses.

"The really warm sense of community, but especially
when one presenter risked dominating a discussion,
another asserted, 'Wait, let her go on' and 'Let's hear
from others, too,' and others backed up the
intervention—i.e. people helped establish a group
norm of equality!"

"Much of what was said can be integrated into regular
classroom instruction."
"The opportunity to 'be with' those inquiring on a path
which resonates with my own movement—the
ambiance and openness of dialogue."
"I learned many insights and resources that have helped
me frame more clearly (1) questions that will
organize my future research, and (2) what I have to
contribute to my area(s) of interest"
"Recognition of and emphasis on spirituality and
spiritual development as integral parts of adult
development increased the value, appeal, and the
usefulness of the conference. [Also,] the

organization of panels with participation and interaction of the audience was a contributory factor for the effectiveness of the conference."

"Only saw the Marsick-Lamm presentation, but gained valuable insight into how an intractable problem in an intense interpersonal context with a *real* deadline

can foster experiencing and integrating the 'other'– leading to in*tra* personal transformation and growth."

"Interactive design of sessions. Informal conversations with

key authors and thinkers in the field. Experiential strategies in some sessions (e.g. video, music)."

"Love the choice with concurrent sessions which provided a variety of learning modalities (lecture, dialog, poster, etc.)"

"Talking about resistance and hearing others' thought about

it helped my thinking and made me a little less 'resistant' myself."

"This conference, including the workshop I attended, helped my to apply an adult developmental framework

to the realms of spirituality and social structures."

"Combination/confluence of personal and professional: pleasure and insight from the opportunity to observe and participate in a convergence of adults who ... *model* their own theories of development."

"Networking and connection with colleagues. Chance to dialogue and expand/progress some critical issues. Exposure to/sharing of emergent and new models."

* * *

Vermont College of Norwich University has provided significant administrative and financial support to SRAD, and for this, we express special thanks. Thanks also to the folks at Pace for the fine hospitality at the 2000 Symposium.

* * *

Here's how to contact me for anything in connection with *Adult Developments–The SRAD Bulletin*.

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P.O. Box 900	Fax:	(802) 223-4625
Montpelier, VT 05601	E-mail:	bernief@atlof.net

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SRAD Membership And Symposium Registration

The international membership of the Society for Research in Adult Development includes people from all disciplines who are interested in positive adult development. We extend an invitation to all those interested in this field to join us whether their context is adult development in the individual or whether it's development within the framework of families, work, school, or communities.

For practitioners, the Society offers an opportunity to discover the latest ideas in the field and to explore the application of those ideas to everyday problems and challenges. For academic researchers and theoreticians, the Society offers the opportunity to share ideas, often in a deeper way, with other researchers and theoreticians through discussion and the exchange of papers and to explore the application of their ideas to the problems and opportunities of daily life by working on them with practitioners from many fields.

The Society supports diversity within its membership. Such diversity includes differences in professional status, academic discipline, occupation, race, culture, gender, and sexual orientation. Applicants from Canada, other parts of North and South America, and other countries are most welcome.

Among the benefits of membership in SRAD are–

–you become part of a network of people interested in and working in the field of positive adult development.
–you receive a one-year subscription to the *Journal of Adult Development.*
–you receive the newsletter of the Society, *Adult Developments–The SRAD Bulletin.*
–you receive the Call for Papers for SRAD's annual symposia and other communiqués.

Membership And Symposium Registration Form

SRAD's membership year is from the beginning of one annual symposium to the beginning of the one the following year. The symposium registration fee includes SRAD membership so that symposium attendees are automatically members for the year following the symposium they attend.

The combined form for both SRAD membership (only) and for symposium registration follows. Please return the form to Mel Miller, SRAD's executive director, whose address is at the bottom of the form.

If you prefer to sign up through e-mail, please provide the information requested on the form, and send to **srad@norwich.edu.** Your separate check should be sent to Melvin Miller, whose mail address is at the bottom of the form.

Student scholarships covering the symposium registration fee are available. Please contact Mel Miller, the executive director, for more information at **srad@norwich.edu** by e-mail or (802) 485-2134 by phone.

If you have suggestions for SRAD, or you wish to note ways you could become involved, please append a note. Thank you for joining the Society and for your continued membership.

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Combined Form For SRAD Membership
And 2001 Symposium Registration
(Use as appropriate)

Note: Membership is included in the symposium fee, so persons who
  attend the symposium are members for the ensuing year.

Category:

[ ] Membership for the remainder of the 2000-2001 year
        [ ] Membership for 2001-2002 (without symposium registration)
        [ ] Registration for the 2001 annual SRAD symposium to be held June 22-24, 2001, in New York City (Registration includes SRAD membership for 2001-2002.)
Fees:
        [ ] Annual membership fee (without symposium registration)
            [ ] Regular membership, $45 (US)
            [ ] Student membership, $35 (US)
        [ ] Symposium fee (includes SRAD membership for 2001-2002)
            [ ] Regular fee, $190 (US)
            [ ] Student fee, $75 (US)

Name_____

Affiliation_____

Address_____

        _____

City, State/Province_____

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Office & Home_____

Fax_____

E-mail_____

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Students: Degree expected, year, school

            _____

Please make check payable, with appropriate fees in U.S. dollars, to SRAD (Society for Research in Adult Development), and please return this completed form, with remittance, to:
SRAD
c/o Melvin E. Miller, Ph. D.
Norwich University
Box 21
Northfield, VT 05663, U.S.A.
- -

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SRAD Annual Symposium

Friday through Sunday,
June 22-24, 2001,
at Pace University Plaza Campus,
New York, New York

Additional information inside