

Curriculum Vitae

William Damon

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Education: Ph.D. in Developmental Psychology, University of California, Berkeley, 1973
B.A., Harvard College, 1967

Current Positions: Professor of Education, Stanford University, 1997-
Director, Stanford Center on Adolescence, 1997-
Senior Fellow, Hoover Institution on War, Revolution, and Peace, 1999 -

Prior Positions: University Professor, Brown University, 1997-1998
Professor of Education, Brown University, 1989-1998
The Mittlemann Family Director, Center for the Study of Human Development,
1992-1998
Chair of Education, Brown University, 1989-1992
Professor of Psychology, Clark University, 1982-1989
Chair of Education, Clark University, 1988-1989
Distinguished Visiting Professor, University of Puerto Rico, 1988
Dean of the Graduate School, Clark University, 1983-1987
Associate Professor of Psychology, Clark University, 1978-1982
Assistant Professor of Psychology, Clark University, 1973-1978

GRANTS AND AWARDS:

Andrew Mellon Foundation grant to study the development of purpose in contemporary contexts of U.S. higher education, 2017– 2020

John Templeton Foundation grant to study the development of purpose in the “encore years”, 2015–2018

University of Pennsylvania sub-contract to study character development in adolescence, 2014–2017

Carnegie Corporation of New York grant for leadership meeting on promoting good work and beyond-the-self values, 2012–2014

S.D. Bechtel, Jr. Foundation grant for a conference and consensus report on youth civic development and citizenship education, 2012–2013

Tufts University sub-contract to study the development of entrepreneurship in adolescents and young adults. 2011–2014

Spencer Foundation grant to study civic purpose in American youth, 2011–2014

John Templeton Foundation grant to study the role of truth, humility, and faith in moral formation, 2011–2013

Spencer Foundation grant for pilot research on the development of civic purpose, 2009–2010

John Templeton Foundation grant for support of conference on American Identity Renewed: An Educational Agenda for the 21st Century, June 2010

Thrive Foundation gifts for study of youth purpose, and for work on positive approaches to education and youth development, 2000–2009

John Templeton Foundation grants for study of the development of youth purpose, 2002–2009

Atlantic Philanthropies grant for study of good work in higher education, 2002–2006

Atlantic Philanthropies grant for study of good work in philanthropy, 2002–2005

William and Flora Hewlett Foundation grant to study good work in philanthropy, 2001–2005

Spencer Foundation, Carnegie Corporation of New York, Ford Foundation, and Ross Family Foundation grants for developmental study of good work, moral commitment, and education, 1995–2002

Carnegie Corporation of New York grant for support of Stanford Center on Adolescence, 1998–2001

John Templeton Foundation grant for study of moral leadership in business, 1998–2001

Pew Charitable Trusts grant for designing educational curriculum and teaching methods for ethical standards and “good work” strategies in journalism, 1998–1999

Spencer Foundation grant for project-centered instruction and assessment in an after-school program for high-risk children, 1992–1996

John D. and Catherine T. MacArthur Foundation award for directing a national educational researcher’s network and for conducting related research, 1990–1995

Fellow, Center for Advanced Study in the Behavioral Sciences, 1994–1995

Pew Charitable Trusts grant, "Developing project-centered instruction in an after-school program for high-risk children," 1990–1994

New York Community Trust grant (Van Leer Fund), "A peer-based instructional plan." 1984–1988

Spencer Foundation grant, "Cognitive growth through peer collaboration," 1984–1987

Co-director, Digital Equipment Corporation institutional grant for Cognitive Science at Clark University, 1984–1987

Spencer Foundation grant, "Longitudinal studies of self-conception in children and adolescents," 1980–1984

Carnegie Corporation of New York grant, "Adapting social-developmental measures for the assessment of social-interaction processes," 1977–1979

Carnegie Corporation of New York grant: "Studies in the social world of the child," 1975–1977

PUBLICATIONS:

Books:

Damon, W., and Colby, A. (2015). *The Power of Ideals: The Real Story of Moral Choice*. New York: Oxford University Press.

Malin, H., Quinn, B., and Damon, W. (Eds.) (2011). American identity and civic education: Developmental perspectives and implications for citizenship education [monograph]. *Applied Developmental Science* 15(2).

Damon, W. (2011) *Failing Liberty 101: How We Are Leaving Young Americans Unprepared for Citizenship in a Free Society*. Stanford, CA: Hoover Institution Press.

Damon, W. (2008) *The Path to Purpose: How Young People Find their Calling in Life*. New York: The Free Press. (Chinese, Korean, Portuguese, Spanish translations, 2009 – 2014).

Damon, W. and Lerner, R. (Eds.). (2008). *Child and Adolescent Development: An Advanced Text*, New York: John Wiley and Sons.

Damon, W., and Verducci, S. (Eds.). (2006). *Taking Philanthropy Seriously: Beyond Noble Intentions to Responsible Giving*. Bloomington: Indiana University Press.

Damon, W., and Lerner, R. (Eds.). (2006). *Handbook of Child Psychology: The Sixth Edition* (Vols. 1- 4). New York: John Wiley and Sons.

Damon, W. (2004). *The Moral Advantage*. San Francisco: Berrett-Koehler.

Damon, W. (2003). *Noble Purpose*. Radnor, PA: Templeton Foundation Press.

Damon, W. (Ed.). (2002). *Bringing in a New Era in Character Education*. Stanford, CA: Hoover Institution Press.

Gardner, H., Csikszentmihalyi, M., and Damon, W. (2001). *Good Work: When Excellence and Ethics Meet*. New York: Basic Books. (German, Spanish, Chinese, Portuguese, Romanian translations, 2001-2007).

Damon, W. (1997). *The Youth Charter: How Communities Can Work Together to Raise Standards for All our Children*. New York: The Free Press.

- Damon, W. (1995). *Greater Expectations: Overcoming the Culture of Indulgence in our Homes and Schools*. New York: The Free Press. (Italian, Japanese translations, 1997-1999.)
- Colby, A., and Damon, W. (1992). *Some Do Care: Contemporary Lives of Moral Commitment*. New York: The Free Press.
- Damon, W. (1990). *The Moral Child: Nurturing Children's Natural Moral Growth*. New York: The Free Press. (Italian, Japanese, German, Chinese, Polish, Korean, Danish translations, 1995 - 2004.)
- Damon, W. (Ed.). (1989). *Child Development Today and Tomorrow*. San Francisco: Jossey-Bass.
- Damon, W., and Hart, D. (1988). *Self-understanding in Childhood and Adolescence*. New York: Cambridge University Press.
- Damon, W. (1983). *Social and Personality Development: Infancy through Adolescence*. New York: W. W. Norton. (German translation, 1988; Japanese translation, 1990; Chinese translation, 1992).
- Damon, W., (Ed.). (1983). *Social and Personality Development: Essays on the Growth of the Child*. New York: W. W. Norton.
- Damon, W., (Ed.). (1978). *Social Cognition*. San Francisco: Jossey-Bass.
- Damon, W., (Ed.). (1978). *Moral Development*. San Francisco: Jossey-Bass.
- Damon, W. (1977). *The Social World of the Child*. San Francisco: Jossey-Bass. (German translation, 1983; Japanese translation, 1988).

Chapters and Articles:

- Damon, W., and Bundick, M. (in press). Purpose. In Marc Bornstein (Ed), *The Sage Encyclopedia of Lifespan Human Development*. Thousand Oaks, CA: Sage Publications.
- Damon, W. (2017). The American dream is alive in the minds of young Americans. In Thomas W. Gilligan (Ed.), *American Exceptionalism in a New Era: Rebuilding the Foundation of Freedom and Prosperity*, Chapter 13, 151-161. Stanford, CA: Hoover Institution Press.
- Malin, H., Liauw, I., and Damon, W. (2017). Purpose and character development in early adolescence. *Journal of Youth and Adolescence*. DOI 10.1007/s10964-017-0642-3
- Callina, K., Ryan, D, Colby, A, Damon, W., Matthews, M., and Lerner, R. (2017). Developing leaders of character at the United States Military Academy: A developmental systems Analysis. *Journal of College and Character*, (18)1, 9-27.

- Malin, H., Ballard, P., and Damon, W. (2015) Civic Purpose: An Integrated Construct for Understanding Civic Development in Adolescence. *Human Development*. 58:103–130. DOI: 10.1159/000381655
- Ballard, P. J., Malin, H., Porter, T., Colby, A., & Damon, W. (2015). Motivations for civic participation among diverse youth: More similarities than differences. *Research in Human Development* 12(1-2), 63-83. DOI: 10.1080/15427609.2015.1010348
- Ballard, P.J., Pavlova, M.K., Silbereisen, R.K. & Damon, W. (2015). Diverse routes to civic participation across ages and cultures: An introduction. *Research in Human Development* 12(1-2), 63-83. DOI: 10.1080/15427609.2015.1010341
- Damon, W., Bronk, K., and Porter T. (2015). Youth entrepreneurship. In R. Scott and S. Kosslyn (Eds.) *Emerging Trends in the Social and Behavioral Sciences: An Interdisciplinary, Searchable, and Linkable Resource*. New York: John Wiley and Sons. DOI: 10.1002/9781118900772
- Damon, W. (2014). My Research Life and Times. In R. M. Lerner, A. C. Petersen, R. K. Silbereisen, and J. Brooks-Gunn (Eds.), *The Developmental Science of Adolescence: History through Autobiography* (pp. 104-111). New York, Psychology Press.
- Geldhof, G. J., Porter, T., Weiner, M., Malin, H., Bronk, K., Agans, J., Mueller, M. K., Damon, W., & Lerner, R. M. (2014). *Fostering youth entrepreneurship: Preliminary findings from the Young Entrepreneurs Study*. *Journal of Research on Adolescence* 24(3), 431–446. DOI 10.1111/jora.12086
- Geldhof, J., Malin, H., Johnson, S. K., Porter, T., Bronk, K. C., Weiner, M. B., Agans, J. P., Mueller, M. K., Hunt, D., Colby, A., Lerner, R., & Damon, W. (2014). *Entrepreneurship in young adults: Initial findings from the Young Entrepreneurs Study*. *Journal of Applied Developmental Psychology* (35)5, 410-421. DOI: 10.1016/j.appdev.2014.07.003.
- Lerner, R., and Damon, W. (2012). Entrepreneurship in adolescence: A relational developmental systems approach. *International Journal of Developmental Science*, 6, 3, 15 - 34.
- Damon, W. (2012). Failing Liberty 101. *Educational Leadership*, 69(7), 22-28.
- Gardner, H., Csikszentmihalyi, M., and Damon, W. (2010). The Good Work Project: An overview. In T. Jansen, G. Van Den Brink, and J. Kole (Eds.), *Professional Pride: A Powerful Force*. Amsterdam: Boom Press.
- Bundick, M., Yeager, D., King, P., and Damon, W. (2010). Thriving across the lifespan. In W. Overton, *Handbook of Lifespan Development*. New York: John Wiley and Sons.
- Damon, W. (2010). The bridge to character: To help students become ethical, responsible citizens, schools need to cultivate students' natural moral sense. *Educational Leadership*, 67(5), 36-41.

- Damon, W. (2010). Foreword. In L. Jensen (Ed.), *Bridging Cultural and Developmental Approaches to Psychology*. New York: Oxford University Press.
- Damon, W. (2009). The why question: Teachers can instill a sense of purpose. *Education Next*, 9(3), 84.
- Damon, W. (2008, Fall). The young and the restless. *Hoover Digest: Research and Opinion on Public Policy* (4), 135. (Chinese translation 2009.)
- Damon, W. (2008, Fall). Education and the path to purpose: An open letter to the next president. *Independent School* 68(1), 61-64.
- Damon, W. (2008). The moral north star. *Educational Leadership*, 66(2), 8-12. Also in Sherer, M. (Ed.), (2009). *Engaging the whole child: Reflections on best practices in learning, teaching, and leadership*, an Ebook (pp. 15-23). Alexandria, VA: ASCD.
- Damon, W. (2008). What schools and colleges must do to prepare students for citizenship. In P. Levine and J. Youniss (Eds.), *CIRCLE Working Paper 45: Youth and Civic Engagement: An Institutional Turn*, 7-9. College Park, MD: CIRCLE.
- Mariano, J. M. and Damon, W. (2008). The role of spirituality and religious faith in supporting purpose in adolescence. In R. Lerner, R. Roeser, and E. Phelps (Eds.), *Positive youth development and spirituality: From theory to research* (pp. 210-130). West Conshohocken, PA: Templeton Foundation Press.
- Damon, W. and Bronk, K. C. (2007). Taking ultimate responsibility. In H. Gardner (Ed.), *Responsibility at work: How leading professionals act (or don't act) responsibly*. (21-42). San Francisco: Jossey Bass.
- Damon, W. (2007). Dispositions and teacher assessment: The need for a more rigorous definition. *Journal of Teacher Education*, 58, 365-369.
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- Damon, W. (2006). Recent research on good work and the development of young adults: Lessons for law schools. In S. Brown (Ed.), *Can Justice be taught?: The social responsibility of a lawyer and a law school education* (pp. 15-30). Osaka, Japan: Kwansai Gaikun University Press.
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- Damon, W. (2005) Looking backwards, for a change: A story of directions in child and adolescent development. *New Directions for Child and Adolescent Development*, 109, 15-21.
- Damon, W. (2005, September 8). Personality Test: The disposition debate in teacher preparation today, and what to do about it. *Fwd: Arresting Insights in Education*, 2(3) 1-6.

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- Damon, W. (2003). From the personal to the political. In C. E. Finn, Jr. (Ed.), *Terrorists, despots and democracy: What our children need to know* (pp. 34-36). Washington, DC: Thomas B. Fordham Foundation.
- Damon, W., Menon, J. L., and Bronk, K. C. (2003). The Development of purpose during adolescence. *Journal of Applied Developmental Science*, 7(3), (119-128).
- Damon, W. (2003). A new - but time-honored - approach to moral development in the child. In H. H. Knoop and P. Østergaard (Eds.), *Børns liv og læreprocesser i det moderne samfund*. Vaerlose, Denmark: Billesø og Baltzer Publishers.
- Damon, W. and Gregory, A. (2003). Bringing in a new era in the field of youth development. In R. Lerner and P. Benson (Eds.), *Developmental assets and asset-building communities* (pp. 47-64). New York: Kluwer Academic/Plenum Press.
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- Damon, W. (2003, February). The roots of character. *Personal Excellence*, 13.
- Damon, W. (2002, January). The moral advantage: How to succeed in business by doing the right thing. *Optimize*, 68-77.

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- Damon, W. (2001, April 27-29). The gap generation. *USA Weekend*, 7-9.
- Damon, W. (2001). Character study. *The Responsive Community*, 11(2), 62-68.
- Damon, W. (2001). To not fade away: Restoring civil identity among the young. In D. Ravitch and J. Viteritti (Eds.), *Making good citizens: Education and civil society* (pp. 122-141). New Haven: Yale University Press.
- M. Csikszentmihalyi and Damon, W. (2001). What does it mean to do good work in higher education today. In M. Devlin (Ed.), *Futures Forum 2001: Exploring the Future of Higher Education* (pp. 15-18). Cambridge, MA: Forum for the Future of Higher Education.
- Damon, W. (2000). Setting the stage for the development of wisdom: Self-understanding and moral identity during adolescence. In W. Brown (Ed.), *Understanding wisdom: Sources, science, and society* (pp. 339-360). Radnor, PA: Templeton Foundation Press.
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- Damon, W. (1999, August). The moral development of children. *Scientific American*, 281(2), 72-88.
- Damon, W. (1999-2000, Winter). Reading between the lines: What do teenagers laws of life essays tell us about them? In P. Veljkovic (Ed.), *Laws of Life* (p.2). Radnor, PA: John Templeton Foundation.
- Damon, W. (1999). Die Moralentwicklung bei Kindern. *Spektrum der Wissenschaft*, (10), 62-70.
- Damon, W. (1998). Political development for a democratic future: A commentary. In C. A. Flanagan and L. R. Sherrod (Eds.), *Journal of Social Issues*, (54)3, 621-627.
- Damon, W. (1998). The path to a civil society goes through the university. *The Chronicle of Higher Education*, XLV (8), pp. B4, B5.
- Damon, W. (1997). Foreword to Piaget, J., *The moral judgment of the child* (pp. 3-9). New York: The Free Press.
- Damon, W., and Gregory, A. (1997). The youth charter: Towards the formation of adolescent moral identity. *Journal of Moral Education*, 26(2), 117-131.
- Damon, W. (1997). The Handbook's back pages - and ours. *Human Development*, 40(2) 74-87.
- Damon, W. (1997). Learning and resistance: when developmental theory meets educational practice. In E. Amsel and A. Renninger, *Change and development: Issues of theory, method and application* (pp.287-310). Hillsdale, NJ: L. Erlbaum Associates.

- Damon, W. (1996). Dear Caroline. In E. Goode (Ed.), *Letters for our children* (pp. 117-122). New York: Random House.
- Damon, W. (1996). Moralische entwicklung in schule und betrieb. In W. Stark, T. Fitzner, K. Giebeler and C. Schulbert (Eds.), *Moralisches lernen in schule, betrieb, und gesellschaft* (pp. 63-69). Bad Boll: Evangelische Akademie Bad Boll.
- Damon, W. (1996). Nature, second nature, and individual development: an ethnographic opportunity. In R. Jessor, A. Colby, and R. Shweder (Eds.), *Ethnography and human development: Context and Meaning in Social Inquiry* (pp. 459-475). Chicago: University of Chicago Press.
- Damon, W. (1996). The lifelong transformation of moral goals through social influence. In P. Baltes and U. Staudinger (Eds.), *Interactive minds: Life-span perspectives on the social foundation of cognition* (pp. 198-220). Chicago: University of Chicago Press.
- Damon, W. (1996, December 22). Persuading a child to give happily. *The Boston Globe*, p. D3.
- Colby, A. and Damon, W. (1996, November 1). So what is "moral character"? *The Christian Science Monitor*.
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- Damon, W. (1995). Moral education in school and out. In A. Etzioni (Ed.), *The I and the we*. New York: St. Martin's Press.
- Damon, W. (1995, November 17-19). At the Thanksgiving table: Have an open family discussion about ethics. *USA Weekend*, 26.
- Damon, W. (1995, August 30). Moral education and character development. In *Forging Links between Creativity and Morality* (pp. 4-9). Chicago: The Carylton Foundation.
- Damon, W. (1994). Commentary. *Human development*, 37(3), 140-143.
- Colby, A. and Damon, W. (1994). The development of extraordinary moral commitment. In M. Killen and D. Hart (Eds.), *Morality in everyday life: Developmental perspectives* (pp. 342-370). New York: Cambridge University Press.
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- Damon, W. (1991). Reconciling the literacies of generations. In S. Graubard (Ed.), *Literacy: An overview by 14 experts* (pp. 33-54). New York: Noonday.
- Damon, W. (1991, Fall). Putting substance into self-esteem: A focus on academic and moral values. *Educational Horizons*, (70)1, 12-18.
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- Damon, W. (1990, April 25). Colleges must help foster a spirit of inquiry in the nation's schools. *The Chronicle of Higher Education*, XXXVI (32), A48.
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PROFESSIONAL ACTIVITIES AND HONORS:

Co-chair, Andrew Mellon Foundation Commission on Higher Education, 2016 -

Fellow, American Academy of Arts and Sciences, 2014 -

Fellow, National Academy of Education, 1999 –

Fellow, American Educational Research Association, 2009 -

Board of Advisors, Positive Coaching Alliance, 2000 -

Board of Academic Advisors, John Templeton Foundation, 2001-2004, 2005 - 2008, 2010 - 2015

Advisor to the Board, Beechwood School, 2008 –

Success for Kids Advisory Board, 2010 - 2012

Bill of Rights Institute's Academic Advisory Council, 2002 - 2010

Parent's Choice Book Award for *Greater Expectations*, 1996

Editor-in-Chief, New Directions for Child and Adolescent Development, 1978 - 2005

Editorial Board, *Human Development*, 1984-2007

President's Advisory Council, National Campaign against Youth Violence, 1999 - 2002

National Advisory Board, Fox Kids Television Network, 1997 - 2000

Annenberg Council on Excellence in Children's Television, 1996 - 1999

National Advisory Board, Search Institute, 1997 - 1999

Advisory Board, Educational Alliance, 1991-1997

International Advisory Board, Tel Aviv University Developmental Unit, 1987-1994

Board of Directors, Jean Piaget Society, 1983-1986

Board of Governors, University Press of New England, 1983-1987

Board of Trustees, Bancroft School, 1980-1984

Member, NIMH Study Section on Cognition, Emotion, and Personality, 1981-1984