



University of
Zurich^{UZH}



JACOBS
CENTER

Annual Report

Jacobs Center for Productive Youth Development

2019



www.jacobscenter.uzh.ch

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Positive Developments



Prof. Dr. Michael Shanahan
Research Director



Prof. Dr. Cla Famos
Managing Director

The Jacobs Center for Productive Youth Development (JCPYD) had an excellent 2019, and it is our pleasure to report the details in the pages that follow. The Jacobs Center has been home to the groundbreaking COCON (Competence and Context) study on Swiss youth since the center's founding by sociologist Prof. Dr. Marlis Buchmann in 2003. In 2015, the Jacobs Center teamed up with the University of Zurich to jointly fund an investment for an interdisciplinary expansion of the center. Since then, researchers from economics, psychology, sociology and other fields have been working toward the common goal of researching and improving young people's development. This basic idea is the driving force behind the Jacobs Center, where academics come together to conduct top-notch research in the service of society.

In 2019, the center's ranks grew once again and now total 35 employees. These are positive developments that will accelerate in the coming year. The University of Zurich's 2019 employee survey impressively demonstrated that the atmosphere at the Jacobs Center is positive and that our staff feels comfortable here, with above-average results compared to the rest of the University.

The growth of our staff has led to an increased need for office space. So far, we have been able to meet this need, but over the next few years we will need to do more to meet our space requirements. Additionally, we worked

out our mission statement, which officially establishes our goals and ideals, and approved it in the fall meeting of the Steering Committee.

We fostered academic exchange in interdisciplinary workshops and numerous seminars, research symposiums and practical dialogues with academic guests from all over the world. The Jacobs Center shared its research findings with the public by publishing international academic articles and presentations, communicating with the press and engaging in dialogue on social media. Our researchers pressed forward with various studies, collecting data on thousands of young people across Switzerland. One example is the fascinating z-proso project, which you can learn more about in this report's interview with Manuel Eisner.

2019 was a highly productive year that gave us the opportunity to lay the foundation for future growth at the center. There is more fascinating work awaiting our interdisciplinary research community: BUNAVIA is a large-scale interdisciplinary study that is gaining momentum, and our doors remain open for innovative research partnership ideas. We owe a debt of gratitude to the Jacobs Foundation and our alma mater, the University of Zurich, and look forward to continuing to serve society with our research activities.

The Jacobs Center for Productive Youth Development is a scientific center at the University of Zurich that focuses on youth research. The Center is a joint venture between the University of Zurich and the Jacobs Foundation. Our goal is to research human development in an interdisciplinary fashion, thereby helping to improve the life trajectories of young people. Our researchers have backgrounds in economics, psychology and sociology. We also work together with researchers from other disciplines in order to better understand the first decades of life.



The Jacobs Center Has Truly Taken Off



Prof. Dr. Gabriele Siegert
Deputy President of UZH and
President of the Jacobs Center
Steering Committee

The mission statement formulated by JCPYD in 2019 gives us an idea of what we can expect from the interdisciplinary research center in the years to come. 2019 saw the launch, continuation and conclusion of several research projects on successful child and adolescent development. Ongoing longitudinal studies are an important pillar of JCPYD, as they also lay a promising foundation for future research activities. JCPYD's signature project, which now goes by the name BUNAVIA, brings together researchers from the center and beyond, with additional scientists at UZH and other Swiss universities also contributing to the project goal of fostering the development of children's personal and social skills. The Jacobs Center is also working to make a name for itself and its research at home and abroad by hosting numerous symposiums, workshops and talks and inviting internationally recognized scholars as guests. This kind of networking is essential to the future stability of the center and also promotes unconventional thinking and the ability to discover new things. I hope that you enjoy this journey of discovery!



Simon Sommer
Co-CEO
Jacobs Foundation

More important than ever...

We are experiencing turbulent times. Conditions for growing up that were believed to be safe no longer apply. What children and young people, but also parents and teachers, can rely on today and in the future is anything but clear.

Especially in these times, research for the successful development of young people is more important than ever. The Jacobs Center, as this annual report shows, is in an excellent position to answer many of the questions that were important even before the COVID-19 pandemic but are particularly pressing today.

The safe friend is recognized in an uncertain situation, Cicero is quoted as saying. The University of Zurich and the Jacobs Foundation are safe friends, and we are grateful for our many years of trusting partnership. The joint investment in the Jacobs Center is now paying off, and we can be proud of this.

The Jacobs Foundation thanks all employees of the Jacobs Center for their great commitment.

Our Mission Statement

The Steering Committee put the mission statement into force on 31 October 2019.

Identity

The Jacobs Center for Productive Youth Development is a research center at the University of Zurich. It is jointly funded by the University and the Jacobs Foundation. Our mission is cutting-edge research on the interplay among biological, psychological, social and economic factors as they influence children's and adolescents' development.

Aim

We are committed to improving the lives of young people on the individual, the institutional, and the societal level so that they become socially engaged, contributing members of society.

Interdisciplinarity

We are committed to an interdisciplinary approach involving exchanges among sociologists, psychologists, neuroscientists and economists at the Center, as well as among our research partners in many disciplines. We foster open dialogue while respecting the unique commitments of each discipline.

Research strategy

We cover the whole lifespan from the prenatal phase to adulthood with a strong emphasis on early childhood and adolescence. Large-scale assessments and multi-modal longitudinal studies are used to better understand the possibilities leading to sustainable productive development. We strive to uphold the highest quality in all aspects of our research activities. To maintain professional standards, we regularly monitor and evaluate our performance.


Signature project

In addition to numerous individual research projects, we focus on a signature research project that integrates diverse perspectives and scientists. This project is our joint effort to improve the lives of young people, with a special focus on:

- Strengthening parents as partners in learning
- Organizing diversity to promote everyone's success
- Managing stress to foster learning
- Helping students become citizens
- Encouraging all students to reach their potential

CONTENT

BUNAVIA: On the Right Path – Literally



BUNAVIA is a project with big ambitions: The goal is to change young peoples' lives for the better. Researchers from various disciplines, including Prof. Dr. Michael Shanahan and Dr. Martin Kindschi, are coming together to make this happen. We sat down with Shanahan and Kindschi to learn more about the current status of the project.

BUNAVIA used to be called simply “Integrated Research Project.” What does the name BUNAVIA mean, and where does the project stand today?

Martin Kindschi: We decided on the name BUNAVIA after a lot of discussions and creative brainstorming within the Jacobs Center and support from Die Antwort AG. BUNAVIA comes from Romansh. Written as two words but pronounced as one, it means something like “good path.” The path metaphor is a central part of the name and alludes to the goal of the research project: fostering the development of children's personal and social skills while they are on the path to finding their place in society. Like the phrase “sün buna via” implies, the project is on the right path. We've created appealing branding



Prof. Dr. Michael Shanahan
Professor of Sociology



Dr. Martin Kindschi
Project Manager

for the study and have commissioned a qualitative pre-study to examine our target groups' personal skills, social skills and challenges over the course of their development. Now we are focusing our efforts on building a comprehensive design for the BUNAVIA study and are in the process of finishing the research and sample design.

Home of long-term longitudinal studies

Historically, we have hosted two flagship longitudinal studies on childhood and adolescence in Switzerland: the Swiss Survey on Children and Youth (COCON) and the Zurich Project on the Social Development from Childhood to Adulthood (z-proso).

International research hub

To broaden our research horizons and foster the exchange of data, we serve as an international research hub for outstanding scholars from other research centers throughout the world.

Diversity

We ensure equal opportunity for women and men and support the principle of non-discrimination in all areas. All staff members are encouraged to act in an ethically responsible manner.

Governance

We endeavor to achieve a spirit of shared responsibility and self-management when pursuing our goals. We foster the intellectual, professional and personal development of our staff. Our governance is based on principles of participation, transparency and balanced interests.

Training of young scholars

We emphasize the promotion of young scholars through research seminars, summer schools, interdisciplinary workshops, scientific conferences, and visiting scholar and interdisciplinary PhD programs.

Visibility

We share our research with the international scholarly community as well as with the broader public and with political decision-makers through publications, public lectures and workshops open to the public.

Vision

We engage in scientific discovery, pushing boundaries in the study of youth and applying the latest scientific understandings to improving the world of youth and their futures.

One of BUNAVIA's special features is its co-operation with a wide array of disciplines. How does the project benefit from this interdisciplinarity? What challenges does it bring?

Michael Shanahan: People are not divided up into psychological, biological, economic or social parts. So we can't really expect one single discipline to be adequate for research on adolescents. Interdisciplinary research offers us the chance to approach our topic with new and hopefully more realistic scientific perspectives.

K: The biggest challenge in getting the most out of interdisciplinary research is the coordination effort involved. In order to tackle this challenge, we made some changes to the organizational structure of the project. We then created a project coordination role with different responsibilities, including the task of coordinating activities within interdisciplinary working groups. Doris Hanappi will be joining the BUNAVIA project as a coordinator in August 2020. We also expanded the Management Committee of the project and boosted its interdisciplinary character, adding Moritz Daum (developmental psychology) and Laura Bernardi (life course sociology and demography) as co-directors.

What's the focal point of BUNAVIA?

S: BUNAVIA will focus on a unique aspect of our social lives: weak ties. These are relationships with people who are not really our friends or family members, but mere acquaintances. It turns out that weak ties are helpful to people in numerous ways. BUNAVIA is concentrating on fostering these kinds of weak ties among parents of young children. We believe that these relationships can provide parents with valuable resources as their children make their first strides into the school system. Some of these weak ties will include parents and leading academic experts. With BUNAVIA, the goal is to apply established scientific concepts in order to promote best practice.

How will you ensure that findings from the studies make their way into the real world? What obstacles do you have to overcome?

K: In our view, the main challenge is recruiting and linking together a representative sample of schoolchildren along with their families and teachers. The goal is to depict the social universe of the participants in the context of their schools and neighborhoods and to ensure that there is an appropriate amount of stability during critical transitions over the course of their education.

S: Most research work on young people and their families faces the same problems. How can we get people interested in taking part in our study? Will we be measuring the right things? How do we collect real-world data? What kind of infrastructure offers the highest data security and anonymity? These questions loom large in an ambitious project like BUNAVIA. This project plays a very special role at the Jacobs Center. It offers a chance for participating researchers to come together and formulate highly topical questions that can be answered by our unique research design. We are also striving to give something back to Swiss municipalities, as we truly hope that BUNAVIA can effect positive change in the lives of young people.

Combining these two elements – research and real-world practice – in BUNAVIA is a great challenge, but it's also a privilege that motivates us anew every day.

Key Figures for 2019

The Jacobs Center is a joint venture between the University of Zurich and the Jacobs Foundation.

Total financing: CHF 70 million over 20 years, borne in equal parts by UZH and the Foundation.

UZH and the Jacobs Foundation each contribute CHF 1.75 million annually.

The Jacobs Center for Productive Youth Development is dedicated to the networking, promotion and coordination of research and teaching in the field of child and youth research at the University of Zurich.

45 academic publications

41 presentations in 13 countries

5 workshops ↗

19 media mentions ↗

7 public lectures

34 team members

9 collaborating researchers

CONTENT

Watching a Project Grow Up

z-proso is a longitudinal study that aims to improve our understanding of what causes violence. The project has been underway since 2004, and today over fifty researchers are involved. Project leader Manuel Eisner tells us about the present and future of z-proso and shares some findings that surprised him.



Prof. Dr. Manuel Eisner
Principal Investigator
z-proso study
Professor of Sociology

In many studies of violence, particularly in Switzerland, researchers only collect data at one point in time.

But as project leader Manuel Eisner explains, the point of the longitudinal z-proso (Zurich Project of Social Development from Childhood to Adulthood) study is to understand the role that violence plays in the development process from childhood to adulthood. As part of z-proso, researchers have been regularly surveying over 1,000 Zurich-based schoolchildren as they have grown into young adults. Today the study is still underway. "This is quite exceptional, at least when you consider the length of time we've been conducting the study," says Eisner.



[z-proso website ↗](#)

2019 Timeline

2019

April

Appointment of Prof. Dr. Nora Raschle, assistant professor of psychology



June

Workshop on diseases of desperation in young adults: risk, resilience and prevention



Professor Lilly Shanahan organized this workshop to better understand the recent spike in deaths by suicide or substance abuse in the US. Highlights of the workshop included lectures by professors Kenneth Dodge (Duke University), Jessica Ribeiro (Florida State University), Richard Miech (University of Michigan) and Rick Hoyle (Duke University).

Research with a concrete impact

The z-proso study is also transdisciplinary: Researchers try to keep real-world applications of their findings in mind so that their work can also have a concrete impact on sociopolitical decisions and projects. They have held a training workshop for parents and a school-based course on social skills, for instance. “The social skills training has shown several positive effects and will continue to be offered in the City and Canton of Zurich,” says Eisner. He believes that this program has improved educational success through the tertiary level and is confident that it has led to increased focus on promoting evidence-based programs, at least in Switzerland.

Another tool for exchanging knowledge between researchers and people on the ground is the annual experts’ meeting where z-proso’s most important findings on a key topic are broken down and presented. Last year the focus was on early prevention, and the next meeting will examine the phenomenon of self-harming behavior. “We set up the meetings as a dialogue and intentionally invite practitioners to participate in the exchange of thoughts and ideas,” says Eisner.

Eisner’s goal is to think of violence in a larger context. He is currently exploring correlations and effects associated with children who act aggressively toward teachers. “We’ve seen, for instance, that when a child exhibits

conspicuous behavior, it becomes harder for teachers to deal with that child,” says Eisner. “This makes the relationship between the two parties more difficult and can often lead to even more aggression.”

He says that at age 15, the adolescents were asked whether they had thought about killing someone they knew in the previous month. Researchers had deliberated for a long time about whether asking this question was ethical. “Roughly one in seven adolescents answered the question with yes,” says Eisner. Swiss adolescents are not particularly violent by international standards, so it surprised Eisner that murder fantasies were so widespread. Researchers then aimed to find out what the cause was. “Here an interesting relationship emerged, one that was new for me,” he explains. “We found out that violent fantasies were sometimes triggered by experiences of being victimized. Teenagers, particularly male teens, who were bullied at school or hit by their parents at home have a higher likelihood of striking back in their fantasies.”

As our conversation progresses, it becomes increasingly clear that z-proso is a dynamic project always on the lookout for new challenges. Since 2017, for instance, there have been several additional studies that were integrated into the main investigation. Eisner says that z-proso has become more than just a project about violence: “We are also conducting research on self-harm-

The z-proso study has changed markedly over time, which is related to the different developmental phases of the children being surveyed. When the children were still school-aged, researchers focused their questioning on the causes and dynamics of bullying. When the children reached age 11, researchers began posing questions about legal and illegal drug consumption in order to be able to record any early-onset problems. Eisner becomes pensive when discussing this aspect of the study and says it is important to reflect on which questions are age appropriate. Now that participants are a bit older, the topic of violence in intimate relationships is becoming more relevant.

June

2019

Meeting of the Add Health mRNA research group

The Add Health mRNA research group, led by professors Kathleen Mullen Harris and Michael Shanahan, met at the Jacobs Center from 24–26 June 2019. The group investigates how social experiences over the course of one's life are connected to certain gene expression patterns. Important discussions on findings and plans for future research took place at the meeting.



July

Jacobs Center Integrated Research Project meeting: since December 2019 with the new project name BUNAVIA

Jacobs Center professors met regularly with colleagues from various disciplines to plan the Jacobs Center Integrated Research Project (IRP), a new prospective longitudinal study of Swiss children. Specialists from various disciplines including economics, pedagogy, pediatrics, psychology, psychopharmacology and sociology were invited to participate in and contribute to designing this new study and to discuss their shared research interests. This new interdisciplinary study is ultimately aimed at answering novel research questions that should help improve the lives of children and adolescents.

CONTENT

ing behavior in adolescents, on factors that lead to success in education, on the relationship between mental health and criminal behavior, and on many other areas.

Upcoming survey waves

Researchers will collect the next wave of data when the study participants are 23 to 24 years old. One area of questioning will concern the ability to stop engaging in problematic behavior, for instance quitting drugs or decreasing one's violent actions. Participants will also be asked questions about family formation and joining the working world. These questions will build on previous findings and survey instruments. "When you're conducting a longitudinal study, you automatically adopt a conservative position when it comes to methodology," says Eisner with a smile.

The longer-term future of z-proso will depend considerably on how many people in the study participate in the next round of questions. In the previous wave of data collection, when participants were 20 years old, 70 per-

cent of the original participants still took part – quite a good figure, according to Eisner. "When a lot of people take part in the next wave, then we can do another round," he says. "But if not, then it will be time to stop the study."

There is no shortage of ideas about how the study could develop: For instance, the children of participants could also be included. No matter what happens, it seems that the future is bright for z-proso.

Author: Selina Widmer | Editor: Servan Grüninger

The children from 2004 are now young adults in their early 20s. Most of them are more prudent, more sociable and show more self-control than they used to. However, some have become wilder, more aggressive and more violent.



Workshop on transdisciplinary comparisons in human development research



Professor Mike Shanahan organized an interdisciplinary workshop on conceptual models and empirical approaches for researching human development with the use of transdisciplinary comparisons. Discussion topics included social status, early trauma, curiosity and aggressive behaviors. Cross-topic discussions included questions about the assessment of behavioral measures, the social and physical environmental stimuli that organisms perceive and react to and neurological circuits and sensory channels that are involved in the transmission of information.

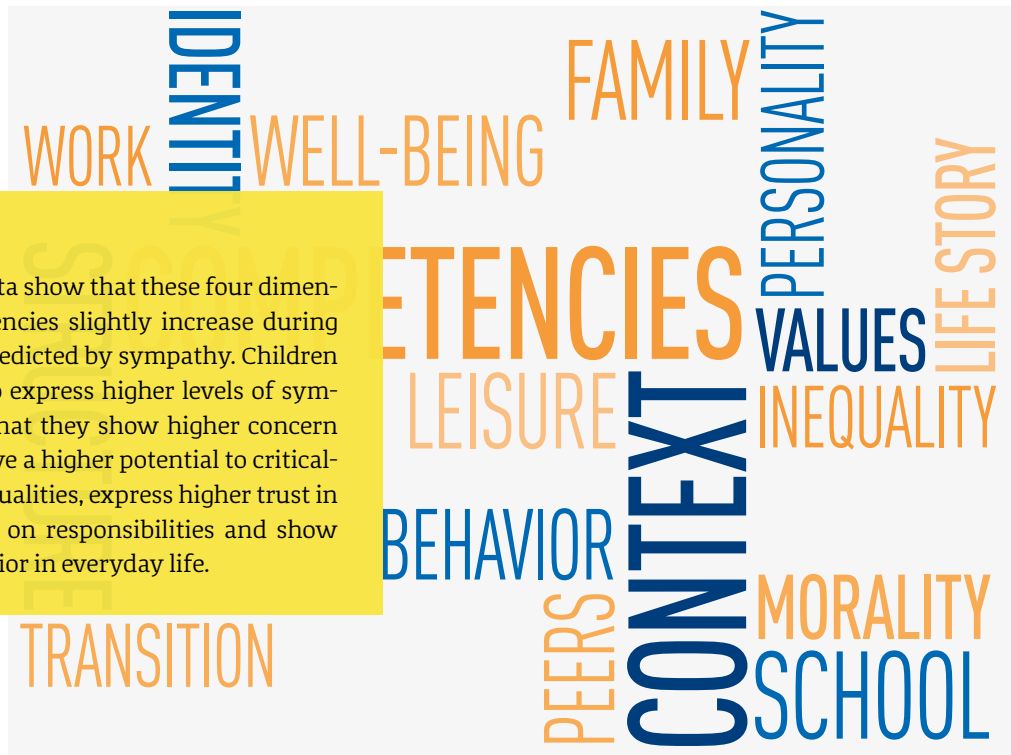
Development of Civic Competencies in Adolescence

How does adolescents' understanding of social inequalities and socially responsible behavior emerge? What predicts their engagement in prosocial and civic activities, and how do adolescents reason about the effectiveness of political systems?



Prof. Dr. Marlis Buchmann
Principal Investigator
COCON study
Professor of Sociology

Analyses
Analyses of COCON data show that these four dimensions of civic competencies slightly increase during adolescence and are predicted by sympathy. Children at the age of nine who express higher levels of sympathy (which means that they show higher concern for others' feelings) have a higher potential to critically reflect on social inequalities, express higher trust in political systems, take on responsibilities and show higher prosocial behavior in everyday life.



Second annual Research-Practice-Public Policy Exchange Symposium



Our second annual symposium to promote exchange between practitioners and academics was a great success. The title of the 2019 symposium was “Problem behavior at school, early development and educational success.” Talks were given by the following real-world practitioners and policymakers: Dr. Silvia Steiner (president of the Swiss Conference of Cantonal Ministers of Education and member of the governing council of the Canton of Zurich), Beat Zemp (honorary president of Dachverband Lehrerinnen und Lehrer Schweiz) and Enrico Violi (specialist for violence at school, Department of Education, Canton of Zurich). The Jacobs Center was represented by Prof. Dr. Michael Shanahan, Prof. Dr. Manuel Eisner, Prof. Dr. Ulf Zöllitz, Dr. Margit Averdijk and Dr. Denis Ribeaud. The symposium was moderated by Prof. Dr. Lilly Shanahan (Jacobs Center).



In order to understand whether this reflects a normative process, we compared data from youth in Switzerland and Nepal. The results show that promoting sympathy during childhood can foster civic competencies in adolescents, equally among Swiss and Nepalese youth.

Educational upward mobility for students from less-educated families

Family social background strongly affects children’s educational attainment in Switzerland. The Swiss educational system channels students from less-educated families more often into school tracks with lower academic demands than their counterparts from well-educated families. An important reason is early tracking by ability.

Little is known, however, what may help students raised in less-educated families to beat the odds and to gain access to the academically most demanding school tracks at the transition to upper-secondary education, thus experiencing educational upward mobility.



Analyses of COCON data document that the quality of social relationships among students, parents, and teachers matters. Supportive social relationships between these actors play an important role for how teachers and students themselves evaluate their work habits. These self-regulation competencies affect success in these exigent school tracks that require high levels of willingness to exert effort and perseverance.

The better students and their teachers assess these competencies, the more likely students from less-educated families are to take more demanding educational paths.

Jacobs Center fall 2019 seminar series

Each semester, the Jacobs Center organizes a series of three to six interdisciplinary lectures and invites internationally renowned speakers. The topics are related to the center's major research areas. The Research Seminar Series takes place at the University of Zurich and is open to the public. Teachers, students and other interested persons are cordially invited.

Guest speakers:

- **Allison Aiello**

University of North Carolina; The influence of stressors on immunity and epigenetic alterations in the community setting

- **Dan Rees**

University of Colorado; Socioeconomic determinants of healthy ageing: findings from multi-cohort studies of physical functioning and low-grade inflammation

- **Julia Dratva**

ZHAW Winterthur; Digital Parent Counsellors – parental digital information-seeking behavior in the context of child health and development

Successfully Completed Research Projects: Decades to Minutes (D2M)

A multi-timeframe study of young adult development

The D2M study is an ecological momentary assessment add-on to the z-proso study. During the wave of z-proso, 260 participants around 20 years of age took part in a two-week intensive study in which they provided information on their thoughts, feelings, activities, and experiences in the flow of their daily lives. Information was provided via an app downloaded on participants' own smartphones. The information they reported included ratings of their current mood, provocations (e.g. whether someone tried to start an argument with them), aggression (e.g. whether they lost their temper with someone), stress, substance use, and context (e.g. who they were with and what they were doing). This was reported four times a day at semi-random intervals. As well as providing new insights into the measurement of aggression practically in real time, the study has allowed us to link day-to-day data to the main z-proso study data



Dr. Denis Ribeaud

Principal Investigator



Prof. Dr. Manuel Eisner

Principal Investigator
z-proso study
Professor of Sociology

to learn about how traits such as ADHD and aggression are linked to daily experiences. We found, for example, that while emotional lability seems to partly explain the links between ADHD symptoms and internalizing problems such as anxiety and depression, it cannot explain the links between ADHD symptoms and aggression. Further planned analyses of the data will seek to illuminate the day-to-day processes involved in aggression. For example, we will examine whether people who have a developmental history of aggression actually report more anger, provocation and aggressive behavior; whether traits such as self-control moderate the links between provocation and anger and between anger and aggression; and whether aggressive people tend to have poorer emotional regulation.

Learning Inside the Classroom: What We Know and Do Not Know About the Role of Curriculum, Teachers and Peers



This interdisciplinary workshop, organized jointly by the Jacobs Center for Productive Youth Development and the Center for Child Well-Being and Development, brings together international experts studying the role of teachers, school curriculum and peers.

The aim of the workshop was to obtain a better understanding of how these key aspects of education affect child and youth development. There were presentations on adaptive learning, student-teacher interaction, teacher education and teacher incentives as well as peer effects and the impact of peer personality on performance.

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Successfully Completed Research Projects: External Childcare Project

Link between attending external childcare and behavior and development

Attending external childcare has become a common experience for many children in Western countries. One often-asked question both among parents and in the public debate is whether attending external childcare is in some way – positively or negatively – related to children's behavior or development. We therefore examined the long-term relation between external childcare before kindergarten and later child and youth development up to age 20. We used data from the Zurich Project on the Social Development from Childhood to Adulthood (z-proso), a longitudinal study that has been tracking some 1,300 participants. Through repeated interviews with the children and adolescents, as well as with their parents and teachers, we examined the social behavior and school achievement of the children and youths from school enrollment until the age of 20.



Dr. Margrit Averdijk
Principal Investigator

To our knowledge, there are no other Swiss studies with comparably extensive data that can be linked to external childcare. Even internationally, few similar studies exist. Although there were limitations to our study, we found both positive and negative relations of external childcare with child development: Whereas external childcare was related to increased externalizing behavior (i.e. aggression, non-aggressive externalizing and ADHD) and internalizing problems (i.e. anxiety and depression), it was also related to better educational achievement, although the latter seemed to be due not to cognitive stimulation in external childcare per se, but to changes in the children's home environment.

Author: Margrit Averdijk

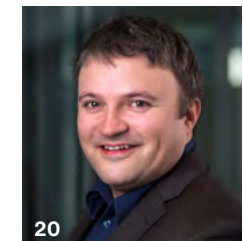
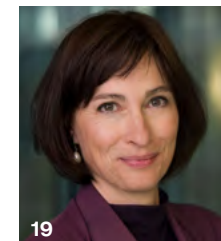
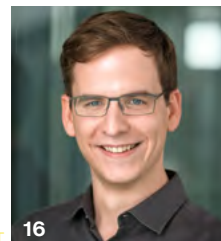
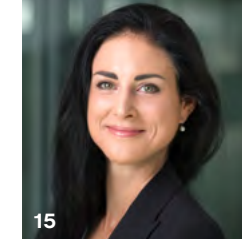
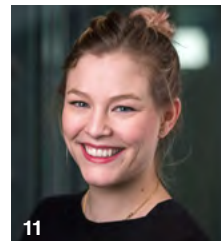
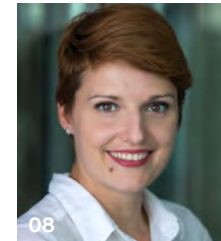
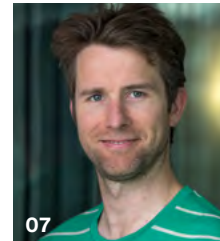
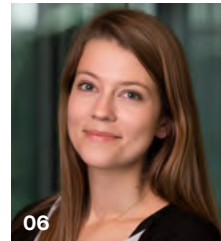
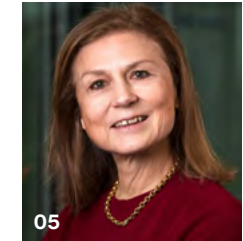
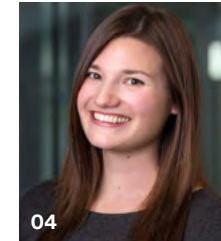
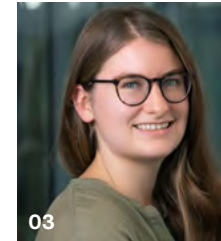
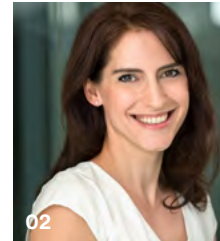
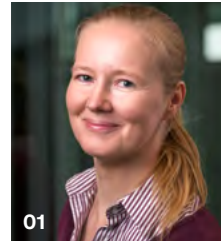
Lynn Fehlbaum in Canada



Balanced and mutually regulated interactions are essential for a healthy and harmonic relationship between mothers and their children. On a brain level, such high-quality relationships are reflected by higher neuronal similarity measures in mother-child dyads. The investigation of neuronal similarity between children and their mothers is one of the research aims of the Developmental Neuroscience Laboratory (Prof. Dr. Nora M. Raschle) at the Jacobs Center for Productive Youth Development. From September to December 2019, postdoctoral researcher Lynn Fehlbaum spent three months at the Brain and Mind Institute at the University of Western Ontario in London, Canada. This enabled the Jacobs Center team to start working on an ongoing collaborative project between the Numerical Cognition Laboratory in Canada (PI: Prof. Daniel Ansari) and the Jacobs Center in Switzerland that aims to study neuronal similarity in mother-child dyads through neuroimaging data collected at both sites. Together with Lien Peters, a postdoctoral fellow at the Numerical Cognition Laboratory, Lynn Fehlbaum started the examination of brain structure similarity measures of the reading network in mother-child dyads, including gyrification, cortical indices and sulcal characterization.

Our Team 2019

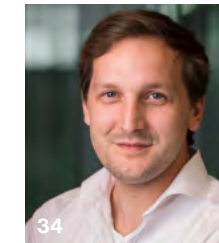
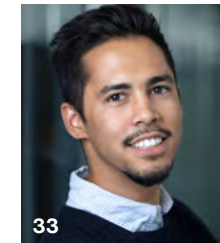
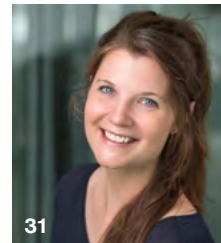
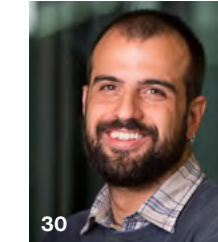
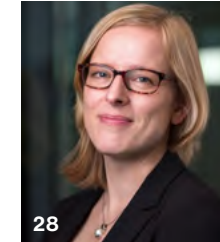
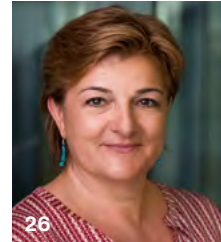
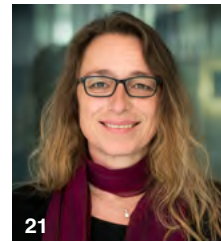
01 Averdijk Margit 02 Basler Ariane 03 Bechtiger Laura 04 Borbas Réka 05 Buchmann Marlis 06 Chuard Caroline 07 Chumbley Justin 08 Dobrijevic Marta 09 Eisner Manuel 10 Famos Cla 11 Fehlbaum Lynn 12 Florin Ines 13 Grütter Jeanine 14 Igel Corinne 15 Jehle Nicole 16 Junghans Alex 17 Kalumba Stecy 18 Kappeler Stefan 19 Kernich Stephanie 20 Kindschi Martin



Holiday party



The Jacobs Center team celebrated the holidays in 2019 with two festive occasions that included great company delicious food, and even homemade baked goods. Our holiday breakfast was a beautiful affair, organized by Maria and Marta, and included personalized coffee mugs for each team member. Our annual holiday outing was organized by Ulf and held at the legendary Salon Theatre Herzbaracke, which floats on Lake Zurich. A highlight of our evening at the Herzbaracke, was a live performance by The Waffle Machine Orchestra. A big thank you to everyone who organized these wonderful events and to the entire team for their amazing contributions to the Jacobs Center's mission!



21 Kocher Sandra 22 Mähr Maximilian 23 Potente Cecilia 24 Raschle Nora 25 Ribeaud Denis 26 Schönholzer Maria
 27 Shanahan Michael 28 Shanahan Lilly 29 Shan Xiaoyue 30 Sorrenti Giuseppe 31 Steinhoff Annekatrin 32 Xu Wenjia
 33 Yusof Jeffrey 34 Zöllitz Ulf

We create opportunities for exchange and continuing education for both up-and-coming and established academics. Every semester we conduct an interdisciplinary research colloquium and offer a range of interdisciplinary workshops, summer schools and smaller academic conferences. We also regularly welcome guest researchers from all over the world.

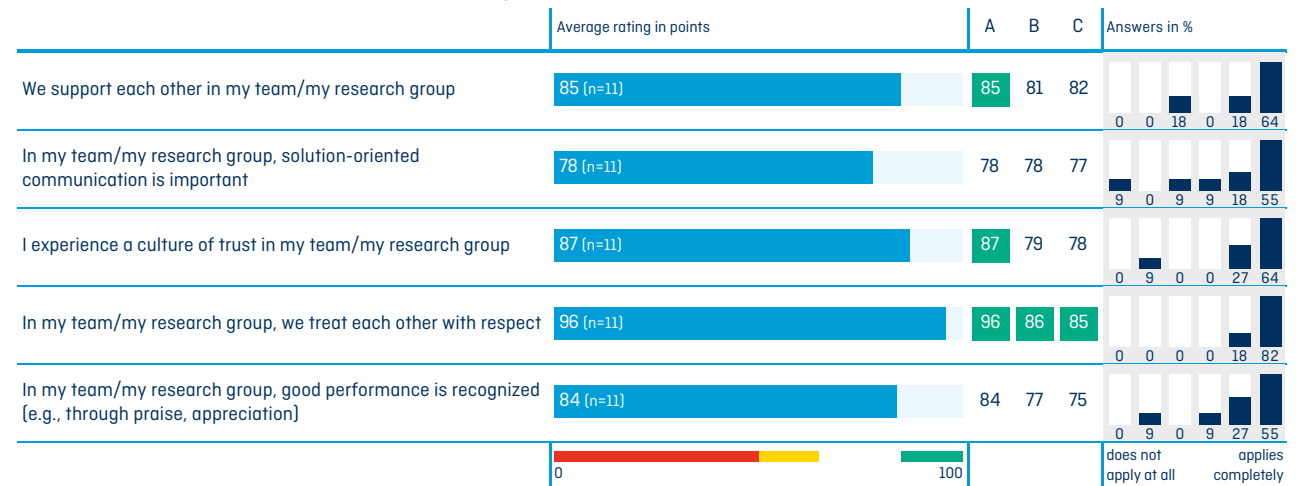
2019 Survey: Taking the Pulse of the Jacobs Center Staff

A majority of survey respondents rated the work at the center as diverse and meaningful, allowing most team members to contribute their skills, abilities, knowledge and ideas in their daily work. Many employees enjoy a high degree of freedom in decision-making and a high level of responsibility, which makes it possible for them to carry out their work efficiently.

Employees breathe life into the institutions for which they work, shaping them and driving them forward. Surveys are one way of taking the pulse of an institution's staff. How satisfied are members of the UZH community with their place of work? Are there enough opportunities for active participation? What does the work-life balance situation look like? Employees at the Jacobs Center seem to feel good about their jobs, at least according to the University's 2019 employee survey.

In June 2019, Empiricon AG carried out an employee survey on behalf of the University of Zurich. The university-wide survey was the first of its kind and in the future will be carried out every two to four years. As part of the Faculty of Arts and Social Sciences, employees from the Jacob Center were also invited to participate. Eleven employees from the center took the survey, along with 1,019 people from the faculty. Across the entire University, a total of 4,022 people took part.

Responses to the "teamwork" category



About the graphics

Results are shown as averages (arithmetic mean) of all responses.

A value of 100 indicates complete agreement with a statement, while a value of 0 indicates complete disagreement.

- very positive rating (85–100 points)
- positive rating (65–84)
- slightly positive rating (50–64)
- slightly to very negative rating (0–49)

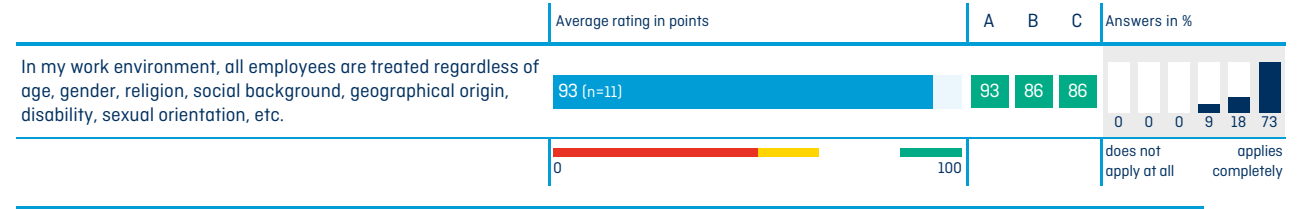
- A Jacobs Center for Productive Youth Development
- B Faculty of Arts and Social Sciences
- C UZH
- n number of responses
- * not shown (n<5)

Employees state that they mostly do not feel overworked or set under any kind of social stress or direct physical strain.

There is generally strong cohesion in the team, with most people providing mutual support, communicating in a solution-oriented fashion, fostering a culture of trust, interacting respectfully and acknowledging

the contributions of others. No respondents indicated that they were a victim of discriminatory behavior (e.g. verbal or physical assaults). However, some did indicate that they witnessed this behavior toward others.

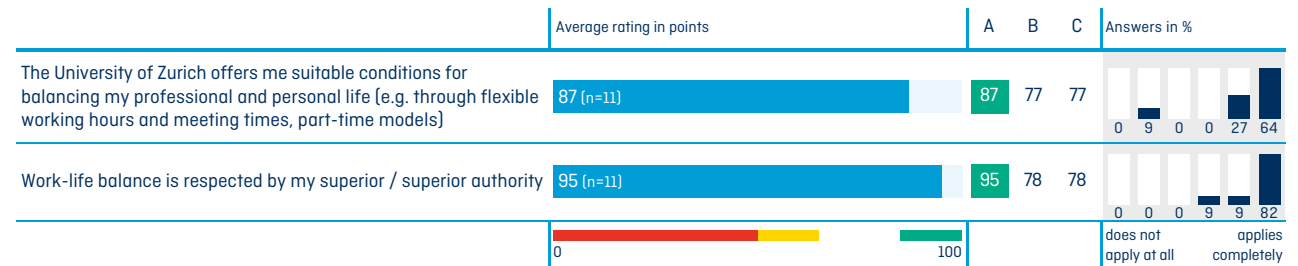
Responses to the “**equality and diversity**” category



Many employees expressed that they were very satisfied with their opportunities for career development. Most said that they have sufficient opportunities to take part in job-related continuing education, and this seems to have been supported by their managers. Most employees appreciate the work-life balance that is made possible by the University of Zurich. According to survey responses, managers seem to respect the balance between their employees’ private and professional lives.

The future of UZH – of which the Jacobs Center is a part – seems to be important to the majority of respondents, who said that they were proud to be part of the University and willing to put in an above-average performance for the institution. Many respondents said they would choose UZH as an employer again in the future. Based on survey responses, the workload at the center appears to be appropriate.

Responses to the “**work-life balance**” category

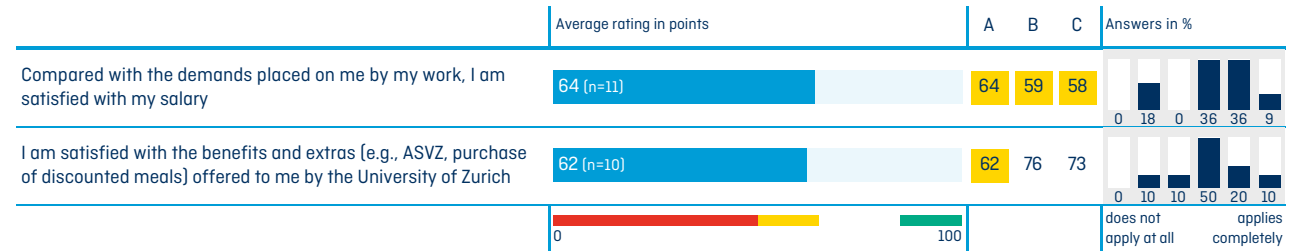


The survey also paints a positive picture when it comes to questions of organization and processes. Organizational structures and work process seem to work well, duties are perceived to be clearly assigned, and responses suggest that teamwork between academic and administrative personnel functions smoothly.

Most respondents indicated satisfaction with management: They feel largely involved in decision-making processes and state that people in leadership positions behave transparently, show appreciation and act in a solution-oriented manner. There is room for improvement, however: Survey participants expressed a desire for more concrete expectation-setting when it comes to performance and behavior and for clearer, objective feedback that includes defined actions to be taken. The survey results in the “information and communication” category were therefore mixed. On the one hand,

employees seem to have all the information they need to carry out their daily work. On the other hand, however, employees found that strategic goals were not communicated clearly enough. Furthermore, there is not always a sufficient flow of information from the Faculty Board or the Executive Board down to individual organizational units. Although the survey does not provide insight into the concrete improvements that employees would like to see, results like these provide a good starting point for managers to enter into a solution-oriented dialogue with their teams.

Responses to the “**compensation**” category

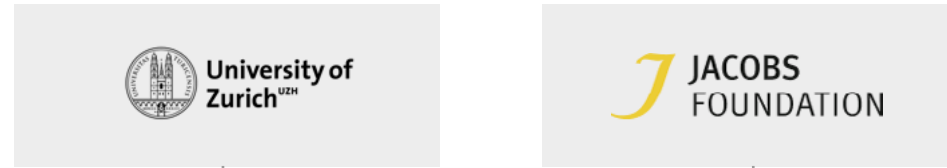


According to the survey, compensation is another area where certain improvements could be made. Several employees were not entirely satisfied with salary levels in relation to expected performance as well as with the perks offered by UZH (e.g. reduced prices for meals).

On the whole, however, the employees who took part in the survey indicate that they are happy with their position at the University. These survey results are a sign that the Jacobs Center and the University of Zurich are doing many things right. The fact that there is potential for improvement in some areas should not be seen as unsettling, but rather as an opportunity to achieve positive change.

Organizational Chart

Jacobs Center for Productive Youth Development (JCPYD)



Steering Committee

UZH Gabriele Siegert (Deputy President)
 Klaus Jonas (Dean, Faculty of Arts and Sciences)
 Harald Gall (Dean, Faculty of Business, Economics and Informatics)

Jacobs Foundation Lavinia Jacobs (President, Board of Trustees)
 Olaf von Maydell (Member, Board of Trustees)
 Simon Sommer (Co-CEO, Jacobs Foundation)

Scientific Advisory Board

Ronald Dahl
 Kenneth A. Dodge
 Alexander Grob
 Yvonne Kelly
 Jens O. Ludwig
 Ulrich Trautwein

Board of Directors

Michael Shanahan (Sociology) | Nora Raschle (Psychology) | Ulf Zöllitz (Economics) | Cla Famos (Managing Director)

Michael Shanahan (Research Director)

Cla Famos (Managing Director)

Business Manager

Stephanie Kernich

Management Committee

Managing Director = Chair of the Management Committee | all chairs of the three departments at JCPYD: sociology/psychology/economics | representation of passive members (advisory function)

**Full professor
Sociology**
Michael Shanahan

**SNSF infrastructure
z-proso**
Manuel Eisner

**Research project
COCON**
Marlis Buchmann

**Associate professor
Psychology**
Lilly Shanahan

**Assistant professor
Psychology**
Nora Raschle

**Assistant professor
Economics**
Ulf Zöllitz

**Interdisciplinary
research project**
BUNAVIA



**University of
Zurich** ^{UZH}



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CENTER**

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