2017-2018 ANNUAL REPORT
OF THE BERGSTROM CHAIR
IN APPLIED DEVELOPMENTAL SCIENCE

Richard M. Lerner

March 2019
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Transitions

Developmental science is the study of transitions people undergo as they enter, live in, and exit specific settings across their lives. Some of these transitions involve changes in quantities, for instance, how tall one is, how much time is devoted to sleep, to exercise, to studying, or to work during one’s school years, during one’s post-school years of employment, or during retirement. Transition also involve changes in not only the quantity of what one does but, as well, in the quality of what one does. New events, interests, or responsibilities emerge at specific times of life (e.g., parenting or grandparenting) and/or former activities (employment during high school) take on a new meaning when employment involves pursuing a career or earning enough money to support one’s family.

During one’s nineteenth year of life, a person may contemplate the end of adolescence or, at least, the end of the teenage years, and he or she may confront the idea that at one’s 20th birthday or, perhaps, at least during one’s twenties “adult” behaviors and responsibilities may need to emerge.

Perhaps, so it goes as well with a university laboratory, center, or institute. I have been privileged to be the Bergstrom Chair in Applied Developmental Science within the Eliot-Pearson Department of Child Study and Human Development for 19 years and, as well, to have the opportunity to launch and build a lab, the Institute for Applied Research in Youth Development (IARYD) – a name suggested for the lab by Dr. Gary Bergstrom after my colleagues, students, and I decided that our initial name (Applied Developmental Science Institute) did not easily convey the nature and focus of our research. The quite apt name that Gary suggested has served the people working in the lab quite well, as our research and training attracted more than $27,000,000 in extramural grant funds and as 30 young scholars launched their careers after earning Ph.D.s through their research within IARYD.

In addition to these quantitative ways of measuring the growth of IARYD, there are also the qualitative changes that are part of development. In 2017-2018, the ongoing longitudinal research involved in Project Arete, a study of character development and leadership among the cadets of the United State Military Academy at West Point, funded by the Templeton Religion Trust, involved a new level of “maturity.” We collected our third round of data and thus moved into a position to do analyses that could better detect developmental change.

Similarly, the Compassion International (CI) Study of Positive Youth Development, a longitudinal study of youth in El Salvador and Rwanda, research funded by Compassion
International and by King Philanthropies, also collected additional rounds of information from youth participants. This work put us in a position to enact both longitudinal and cross-national research about pathways to thriving among some of the world’s poorest young people. The CI Study continues to be led in IARYD by Senior Research Scientist Elizabeth Dowling and by Research Assistant Professor Jonathan Tirrell, and involves an ongoing collaboration with Professor Jacqueline V. Lerner and her Boston College team, with Professor Pamela Ebstyne King and her Fuller Theological Seminary team, and of course with Dr. Alister Sim and his Compassion International team.

In addition, the study led by Research Assistant Professor Lacey Hilliard, *Quandary*, underwent an exciting qualitative change in the focus of its work. *Quandary* is an investigation funded by the Poses Family Foundation and the Oread Fund, under the direction of Shelly London, and it is a study of if and how a prosocial video game designed for middle school youth may enhance school-based efforts to promote moral thinking and behaviors. During 2017-2018, the project took on a new level of challenge: Lacey and her team began work on developing an innovative curriculum built around the *Quandary* game for use in diverse middle school classrooms. The comprehensive curriculum will be aimed at imbuing in youth the knowledge and skills needed to engage positively in and become leaders of civil society and will be evaluated in a nationwide study.

Research Assistant Professor Paul Chase continued to lead the IARYD collaboration with the *Comer Education Campus (CEC)* in Chicago. Funded by the Comer Family Foundation, this research seeks to understand ways to enhance the graduation rate of African American and Latino youth from high school, to make a successful transition to college, and to succeed in and graduate from college. In studying youth during their initial transition to college, within a program termed by CEC “Utmost U,” Paul investigated the use of innovative developmental methodology in understanding if youth showed specific and individually distinct pathways of adjustment to college.

Many studies of youth development consider how different variables (e.g., “grit,” hopeful expectations about future success, and achievement scores) vary across time (e.g., the first semesters of college). CEC regularly collects such information which, by the way, is the sort of information collected in most studies of youth development. However, developmental science should be concerned mostly with how people change across time and place, and not necessarily about how relations among variables might change.

To collect information about changes in relations among variables across time and place, computations across individual are necessary. However, such computations (the computation of averages) mask changes within individuals. Paul Chase set out to learn if the changes within the Utmost U participants across the college semesters mirrored the changes in variables. Using innovative developmental methods that enable individual, specific (“idiographic”) changes with a person to be assessed, he found that there were vast and very important differences between the analysis of variables and the analysis of people! The measures of the variables used to assess positive adaptation to college remained flat across over 100 days of school. This result suggested that the students did
not change at all. However, when a sample of individual students were assessed day-
after-day, each student had a distinct pattern of positive adaptation to college across these
variables. All showed distinct patterns that reflected the “ups and downs” of the college
experience.

Taking an average of the variables across the students gave misleading information to the
CEC educators. The idiographic analyses performed by Paul Chase resulted in the
educators realizing that they had a new challenge to confront. They had to find ways to
understand the personalized pathways of positive adaptation to college of their Utmost U
students and, then, they had to learn ways to optimize each individual’s pathway to
engagement and success. Led by Paul, IARYD continues to work with CEC on this new
challenge – one that pertains, we believe, to all students in all levels of education.

The work enacted with the CEC helped IARYD make important progress in its still-
being-constructed collaboration with the Research and Development (R & D) team of the
Science of Learning and Development (SoLD) project, which is funded by the Chan
Zuckerberg Initiative (CZI). The R & D team is led by Dr. Pamela Cantor, Founder,
President, and CEO of the innovative NGO, Turnaround for Children, and involves
several groups of scholars as well, including colleagues from American Institutes for
Research (AIR), led by Dr. David Osher, colleagues from Harvard University (led by Dr.
Todd Rose and Dr. Jack Shonkoff), and colleagues from Stanford University (led by Dr.
Linda Darling-Hamond and Dr. Melina Uncapher).

The SoLD R & D team is aiming to develop measures that will enable the same sort of
idiographic pathways studied among CEC Utmost U participants to be assessed among
diverse youth within the K-Grade 12 span and, especially, among youth who have
experienced adversity or challenge in early life or even prenatally because of poverty,
racism, or health and sociocultural disparities. The SoLD collaborators have integrated
the literatures of human development, neurobiology, learning science and engineering,
and educational practice and policy to formulate a compelling vision to improve the lives
of the diverse young people of our nation. It is an agenda for theory-predicated and
methodologically-rigorous research that will build an evidence base for studying and
enhancing personalized learning pathways for children and adolescents. Built on this
vision and theoretical model, the SoLD R & D team is developing a research plan for
enacting the theoretical and methodological steps needed to enhance understanding of
how developmental scientists should collect and analyze data to generate evidence
applicable at the individual level for all K-Grade 12 students. The goal is to create an
evidence base that will be specifically actionable in regard to practices and policies that
promote life spans of personal thriving and social contribution among diverse young
people.

I am excited and honored to be part of this R & D team. If IARYD can play its part, then
it will be involved in arguably the greatest transition in the history of developmental
science: A qualitative transformation in the focus of developmental science (from
variables to individuals) and a qualitative transition in the focus of K-Grade 12 education
(from averages to the specific ways in which each students’ academic and life successes can be promoted). Please stay tuned as we continue our work with the SoLD R & D team.

In addition to the quantitative and qualitative changes IARYD experienced during 2017-2018, there was one facet of our experience that remained constant and for which I continue to be deeply grateful: I continue to be blessed by the numerous friends of IARYD. They generously make gifts that enable the infrastructure of the lab to be maintained and that provide discretionary resources to support the career development of graduate students and post-doctoral fellows. I note later in this report these wonderful supporters, including Charles Gazarian, Lang Ma, and C. David and Barbara Chase. However, most of all, I want to once again thank the Bergstrom Family, not only for their continuing friendship, generosity, and encouragement but, as well, for their wise council, their indefatigable support of my work, and for their vision and creativity in creating IARYD and in giving me the honor and privilege to serve as its director. I continue to be truly honored to have the Bergstrom name associated with my work.

In any educational institution – and IARYD is a lab with the goal of educating undergraduates, graduate students, and post-doctoral students in applied developmental science – there will always be transitions in personnel. As such, 2017-2018 was a time of transitions in the lives of some of the people of IARYD. Elise Harris completed her Ph.D. degree and moved to an exciting post-doctoral position at New York University. Jun Wang, an extraordinarily productive and collegial Research Assistant Professor moved from IARYD/Tufts to undertake a tenure-track assistant professorship at Texas A & M University. Her superb scientific contributions to the lab will be missed. Research Assistant Professor Lacey Hilliard and her husband Ryan Starr welcomed their second child, Audrey Jane, on February 15, 2018. In addition, Jarrett Lerner, the Institute’s Managing Editor, underwent two major transitions during 2017-2018. First, Jarrett and his wife Danni underwent a transition to parenthood, as they welcomed Isla Terese Lerner to the world on October 3, 2017. In addition, Jarrett underwent a transition to being a published novelist. His first book, Enginerds, a novel for 8 to 12-year-old readers, was published by Simon and Schuster in 2017.

As I noted at the end of last year’s Annual Report, the people who support IARYD through their generous funding, or through the gifts of their time and talents as colleagues, students, and staff, enable the lab to create applied developmental science that contributes to moving our nation and world closer to living in a socially just and peaceful world. As I write this year’s Annual Report the need for such contributions have changed both quantitatively and qualitatively – but, in my view, not generally for the better. Yet, my colleagues, students, and I remain undeterred in using our small efforts to work towards a world that is free of the enmity, disparities, inequities, and injustices that now beset it and, more specifically, youth and their families and communities. I believe that I am in fact blessed to have these companions as we seek to work together to create positive transitions in our world.
ACCOMPLISHMENTS OF THE BERGSTROM CHAIR
IN APPLIED DEVELOPMENTAL SCIENCE AND OF THE INSTITUTE
FOR APPLIED RESEARCH IN YOUTH DEVELOPMENT:

QUANTITATIVE AND QUALITATIVE INDICATORS

Several indicators may be used to evaluate the progress and current status of the
Institute and the performance of the Bergstrom Chair. Quantitative indicators
pertain to publications, professional presentations, grant proposals submitted and
funded, direct and indirect dollars of grant support generated, gift dollars generated,
the allocation of Institute spending, and the applied developmental science courses
taught at the University and the evaluations they received. Qualitative indicators
include reports of leadership roles played by the Institute within the national and
international scholarly and practitioner communities.
QUANTITATIVE INDICATORS

Publications

The histograms in Figure 1 represent the number of books, chapters, and scholarly articles the Bergstrom Chair published during 2017-2018, and as well, during the prior two academic years. The cumulative total of all published works across the Bergstrom Chair’s 19 years at Tufts is noted as well. A footnote to the histogram reports the averages over the 19 years. Books, chapters, and articles that are “in press,” and therefore complete, but not yet in print, are included in these numbers. These figures clearly represent the ability of the Bergstrom Chair to publish numerous important works regarding the application of developmental science to improving the life chances of children, youth, families, and communities. Appendix 1 presents the Bergstrom Chair’s published, in press, and in preparation publications for the 2017-2018 academic year. A complete list of publications is available upon request.

Figure 1. The Bergstrom Chair’s published works

<table>
<thead>
<tr>
<th>Year</th>
<th>Books/Special Issues</th>
<th>Chapters</th>
<th>Articles</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>3</td>
<td>3</td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td>2016-2017</td>
<td>2</td>
<td>7</td>
<td>17</td>
<td>26</td>
</tr>
<tr>
<td>2017-2018</td>
<td>1</td>
<td>11</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>Total 1999-2018</td>
<td>73</td>
<td>206</td>
<td>211</td>
<td>490</td>
</tr>
</tbody>
</table>

1 Across the Bergstrom Chair’s 19 years at Tufts, 1999-2018, the average per year for books/special issues, chapters, articles, and total number of publications are 3.8, 10.8, 11.1 and 25.8, respectively. Overall, 490 publications have been produced across 19 years.

Scholarly Paper Presentations

Figure 2 presents data for scholarly papers presented at professional meetings, university colloquia, and community or non-governmental organization meetings. The histograms represent the subtotals of these presentations for the 2017-2018 academic year, as well as for the two years prior. Figure 2 also presents a set of
histograms for the 19 years of data combined since the inception of the Bergstrom Chair.

This figure indicates that the Bergstrom Chair has consistently worked to present his work in person to a range of audiences. During the last academic year, Richard Lerner made 17 presentations at professional meetings, university colloquia, and community/NGO meetings to hundreds of university colleagues, students, youth workers, teachers, medical professionals, and politicians. These presentations bring publicity to his work, as well as the work of the Institute for Applied Research in Youth Development, the Eliot-Pearson Department of Child Development, and Tufts University. The presentations further advance the work of the Bergstrom Chair and the Institute and allow the Institute to continue to develop a network of collaborations with both governmental and non-governmental organizations. Appendix 2 lists all addresses, colloquia, and scholarly papers presented by the Bergstrom Chair and as well professional meetings he attended in 2017-2018.

Figure 2. Scholarly and professional presentations
Grant Proposals Submitted and Funded

As shown in Figure 3, which presents the total grants submitted and funded for the previous three years as well as a total since the Institute’s inception, three grant proposals were submitted during the 2017-2018 fiscal year and three were funded. In total, the Institute has submitted 70 grant proposals since its inception, 40 of which were funded. See Table 1 for a listing of grant proposals funded over the last three years. Appendix 3 provides a brief description of active Institute grants during the 2017-2018 fiscal year. Additional information about any of the Institute’s grant activities is available upon request.

![Figure 3. Grant proposals submitted and funded by fiscal year](image)

<table>
<thead>
<tr>
<th>Year</th>
<th>Grants Submitted</th>
<th>Grants Funded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2016-2017</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2017-2018</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>1999-2018</td>
<td>70</td>
<td>40</td>
</tr>
</tbody>
</table>

Number of proposals
<table>
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<th>Table 1. Grant Proposals Funded FY 2015 through FY 2018</th>
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<tbody>
<tr>
<td><strong>2015-2016</strong></td>
</tr>
<tr>
<td>2. Proposal to Girl Scouts USA, &quot;Measure Creation for Girl Scouts USA Phase 2&quot; (funded)</td>
</tr>
<tr>
<td>3. Proposal to the S.D. Bechtel Foundation with the Positive Coaching Alliance, &quot;Improving Adult Practice in Character Development to Transform the Culture of Youth Sports,&quot; collaboration with Positive Coaching Alliance (funded)</td>
</tr>
<tr>
<td><strong>2016-2017</strong></td>
</tr>
<tr>
<td>1. Proposal to the John Templeton Foundation, &quot;Planning for a JTF Network on Character Virtues Development&quot; (funded)</td>
</tr>
<tr>
<td><strong>2017-2018</strong></td>
</tr>
<tr>
<td>1. Proposal to the Comer Science &amp; Education Foundation, &quot;Comer Education Campus and IARYD Research Partnership&quot; (funded)</td>
</tr>
<tr>
<td>2. Proposal to the Poses Family Foundation,&quot;Everyday Ethics and Citizenship in the Classroom,&quot; Lacey Hilliard PI (funded)</td>
</tr>
</tbody>
</table>
Dollars of Support Generated by Category

As shown in Figure 4, since its inception, the Institute has raised over $27 million through the end of FY 2017-2018 for its research, outreach, educational, and publishing activities, an average of $1.5 million a year across the Bergstrom Chair’s 19 years at Tufts. Of this total, the Institute raised $27.7 million through grant proposals, $372k through editorial office grants, and $537k in discretionary dollar donations.

Direct and Indirect Dollars of Grant Support Generated

Of the $27.7 million in grant support generated, $24.3 million was for direct costs and $3.4 million was for indirect cost recovery. The Institute has maintained its commitment to ensuring that each grant that it applies for includes as much support as permitted by the funder for the infrastructure of the Institute.
Gift Dollars Raised

Since its inception, the Institute has raised over $538k in discretionary gift dollars. Figure 5 shows the distribution of gifts across the previous three years as well as the total since the Institute’s inception. The money in the discretionary account is primarily used to support meetings and travel in the pursuit of additional grants or donations, as well as other expenses that cannot be specifically covered by one of our grants. Appendix 4 contains a listing of all donors during the 2017-2018 fiscal year.

Figure 5. Gift dollars generated

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Gift Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2015-2016</td>
<td>$500</td>
</tr>
<tr>
<td>FY 2016-2017</td>
<td>$130,980</td>
</tr>
<tr>
<td>FY 2017-2018</td>
<td>$6,500</td>
</tr>
<tr>
<td>Inception (1999)</td>
<td>$537,988</td>
</tr>
</tbody>
</table>
**Editorial Account Dollars Raised**

Each year, the Bergstrom Chair receives honoraria for the various books and journals that he publishes. Rather than keep the dollars for himself, he turns the money over to the Institute to support the work of the Publications Program. Over the past 19 years, this allocation has amounted to over $372k in donations by the Bergstrom Chair to the Institute.

Figure 6 shows the distribution of editorial dollars received over the past three years as well as the cumulative total across the Institute’s history.

![Figure 6. Editorial dollars generated](image-url)
Allocation of Institute Spending

As shown in Figure 7, during the last fiscal year over half (67%) of Institute's $1.8 million fiscal year budget went to supporting faculty, staff, and students (59% on full-time faculty and staff positions and 8% on graduate research assistants and undergraduate student support).

Travel and meals account for 3% of all costs and is associated with attending meetings and professional conferences. Research expenses account for 1% of spending and include data collection expenses, incentives, computer hardware and software, office supplies, copying, books, mail, and other miscellaneous expenses. Student Tuition reflects 2% spending and indirect costs total 10% of spending.
QUALITATIVE INDICATORS

Several qualitative indicators demonstrate the continuing growth of academic and civic leadership of the Institute. Many of the quantitative indicators of the Institute’s performance (e.g., regarding publications or grant funds generated) bear on the productivity of the research, outreach, education/training, publications, and collaborative components of the Institute. However, there are additional details about the work of these programs that provide qualitative information regarding the productivity and impact of these programs.

The Institute for Applied Research in Youth Development Publications Program

Under the direction of the Bergstrom Chair, the Publications Program is a set of scholarly and outreach publications as well as special, one-time publications in applied developmental science that are aimed at enhancing knowledge and practice pertinent to promoting the positive development of children and families. The Publications Program seeks to use theory and research about human development to advance understanding of, and policies and programs for, diverse youth and for the people and institutions seeking to nurture their healthy lives and to embed them in a socially just, civil society.

The following sets of activities comprised the scholarly and outreach publications of the Publications Program this year. In most cases Richard M. Lerner was the Editor or Senior Editor of these works. These publications are described below.

Applied Developmental Science (ADS)

ADS, which completed its 21st and began to its 22nd volume year in 2017-2018, is a quarterly journal published by Taylor & Francis. The journal is edited by Richard M. Lerner, G. John Geldhof (of Oregon State University), and Edmond Bowers (of Clemson University) along with a board of Associate Editors, each overseeing all submissions related to their particular areas of expertise. The Associate Editors are Jonathan M. Tirrell (of Tufts University, who is overseeing submissions related to “Character Development”), Aaron Metzger (of the West Virginia University, who is overseeing submissions related to “Civic Engagement”), Jean Rhodes (of the University of Massachusetts, Boston, who is overseeing submissions related to “Community Based Programs”), Catherine Raeff (who is overseeing submissions related to “Cultural Perspectives and Processes”), Lacey J. Hilliard (of Tufts University, who is overseeing submissions related to “Media as a Context for Human Development”), Henrik Daae Zachrisson (of the University of Oslo, who is overseeing submissions related to “Education and Schools”), Megan Mueller (of the Tufts University School of Veterinary Medicine, who is overseeing submissions related to “Human-Animal Interaction”), Sara K. Johnson (of Tufts University, who is overseeing submissions related to “Methods and Measures”), Shelley MacDermid-Wadsworth (who is overseeing submissions related to “Military Children and
Families”), Tama Leventhal (of Tufts University, who is overseeing submissions related to “Neighborhoods and the Broader Contexts of Human Development”), and Velma McBride Murry (of Vanderbilt University, who is overseeing submissions related to “Social Justice”).

The focus of ADS is the synthesis of research and application to promote positive development across the life span. Within a multidisciplinary approach, ADS stresses the variation of individual development across the life span—including both interindividual differences and within-person change—and the wide range of familial, cultural, physical, ecological, and historical settings of human development. The audience for ADS includes developmental, clinical, school, counseling, educational, and community psychologists; life course and family sociologists; demographers; health professionals; family and consumer scientists; human evolution and ecological biologists; and practitioners in child and youth governmental and non-governmental organizations.

Published books

During 2017-2018, the Bergstrom Chair published the 4th edition of Concepts and Theories of Human Development, which was first published in 1976. Generally regarded as the premier graduate textbook in development science, the new edition was published in 2018 by Routledge, a division of Taylor & Francis. The book discusses the assumptions involved in such topics as stage theories, the nature-nurture issue, the issue of continuity-discontinuity, and the important role of philosophical ideas about theories—especially metatheories—in understanding the links between theory and research. In particular, the 4th edition focuses on relational developmental systems (RDS) metatheory, exploring its roots in the 1930s, following its development into the present day, and contrasting it with the fundamentally flawed genetic reductionist models that continue to be circulated by some scientists, the media, and the general public. The book also discusses implications of theory for research methods and for applications aimed at the promotion of health, positive development, and social justice among diverse people across the life span.
THE FUTURE GROWTH OF THE INSTITUTE FOR APPLIED RESEARCH IN YOUTH DEVELOPMENT

During fiscal year 2017-2018, the Institute will continue to work to raise money both through additional grant monies and additional discretionary dollars.

Dollars Raised Compared to University Investment

The Institute continues to be successful in helping students become productive scholars by giving them the opportunity to apply their education while working on research projects. We continue to reach a diverse audience through our pro bono community outreach work and our publications. In addition to these contributions, we may measure our effectiveness by comparing the money raised in grants and donations to the amount the University has spent to directly support our work.

The University has been quite generous in their support of the Institute and has given over $3.7 million to support the Bergstrom Chair and the work of the Institute. This past year, this support consisted of the annual salary and benefit expenses for the Bergstrom Chair.
The University contribution of $3.7 million may be compared to $27.7 million in total dollars raised – which involves $24.3 million in direct dollars raised and $3.4 million in indirect dollars raised. As shown in Figure 8, for every $1 of University investment, the Institute has raised $7.37 in total dollars, $6.45 in direct dollars, and 91 cents in indirect dollars.

The Institute has obviously had success in bringing in grants that return a great deal financially to the University while at the same time supporting staff, graduate and undergraduate students, and bringing great visibility to the Institute, the Eliot-Pearson Department, and to Tufts as a whole.

In order to continue our success, it is important to have an infrastructure to provide the administrative and staff support needed to maintain the current level of productivity and to continue to raise resources. We look forward to meeting the challenges associated with these goals.
APPENDIX 1

BOOKS, CHAPTERS, AND ARTICLES PUBLISHED, IN PRESS, AND IN PREPARATION, 2017-2018

BOOKS:

Published


CHAPTERS:

Published


**In press**


**In preparation**


Lerner, R. M., Dowling, E. M., Lerner, J. V., Tirrell, J. M., King, P. E., Iraheta, G., Williams, K., & Sim, A. (In press.) Youth violence prevention and the promotion of positive youth development: Integration or independence?

**ARTICLES:**

**Published**


**In press**


**In preparation**


APPENDIX 2

ADDRESSES, COLLOQUIA, AND SCHOLARLY PAPERS PRESENTED AND PROFESSIONAL AND COMMUNITY MEETINGS ATTENDED BY THE BERGSTROM CHAIR, 2017-2018

July 30, 2017 – August 1, 2017: MCEC Board of Directors/National Training Seminar, Washington, DC

September 7 – 8, 2017: West Point meetings, West Point, NY

September 24 – 25, 2017: John Templeton Foundation, Templeton Prize Ceremony, Chicago, IL

October 3 – 8, 2017: Vatican, Pontifical Academy for Life meetings, Vatican City, Italy

October 18 – 20, 2017: National Science Foundation Review Panel, Washington, DC

October 26, 2017: Ellen Galinsky – Bezos Family Foundation interview, Boy Scouts of America New England Base Camp, Milton, MA

November 1 – 4, 2017: Association for Moral Education, Symposium: The Career Contributions of Marvin Berkowitz: Critique and Perspectives (Organizer and Chair), St. Louis, MO


December 3 – 6, 2017: Chan-Zuckerberg Foundation – Science of Learning and Development Convening, Redwood City, CA

April 5 – 6, 2018: La Salle University, 39th Annual Grimes Lecture, “From Cub Scouts to Cadets: Promoting Character Virtue Development among Diverse American Youth”, Philadelphia, PA

April 11 – 14, 2018: Society for Research on Adolescents, Panelist – Where are We Going and How do We Get There? Character, Virtue, and Thriving; Award Presenter – SRA Organizational Award for Excellence in Research and Programming for Youth; Presenting Author – Positive Youth Development: Update and State of the Science and Application, “Theoretical Advances in Positive Youth Development: Implications for Application”; Panelist – Understanding Risks to Adolescent Development and Promoting Positive Youth Development Around the World, Minneapolis, MN

April 29 – 30, 2018: National Academy of Science, Positive Youth Development planning meeting, Washington, DC
May 10, 2018: Turnaround for Children, Meeting with CEO Pam Cantor and Colleagues, New York, NY

June 7 – 10, 2018: GreaterGood Parenting Convening, Berkeley, CA

June 23 – 30, 2018: Vatican, Pontifical Academy for Life, Vatican City, Italy
APPENDIX 3

ACTIVE GRANTS JULY 1, 2017- JUNE 30, 2018

The West Point Character and Leadership Development Project: Project Arete,
funded by the Templeton Religion Trust

The mission of the United States Military Academy (USMA) at West Point is to promote character and leadership development among cadets through activities that occur within three “pillars” of officer training: academics, military training, and athletics. Currently, USMA focuses on five domains of character: moral, performance, civic, leadership, and social. Given the resources that are invested in cadets’ training and the enormous responsibilities of West Point graduates as United States Army officers, it is critical for USMA to understand which character and leadership development practices are effective for enhancing moral leadership and for predicting job-relevant behaviors and outcomes. Although assessments of cadets’ character attributes are conducted by various departments at USMA, data have not been analyzed using change-sensitive methods that best enable illustration of the development of character and leadership at USMA.

Our 2014-2015 planning grant from the John Templeton Foundation has led to the funding of a 5-year study from the same foundation that started in fiscal year 2015-2016. The study will assess whether stronger character predicts leadership outcomes, such as ranking within the cadet chain of command and leadership in athletics, as well as other performance outcomes, including academic achievement. By assessing leadership and character development approaches within and across the three pillars of USMA, we will be able to point to opportunities for integration and alignment of these strategies across the training pillars. As such, the proposed research will serve to assess, inform, and enhance character and leadership education within the Corps of Cadets. Moreover, our assessments will allow us to link character and leadership development with performance outcomes, including cadets’ scores on military, physical, and academic standing.

Thriving Out of Poverty: A Multi-National Longitudinal Study of the Compassion International Model of Promoting Positive Youth Development among Children Living in Poverty, funded by Compassion International and King Philanthropies

With the funding support of Compassion International and King Philanthropies, IARYD is partnering with Boston College and Fuller Theological Seminary to conduct a three-nation, comparative longitudinal study of the use of the Lerner and Lerner model in understanding the bases of Positive Youth Development (PYD) among some of the world’s poorest youth in Compassion International’s (CI) child development centers. CI is a Christian sponsorship organization that partners with over 7,000 churches to support and promote thriving in over 1.8 million youth living in poverty in 24 countries located in Central or South America, Africa, and
Asia.

The project studies the longitudinal development of youth involved in CI’s programs in three nations: El Salvador, Rwanda, as well as one country in Asia (soon to be determined). In each nation, the project will use a counterfactual causal modeling design to compare the development of CI program participants to youth who are not participating in CI’s programs to identify what works, with what children, in what context, over what time period. This project represents a major, albeit first, step in bringing longitudinal data to bear on evidence-based approaches to describing, explaining, and optimizing the complex individual-context relations that undergird thriving among the world’s diverse and most vulnerable young people. The study explores what aspects of positive youth development and spirituality are pertinent to promoting responsible and fulfilled adults in developing nations.

**Quandary Curriculum Project, funded by the Poses Family Foundation and Oread Fund**

IARYD has partnered with Learning Games Network and a diverse set of educators to examine how the game Quandary can enhance students’ perspective-taking, ethical decision-making, digital literacy, and conflict resolution skills, with the aim of fostering a generation of global citizens. The current work extends from our previous research with Quandary. We are conducting an evaluation of a new Quandary-based curriculum, which fosters students’ ethical values and shows them how to apply those values in everyday life. Value-based education requires authentic and collaborative discussion, guidance, and self-exploration, which lie at the root of Quandary curriculum. In the 2-9 lessons included in the comprehensive and flexible curriculum, teachers take an active role in questioning and investigation to foster growth and social-emotional learning beyond simple toolkit strategies and rote learning. Students and teachers also gain experience with game-based learning. The evaluation is being conducted nationwide by online assessments of 5th-9th grade educators and students. Through this project, we will learn how a technology-embedded curriculum can spark classroom conversations about ethical quandaries and enhance students’ positive development and civic contribution.
APPENDIX 4

DONOR LISTING JULY 1, 2017– JUNE 30, 2018

The Institute for Applied Research in Youth Development wishes to thank the following people for their financial support during the 2017-2018 fiscal year.

Gary Bergstrom*
C. David and Barbara Chase*
The Comer Family Foundation
Charles Gazarian*
Richard M. Lerner*
Lang Ma*

*Donor has given multiple gifts of support since Institute’s inception
APPENDIX 5

A BRIEF HISTORY OF THE BERGSTROM CHAIR
IN APPLIED DEVELOPMENTAL SCIENCE

Underscoring their commitment to improving the lives and education of children and their families, the late Dr. Joan Margosian Bergstrom (R'62), her husband Dr. Gary Bergstrom, and their son Craig established the Bergstrom Chair in Applied Developmental Science in 1997.

The Chair is the first endowed professorship at Tufts University's Eliot-Pearson Department of Child Development, and was established to improve the lives of children and families nationally and internationally through scholarship in applied developmental science, an interdisciplinary field that integrates sociocultural, cognitive, and biological processes affecting learning and development across the life span. The work of the Bergstrom Chair in Applied Developmental Science is intended to focus on innovative research and teaching that covers the social, cultural, and biological factors affecting a child's ability to learn and develop.

The chair honors five important female mentors from Tufts who inspired Joan Bergstrom's professional career: Evelyn Pitcher, founding chair of the Eliot-Pearson department; Martha Chandler, a former dean; Abigail Eliot, one of the founders of Tufts' child development department; Miriam Lasher, who runs a Cambridge-Somerville preschool early intervention unit; and Frances Litman of Wheelock College.

Joan earned an undergraduate degree in child study at Tufts in 1962, a master's degree from the University of Michigan, and a doctorate in education from the University of Massachusetts. Dr. Bergstrom was a professor and director of the Center for International Education and Leadership at Wheelock College. She was a member of Tufts' Board of Trustees and the International Board of Overseers. As an author and leading expert on managing children's out-of-school time, she appeared on more than 80 TV and radio shows, including "Good Morning America" and the "CBS Evening News." She was the founder of The Activities Club, a company that introduces school-aged children to hobbies and interests that can become lifelong pursuits.

Gary and Craig Bergstrom were strong collaborators in Joan's impressive educational programming achievements, sharing her concern that more than 80 percent of a child’s waking hours are spent out of school over a given year. The Bergstroms chose Tufts to supplement their considerable achievements and investments in children’s programs because the university has the ability to be a true international learning center.
Richard M. Lerner is the Bergstrom Chair in Applied Developmental Science and the Director of the Institute for Applied Research in Youth Development at Tufts University. He went from kindergarten through Ph.D. within the New York City public schools, completing his doctorate at the City University of New York in 1971 in developmental psychology. Lerner has more than 700 scholarly publications, including more than 80 authored or edited books. He was the founding editor of the Journal of Research on Adolescence and of Applied Developmental Science, which he continues to edit. He was a 1980-81 fellow at the Center for Advanced Study in the Behavioral Sciences and is a fellow of the American Association for the Advancement of Science, the American Psychological Association, and the Association for Psychological Science. He is the 2013 recipient of the American Psychological Association (APA) Division 7 Urie Bronfenbrenner Award for Lifetime Contribution to Developmental Psychology in the Service of Science and Society. He is also the 2014 recipient of the APA Gold Medal for Life Achievement in the Application of Psychology and the 2015 recipient of the APA Division 1 Ernest R. Hilgard Lifetime Achievement Award for distinguished career contributions to general psychology. He is also the 2016 recipient of the International Society for the Study of Behavioral Development (ISSBD) Award for the Applications of Behavioral Development Theory and Research, and of the 2017 Society for Research in Child Development (SRCD) Distinguished Contributions to Public Policy and Practice in Child Development Award.

Prior to joining Tufts University, he was on the faculty at The Pennsylvania State University, Michigan State University, and Boston College, where he was the Anita L. Brennan Professor of Education and the Director of the Center for Child, Family, and Community Partnerships. During the 1994-95 academic year, Lerner held the visiting, Tyner Eminent Scholar Chair in the Human Sciences at Florida State University. Lerner serves on the Board of Directors of the Military Child Education Coalition (and co-chairs their Scientific Advisory Board). In July 2017, Pope Francis appointed Lerner to a five-year term as a Corresponding Member of the Pontifical Academy for Life.

Lerner is known for his theoretical work on the mutually influential relations between individuals and their settings as the fundamental basis of life-span human development, and for his use of this approach to developmental theory to describe, explain, and optimize the relations between adolescents and their peers, families, schools, and communities. His work integrates the study of family, school, and community-based programs in the promotion of positive youth development and youth contributions to civil society.
He is married to Dr. Jacqueline V. Lerner, Professor in the Department of Applied Developmental and Educational Psychology in the Lynch School of Education at Boston College. They live in Wayland, Massachusetts. Their children are Justin, a director and screenwriter, and his fiancé Sarah, who is a novelist and librettist; Blair, an advertising executive, and her husband, Jamie, a contractor; and Jarrett, a novelist and editor, and his wife, Danni, a personal concierge. Rich and Jackie have four grandchildren, Harper Rose Ramsey, who is 6 years old, Dylan Maxwell Ramsey, who is 4 years old, Bodie Anthony Ramsey, who is 2 years old, and Isla Terese Lerner, who is 17 months old.