

**2002-2003**

**ANNUAL REPORT  
OF THE BERGSTROM CHAIR  
IN APPLIED DEVELOPMENTAL SCIENCE**

**August 31, 2003**

**Richard M Lerner**



**APPLIED DEVELOPMENTAL SCIENCE INSTITUTE  
ELIOT-PEARSON DEPARTMENT OF CHILD DEVELOPMENT  
TUFTS UNIVERSITY**

## TABLE OF CONTENTS

<b>Report from Richard M. Lerner, Holder of the Bergstrom Chair in Applied Developmental Science</b>	3
<b>Accomplishments of the Bergstrom Chair in Applied Developmental Science and of ADSI: Quantitative and Qualitative Indicators</b>	5
<b>Quantitative Indicators</b>	5
Publications	5
Scholarly Paper Presentations	6
Grant Proposals Submitted and Funded	6
Dollars of Support Generated by Category	9
Direct and Indirect Dollars of Grant Support Generated	9
Gift Dollars Raised	10
Editorial Account Dollars Raised	11
Allocation of ADSI Spending	11
ADS Courses Taught and the Evaluations They Received	13
<b>Qualitative Indicators</b>	14
Professional Meetings Attended by the Bergstrom Chair	14
The Applied Developmental Science Publications Program	14
Advisory Board Memberships	18
Other Programs, Projects, and Collaborations of ADSI	19
<b>Future Growth</b>	21
Dollars Raised Compared to University Investment	22
<b>Appendices</b>	
Appendix 1. Books, Chapters, and Articles, 2002-2003	24
Appendix 2. Addresses, Colloquia, and Scholarly Papers Presented by the Bergstrom Chair, 2002-2003	32
Appendix 3. Grant Activities Through June 30, 2003	33
Appendix 4. Donor Listing	35
Appendix 5. ADSI Revenues and Expenses, Fiscal Year 2001-2002 and 2002-2003	36
Appendix 6. Professional Meetings Attended by the Bergstrom Chair	37
Appendix 7. International Leadership Committee Meeting Summary	38
Appendix 8. International Leadership Committee Members	43
Appendix 9. International Fellows in Applied Developmental Science	45
Appendix 10. ADSI Budget 2003-2004	46
Appendix 11. A Brief History of the Bergstrom Chair in ADS	47
Appendix 12. Biography of Richard M. Lerner, Holder of the Bergstrom Chair in Applied Developmental Science	48
Appendix 13. Biography of Deborah L. Bobek, Managing Director, The Applied Developmental Science Institute	49
Appendix 14. ADSI Faculty Committee and ADSI Steering Committee	50

## **REPORT FROM RICHARD M. LERNER**

### **Holder of the Bergstrom Chair in Applied Developmental Science**

The 2002-2003 academic year has been an exciting and productive one for the faculty, students, and staff collaborating in the Applied Developmental Science Institute (ADSI) in the Eliot-Pearson Department of Child Development. It has been as well a period of enormous satisfaction and fulfillment for me, one that brought to high relief the deep sense of gratitude I have for the opportunity Drs. Joan and Gary Bergstrom and their son Craig have given to me, enabling me to serve Eliot-Pearson and Tufts University as the Bergstrom Chair in Applied Developmental Science.

As this fourth Annual Report documents, my own productivity and the productivity of ADSI continue to grow, do in major part to the impressive leadership and managerial abilities of Deborah Bobek, the Managing Director of ADSI, and to the indefatigable efforts and inspired contributions of the ADSI staff—and, in particular, of my assistant, Nancy Pare. I have been touched by the recognition and affection shown to me as a consequence of my work, for example, in regard to the celebration my colleagues from Tufts and across the nation and internationally, my past and current students, and the Institute staff organized in April, 2003 in regard to the publication of my fiftieth book.

However, whatever may be made of my own productivity, it must take second place to the truly extraordinary scholarly record of the students with whom I work. Their achievements have been nothing short of remarkable.

Over the course of this past academic year, I have had the privilege of working in ADSI with uniquely talented and productive students—nine doctoral students, six masters students, three senior honors thesis students, and 14 other undergraduate students (as independent study, volunteer, or work study students). Most of the graduate students (10) were my advisees and, coupled with my 56 undergraduate advisees, I can, with rich examples and ample empirical documentation, attest to the distinctive abilities, motivation, and dedication to scholarship and service that define the Tufts University student. I can speak as well about the singular combination of professionalism, productivity, and community contributions that constitute the signature of the Tufts student.

For instance, one of the doctoral students working in ADSI (Elizabeth Dowling) won the Graduate Student Award for Academic Excellence from Tufts University and another doctoral student (Aida Balsano) won both the Tufts University 2003 Presidential Award for Citizenship and Public Service and the Tufts University 2003 Robert Hollister Award for Graduate Student Citizenship. In addition, ADSI undergraduate students won the Ethel M. Hayes Scholarship (Sarah Foss) and the Department of Psychology's Priscilla N. Dunne Award (Taryn Morrissey). The students in ADSI performed internships at WFD Consulting, Tutoring Plus, the Developmental Medicine Center and the Brazelton Institute at Children's Hospital, Search Institute, the Newman School in Needham, and

the Massachusetts Society for the Prevention of Cruelty to Children. In addition, students collaborated as applied developmental scientists with practitioners, faculty, and students from Fuller Theological Seminary, Stanford University, Search Institute, and Michigan State University. Overall, ADSI graduate and undergraduate students published over 40 articles, chapters, and books and made more than five presentations at professional meetings.

I cannot imagine another professor who has had more of an opportunity to work with such a talented and committed group of young scholars. I am humbled by and deeply appreciative of the gift I have been given to continue to teach to and learn from these incredibly creative and fine and dedicated people.

Their shared vision is that a better future for children and adolescents will be made more likely when developmental scholarship sensitive to the diversity of individuals, families, communities, cultures, and historical epochs is created and applied through collaborations between universities and communities. Their inspired efforts to grow in scholarly capacity and in the talents needed to serve others through their scholarship fills me with the hope that the intertwining of academic excellence and contributions to social justice and liberty will become more prominent in our nation and world in the decades ahead. As our students launch their post-Tufts years, I believe that the commitment of this University to democracy through active civic engagement will become their own life missions. Their mantra is now my own, that young people are resources to be developed.

Their energy fuels my own and inspires all of us at ADSI to make every day one in which in some way we act, through our scholarship and outreach, to make the world better for the youth of America and the world. I believe that readers of this report will find evidence that our actions are increasingly linked to such contributions.

## ACCOMPLISHMENTS OF THE BERGSTROM CHAIR IN APPLIED DEVELOPMENTAL SCIENCE AND OF ADSI: QUANTITATIVE AND QUALITATIVE INDICATORS

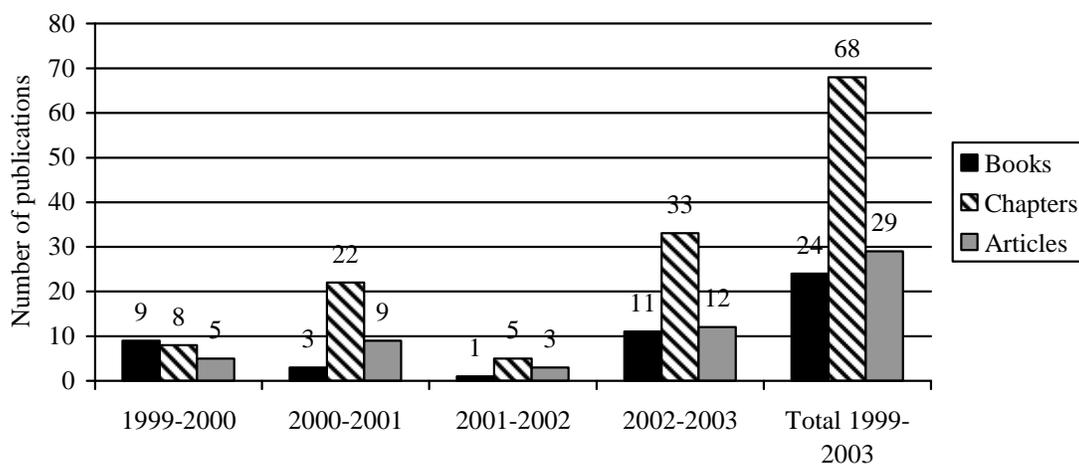
There are several indicators that may be used to evaluate the progress and current status of ADSI and the performance of the Bergstrom Chair. Quantitative indicators pertain to publications, professional presentations, submitted and funded grant proposals, direct and indirect dollars of grant support generated, gift dollars generated, the allocation of ADSI spending, and the applied developmental science courses taught and the evaluations they received. Qualitative indicators include reports of leadership roles played by ADSI 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 in each of the four years that the Applied Developmental Science Institute has been at Tufts. In addition, the figure shows the cumulative total of all published works across the four years. For the current (2002-2003) year and for the computation of total publications “in press” contributions are included. 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 2002-2003 academic year. A list of publications for the 1999-2002 academic years is available upon request.

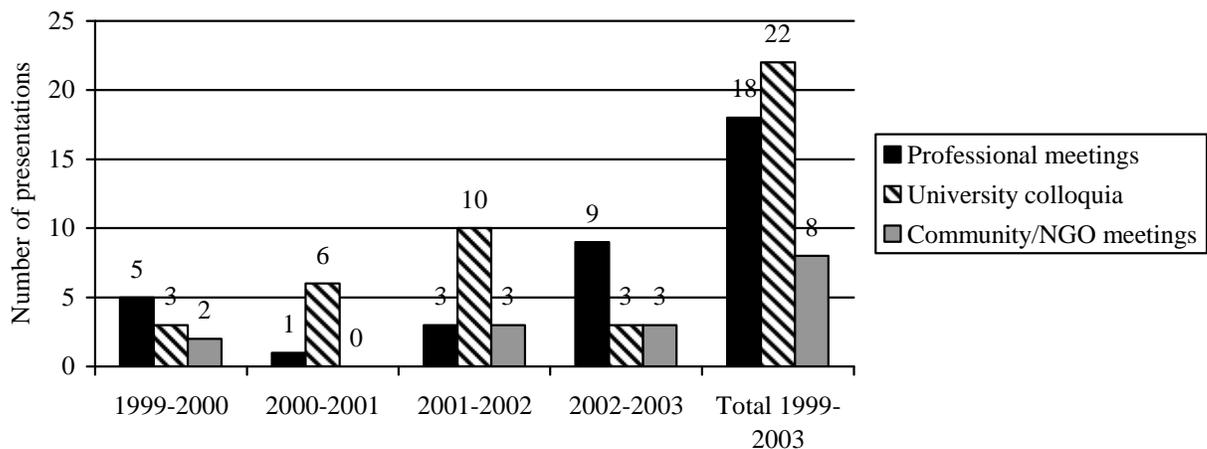
Figure 1. Published works for each academic year and total for 1999-2003



## Scholarly Paper Presentations

Figure 2 presents data for the four years of data in regard to the total number of scholarly papers presented and to the subtotals in regard to papers presented at professional meetings, papers presented at university colloquia, and papers presented at community or non-governmental organization meetings. Figure 2 presents as well a set of histograms for the four years of data combined. This figure indicates that the Bergstrom Chair has consistently worked to present his work in person to a range of audiences. During the past year alone he has made nine presentations at professional meetings and six presentations to university colleagues, students, youth workers, teachers, medical professionals, and politicians. These presentations bring publicity about his work as well as about the work of the Applied Developmental Science Institute, the Eliot-Pearson Department of Child Development, and Tufts University.

Figure 2. Number of scholarly paper presentations and professional meetings



Appendix 2 lists all scholarly paper presentations given by the Bergstrom Chair during the 2002-2003 academic year. A cumulative list of all presentations given during the 1999-2002 academic years is available upon request.

## Grant Proposals Submitted and Funded

**Note: Beginning this year, ADSI is reporting grant proposals submitted and funded and monies raised on a fiscal year basis. All figures have been restated accordingly.**

As shown in Figure 3, during each of the first three years since its inception, ADSI submitted three grant proposals to extramural governmental or foundation funders. During its fourth year, ADSI submitted eight grant proposals. During each of the first two years since inception, two grant proposals per year were funded. All of the grant proposals submitted during fiscal year (FY) 2001-2002 were funded, although some were not funded until FY 2002-2003. During this last fiscal year, five of the grant proposals

were funded and one is still pending decision. Please see Table 1 on page 8 for a listing of all grant proposals submitted each year.

Figure 3. Grant proposals submitted and funded by fiscal year

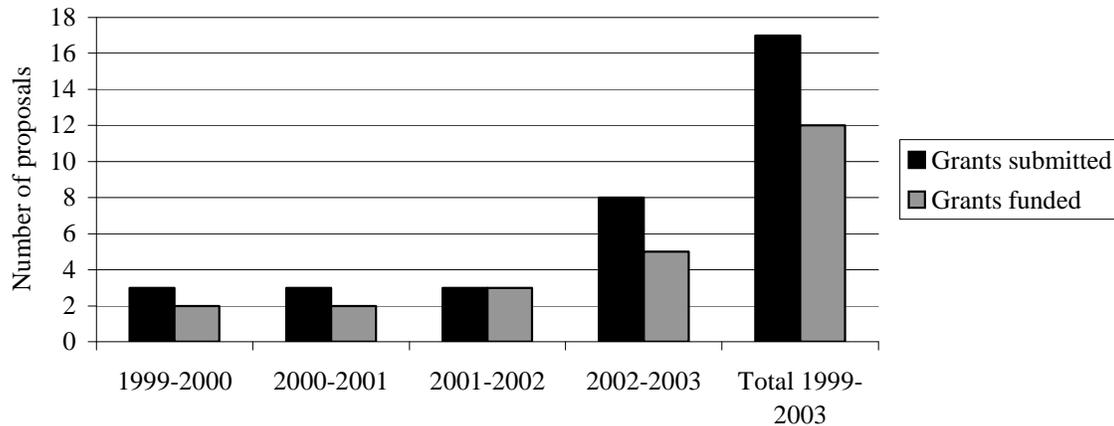


Figure 4 presents data for the four years since the founding of the Institute in regard to the subtotal of grant proposals submitted to extramural governmental or to foundation funders. Appendix 3 provides a brief description of current ADSI grants. Additional information about any of ADSI's grant activities is available upon request.

Figure 4. Subtotals of grant submissions to extramural governmental or foundation funders

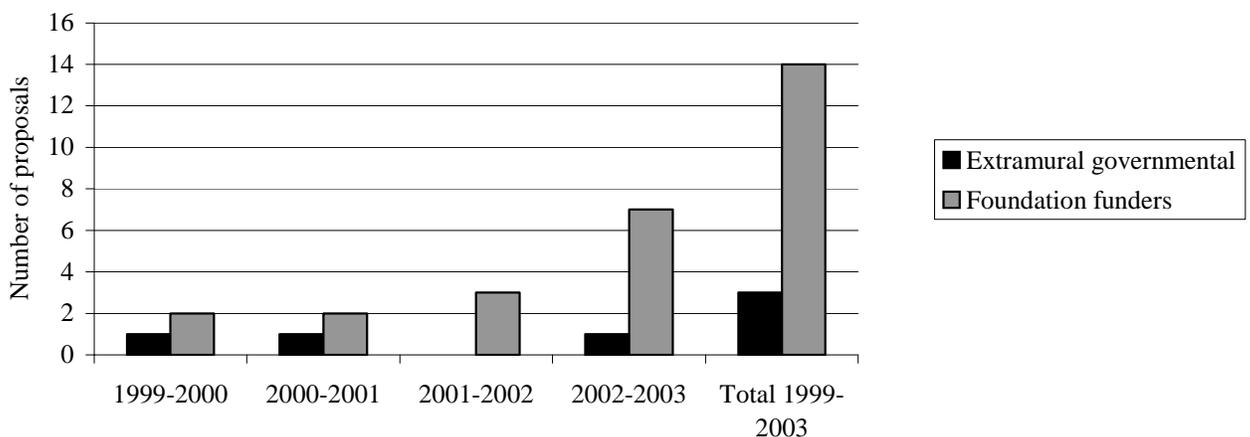


Table 1. Grant proposals submitted from FY 1999-2000 to FY 2002-2003

Fiscal Year	Grant Proposal
1999-2000	<ol style="list-style-type: none"> <li>1. Non-competitive transfer proposal for Overcoming the Odds to the W. T. Grant Foundation</li> <li>2. Proposal to the Jacobs Family Foundation to fund graduate fellows (funded)</li> <li>3. Proposal to NIH to study forced sex among adolescent girls (not funded)</li> </ol>
2000-2001	<ol style="list-style-type: none"> <li>1. Proposal to the Innovation Center for Community and Youth Development for a Planning and Evaluation Resource Center (funded)</li> <li>2. Proposal to the National 4-H Council to study positive youth development (funded)</li> <li>3. Proposal to NSF to create a collaborative center between Land Grant and private universities (not funded)</li> </ol>
2001-2002	<ol style="list-style-type: none"> <li>1. Proposal to the Innovation Center for Community and Youth Development for a clearinghouse related to PERC (funded)</li> <li>2. Competitive renewal grant for Overcoming the Odds to the W. T. Grant Foundation (funded in FY 2002-2003)</li> <li>3. Proposal to Search Institute for the Thriving Indicators Project (funded in FY 2002-2003)</li> </ol>
2002-2003	<ol style="list-style-type: none"> <li>1. Proposal to the IYF for an evaluation of the Global Alliance program, with UEPP, Economics, and Child Development (funded in FY 2003-2004)</li> <li>2. Proposal to Search Institute for additional funding for the Thriving Indicators Project (funded)</li> <li>3. Proposal to the Innovation Center for additional Clearinghouse funding (funded)</li> <li>4. Proposal to the 484 Phi Alpha Foundation for an evaluation of the Tutoring Plus program (funded)</li> <li>5. Proposal to CIRCLE to study spirituality and civic engagement (decision pending)</li> <li>6. Sub-contract proposal to TERC for NICHD grant on building math ability (not funded)</li> <li>7. Proposal to Waitt Family Foundation for additional PERC funding (not funded)</li> <li>8. Proposal to the Sudbury Foundation for a Search Institute/ADSI/ community partnership (funded n FY 2003-2004)</li> </ol>

## Dollars of Support Generated by Category

As shown in Figure 5, during the first four years of operations, ADSI raised \$3.75 million for its research, outreach, educational, and publishing activities. Of this total, \$3.5 million was raised via grant proposals, \$119,000 was raised through the editorial office, and \$132,000 of discretionary dollars were raised. Each of these categories is discussed below. In addition to these funds, the Bergstrom Chair was awarded a UCCPS Faculty Fellowship, which brought an additional \$36,000 of funding to support students and visits by outside speakers.

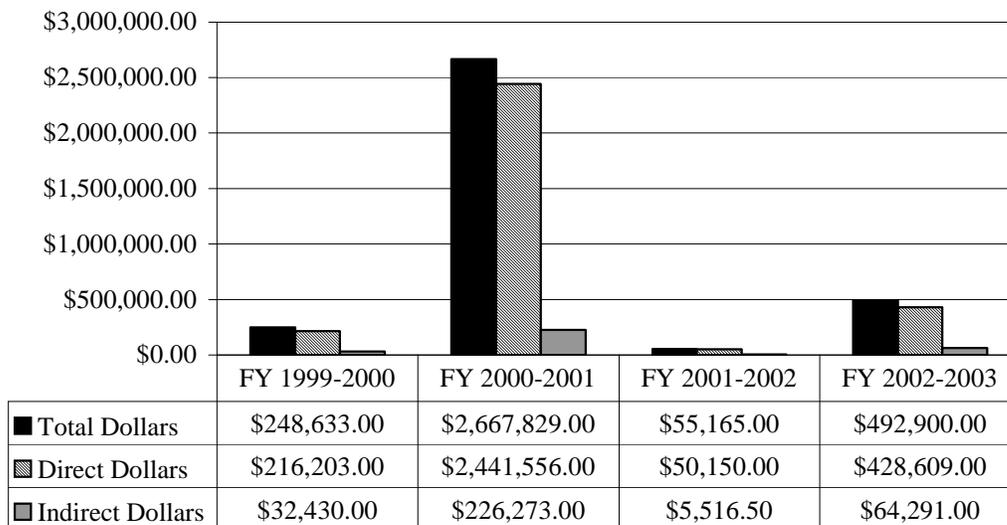
Figure 5. Dollars Raised by Category



## Direct and Indirect Dollars of Grant Support Generated

Of the \$3.5 million in grant support generated, \$3.1 million was for direct costs, and \$329,000 was for indirect cost recovery (See Figure 6). During Year 1, the source of funding was the Overcoming the Odds grant. During Year 2, ADSI received funding for the 4-H Study of Positive Youth Development, the Bergstrom Family International

Figure 6. Dollars of Grant Support Generated

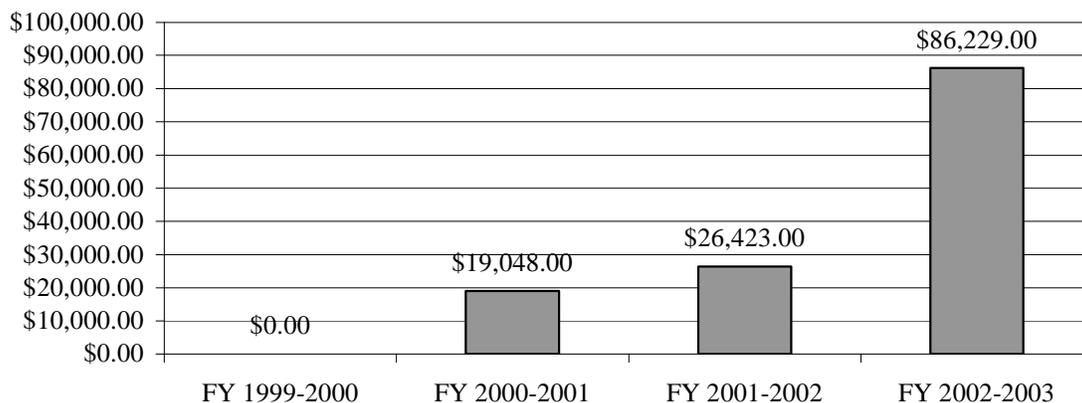


Fellows program, the Jacobs Foundation Fellowship program, and the Planning and Evaluation Resource Center. During Year 3, ADSI received additional funding for the Planning and Evaluation Resource Center. During Year 4, ADSI received funding from a renewal grant for the Overcoming the Odds project, for an extension of the Planning and Evaluation Resource Center, for the Thriving Indicators Project, and for the Tutoring Plus project. As ADSI goes forward, each grant that the Institute applies for must include a minimum amount of support for the office of the Managing Director as well as a minimum of 15% indirect cost recovery. All grants received during fiscal year 2002-2003 met the 15% goal.

### Gift Dollars Raised

During the first four years of operations, ADSI has raised a total of \$131,700 in discretionary gift dollars. While no discretionary funds were raised during the first fiscal year of operations, in Year 2 the Institute raised discretionary gift dollars in the amount of \$19,000, in Year 3 ADSI raised discretionary gift dollars in the amount of \$26,000, and in Year 4 the Institute raised discretionary gift dollars in the amount of \$86,000 (See Figure 7). During Year 2, ADSI received donations ranging from \$50 to \$9,848 from eight different donors. During Year 3, the Institute received donations ranging from \$20 to \$10,903 from a total of five different donors. Of those five donors, two were repeat donors, two gave multiple gifts, and one donor was new. One \$5,000 donation was given to specifically support the Symposium on Youth Development with Al Gore. During Year 3, ADSI received donations ranging from \$25 to \$50,000 from a total of 16 different people. Six of the gifts were from repeat donors and several people gave multiple gifts during the fiscal year. One gift is a \$50,000 gift paid out over five years to support a graduate scholar in ADSI. The first installment of the gift was received this fiscal year. In addition, over \$1,200 was raised in honor of the publication of Rich Lerner's 50th book. 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. See Appendix 4 for a listing of all donors.

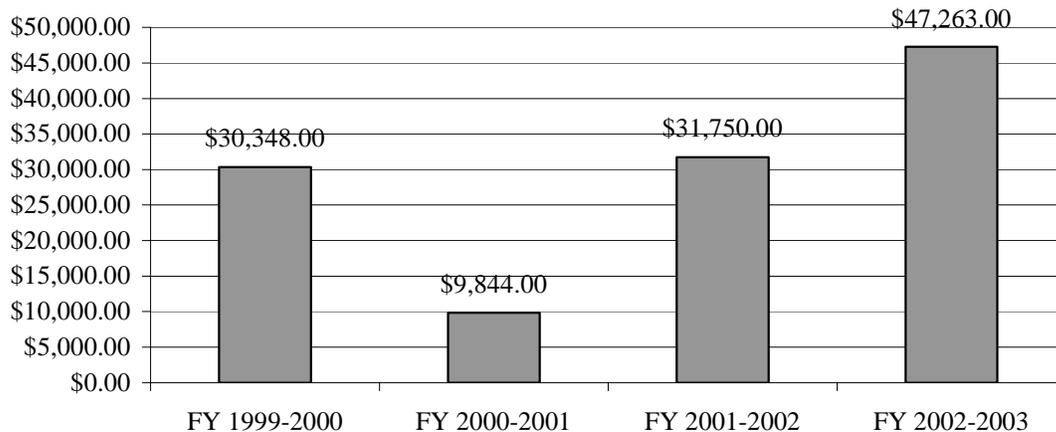
Figure 7. Gift Dollars Raised



## 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 ADSI to support the work of the Applied Developmental Science Publications Program. Over the past four years, this has amounted to over \$119,000 in donations. In addition, Dean Susan Ernst provides additional support for the Editor/Writer of the ADSI Publications Program. During the first fiscal year of operations ADSI received \$30,300 in editorial dollars, in Year 2, the Institute received editorial dollars in the amount of \$9,800, in Year 3 ADSI received editorial dollars in the amount of \$31,800, and in Year 4 ADSI received editorial dollars in the amount of \$47,300 (See Figure 8). See page 14 for a more detailed description of the work of the Applied Developmental Science Publications Program.

Figure 8. Editorial dollars generated



## Allocation of ADSI Spending

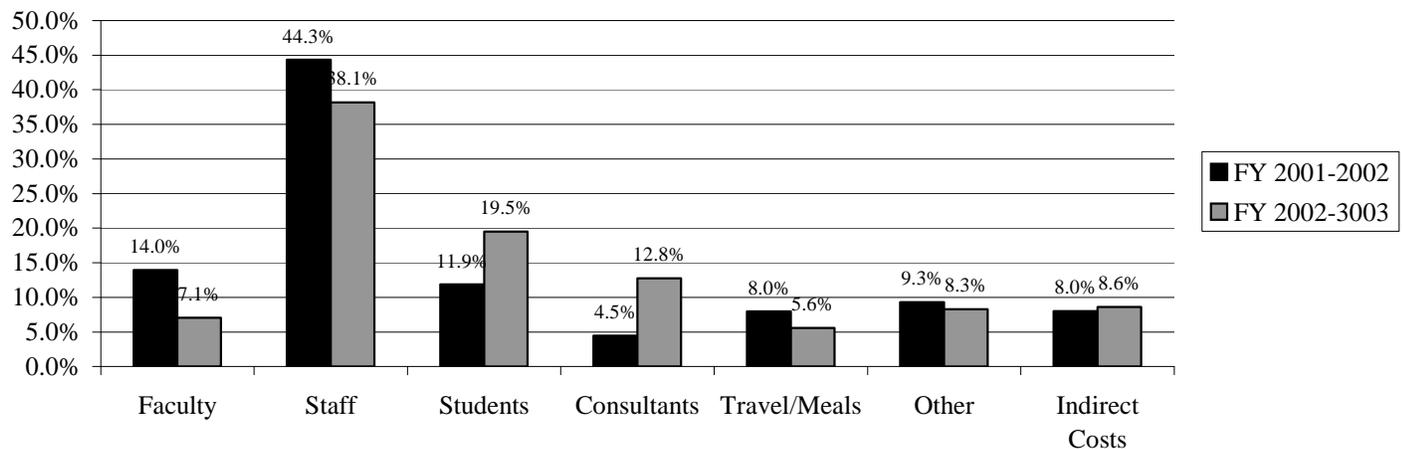
As shown in Figure 9, during the last fiscal year the majority (65%) of ADSI spending went to supporting faculty, staff, and students. During fiscal year 2002-2003, in addition to the Bergstrom Chair's position as Director of ADSI, we employed seven full-time staff people and five months of a post-doctoral fellow (37% of spending), 11 graduate students for a minimum of nine months, two additional graduate students for under nine months (18.5% of spending), seven undergraduate students for a minimum of nine months, and one undergraduate for under nine months (1.1% of spending). The additional 7% of personnel costs are associated with the summer salary for the Bergstrom Chair and one and a half months of a research assistant professor.

The next largest category of spending is for consultants, honoraria, and awards (13% of spending), which goes to supporting the Scientific Director for the 4-H Study of Positive Youth Development, statistical consultants, data collectors, and speakers. Travel

expenses accounted for 6% of all spending. Other expenses, which accounted for 8% of all spending during the year, include computer hardware and software expenses, Tufts Catering and Facilities IDRs, office supplies, furniture, copying, printing, books, mail, telephone, photography, and other miscellaneous expenses. Over the past fiscal year, 9% of all ADSI spending has been for indirect cost recovery.

The allocation of spending for students, consultants, and indirect costs increased from last fiscal year to this fiscal year, while the allocation to all other categories decreased. ADSI has continually strived to keep its infrastructure low while still supporting a large number of students. In fact, despite a growth in the number of grants under management, the majority of growth in spending year over year came from personnel costs (primarily students), consultant costs, and indirect costs. Expenses for travel have decreased slightly year over year while other expenses have increased only slightly. See Appendix 5 for a comparison of revenues and expenses between the two years.

Figure 9. Allocation of ADSI Spending FY 2001-2002 and FY 2002-2003



## Applied Developmental Science Courses Taught by the Bergstrom Chair and the Evaluations They Received

During the 2002-2003 academic year, the Bergstrom Chair taught two courses on applied developmental science. Table 2 lists these courses, one graduate and one undergraduate. Table 3 lists students' evaluations for the Spring 2002 and Fall 2002 courses. Evaluations for the Spring 2003 course have not been released as of publication of this report. The Spring 2002 evaluations, which had not been released as of publication of the 2001-2002 annual report, are listed as well. Evaluations are measured in terms of the mean overall rating of both the instructor and the course and a sample of the student's comments.

Table 2. Undergraduate and graduate courses in applied developmental science that the Bergstrom Chair taught in 2002-2003

Semester	Course Number	Course Title
Fall 2002	CD243RL	Advanced Research Methods in Applied Developmental Science
Spring 2003	CD143RL	Special Topic Seminars in Applied Developmental Science

Table 3. Students' evaluations for applied developmental science courses taught by the Bergstrom Chair at Tufts University based on overall rating of instructor and overall rating of the course

Course	Number of Students	Mean Overall Rating <sup>2</sup>		Sample of Students' Comments
		Instructor	Course	
CD143 Spring 2002	12	5	4.9	<p>"This was the most interesting and involved class I have taken here at Tufts. I walk out of every class with Lerner admiring his enthusiasm and immense knowledge. The material has been applicable to many of my other classes and personal life as well."</p> <p>"The enthusiasm for this class was motivating and life-changing."</p> <p>"Professor Lerner has unbridled enthusiasm. It has been an incredible introduction to ADS, scholastically, and in terms of the field. He is a fantastic asset to this university. I loved this course and would recommend this to all my peers."</p>
CD243 Fall 2002	11	4.8	4.5	<p>"The course was extremely well designed for students to have the opportunity to learn, understand, and integrate knowledge. It is rare to have that opportunity, particularly with a professor so enthusiastic and excited about student learning."</p> <p>"This was an enlightening course in many respects. Things do take longer than we think they do, and learning about research methods is no exception! Thanks so much for opening the door in such a captivating way."</p> <p>"It was exceptionally challenging and intellectually stimulating—I felt pressed to my farthest potential and really feel accomplished in two ways: a) I did it; b) I learned a lot!"</p>

<sup>2</sup> The mean overall rating is based on students' responses on a scale from 1-5 where 1 = poor, 2 = below average, 3 = average, 4 = above average, and 5 = excellent.

## **QUALITATIVE INDICATORS**

There are several qualitative indicators of the growing productivity and academic and civic leadership of ADSI. Many of the quantitative indicators of ADSI performance (e.g., regarding publications or grant funds generated) bear on the productivity of the research, outreach, education/training, publications, and collaborations components of ADSI. However, there are additional details about the work of these ADSI programs that provide qualitative information about the productivity and impact of these programs.

### **Professional Meetings Attended by the Bergstrom Chair**

In addition to the formal presentations the Bergstrom Chair conducted in the 2002-2003 academic year and discussed in the Quantitative Indicators section, he attended a wide range of professional meetings over the past year. These meetings further advance the work of the Bergstrom Chair and ADSI and allow ADSI to continue to develop a network of collaborations with both governmental and nongovernmental organizations. See Appendix 6 for a complete list of professional meetings attended by the Bergstrom Chair in 2002-2003.

### **The Applied Developmental Science Publications Program**

Under the direction of the Bergstrom Chair, the Applied Developmental Science Publications Program (ADSPP) 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 ADSPP seeks to use theory and research about human development to advance understanding of, and policies and programs for, diverse youth and the people and institutions seeking to nurture their healthy lives and to embed them in a socially just, civil society.

#### *Scholarly and Outreach Publications*

Twelve sets of activities comprised the scholarly and outreach publications of the Applied Developmental Science Publications Program this year. In most cases the Bergstrom Chair was the Editor or Senior Editor of these activities. These publications are described below:

#### *1. Applied Developmental Science (ADS)*

*ADS* is a quarterly journal published by Lawrence Erlbaum Associates. The focus of *ADS* is the synthesis of research and application to promote positive development across the life span. Applied developmental scientists use descriptive and explanatory knowledge about human development to provide preventive and/or enhancing interventions. The conceptual base of *ADS* reflects the view that individual and family functioning is a combined and interactive product of biology and the physical and social environments that continuously evolve and change over time. *ADS* emphasizes the nature of reciprocal

person-environment interactions among people and across settings. Within a multidisciplinary approach, *ADS* stresses the variation of individual development across the life span—including both individual 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, aging, educational, and community psychologists; life course, family, and demographic sociologists; health professionals; family and consumer scientists; human evolution and ecological biologists; and practitioners in child and youth governmental and nongovernmental organizations.

## 2. *Contemporary Youth Issues (CYI)*

*CYI* is a series of outreach resource books published by Greenwood Publishing Group for adolescents, parents, and youth serving professionals. The series is aimed at providing readers with accessible and authoritative information about the challenges to, and the potentials for, positive youth development across the first two decades of life.

Each book in this series treats an issue pertinent to both challenges to healthy adolescent development (e.g., substance use, unsafe sex, violence, poverty, homelessness, incarceration, racism, sexism, and war) and potentials for positive youth development (e.g., community-based youth programs, mentorship, service learning, educational programs for diverse adolescents, developmental assets, innovations in public policy, youth legal representation, and advocacy). Books in the series include: authoritative and accessible chapters that provide a substantive understanding of the issue of focus; chapters that present a chronology of key developments in scholarship, programs, and policies pertinent to the topic; brief biographical discussions of key contributors to the topic; a discussion of key print and non-print resources (e.g., CD ROMs) available to the audiences for the volume; a organizations pertinent to the topic; and other features (e.g., indices or presentation of key glossaries). The Bergstrom Chair serves as the Senior Editor for the series. In 2003 the first book in the series, *Teenagers and Community Service*, by Maureen E. Kenny and Laura A. Gallagher, was published. Two additional books in the series, *Mentoring Children and Adolescents* by Maureen A. Buckley, Sandra Hundley Zimmerman and *Children, Health, and Learning* by Mary E. Walsh and Jennifer A. Murphy, are in press.

## 3. *Human Ecology: An Encyclopedia of Children, Families, Communities, and Environments (HEE)*

*HEE*, published by ABC-Clio, is a 400,000 word, two-volume authoritative resource encompassing the range of concepts and topics involved in the study of human ecology. Through the substance and features of *HEE*, the volumes are of value to young people ranging in age from middle school through the beginning of college, and for their parents, teachers, and program leaders. The breadth of disciplinary and professional information in *HEE* spans theories and methods pertinent to the individual, the family, the community, and the designed and natural environment. In addition, sociocultural, human built, and physical biological environmental levels of organizations are included. In

particular, issues of racial, ethnic, gender, age, cultural, life style, and physical disability diversity are emphasized throughout *HEE*.

This encyclopedia includes short entries written by specialists from various human disciplines and professions. Entries are designed to be accessible to young people and the key adult stakeholders in their healthy future: parents, teachers, counselors, and leaders of youth-serving organizations.

#### 4. *Applied Developmental Science: An Encyclopedia of Research, Policies, and Programs (ADSE)*

*ADSE*, edited by the Bergstrom Chair and Professor Celia B. Fisher of Fordham University, is a two-volume encyclopedia to be published by Sage Publications. Entries will be written by both scholars and practitioners from a wide variety of disciplines and professions in applied developmental science. The encyclopedia seeks to explore positive youth development, family life enhancement, community building, and policy engagement for civil society in regard to theory and research, professional practice, and evaluation.

#### 5. *Research in Human Development (RHD)*

*RHD*, a quarterly journal to be published by Lawrence Erlbaum Associates and edited by Jacquelynne S. Eccles of the University of Michigan, is the official journal of the Society for the Study of Human Development. The journal entries will focus on lifespan development research to promote the field of human development. The Bergstrom Chair serves as a member of the Editorial Board. He is the guest editor of the first issue in the inaugural volume of the journal. The first issue of *RHD*, housed in the Applied Developmental Science Institute, will be published in early 2004.

#### 6. *The Encyclopedia of Spiritual and Religious Development in Childhood and Adolescence*

This encyclopedia's entries focus on spiritual development in the first two decades of life. The encyclopedia will have entries from a wide range of topics related to spiritual development from diverse cultural and theoretical perspectives. This encyclopedia, housed in the Applied Developmental Science Institute and edited by Elizabeth Dowling and George Scarlett, will be published 2005. This encyclopedia will complement and supplement the work of applied developmental scientists and youth-serving practitioners whose work focuses on positive youth development. The entries in the encyclopedia will highlight the links between spiritual and religious development and the contribution that spiritual development makes to positive personal and social development in youth. The encyclopedia will be a useful curriculum supplement for high school and college level courses as well as individual and group discussions within community-based organizations that address wide-ranging issues of the spiritual domain.

7. *The Handbook of Adolescent Psychology*

This handbook, edited by the Bergstrom Chair and Professor Laurence Steinberg of Temple University and published by John Wiley & Sons, Inc. is a handbook for social scientists, practitioners, policy-makers, and students interested in psychological development during the second decade of life

8. *Nature and Nurture: The Complex Interplay of Genetic and Environmental Influences on Human Behavior and Development*

This book, edited by Professor Cynthia Garcia Coll and Professor Elaine Bearer of Brown University and the Bergstrom Chair, is in press and will be published by Lawrence Erlbaum Associates. The book's contributors are distinguished scholars from developmental and comparative psychology, molecular biology, psychiatry, economics and ethics who use their current and past research to argue for an inclusive yet highly dynamic view of the interplay of nature and nurture. Traditional questions of how much variance or significance is attributed to genetics versus environment are seen as limited or irrelevant to our current understanding. This volume represents a timely contribution to a highly visible and controversial area with very important policy implications.

9. *Liberty: Thriving and Civic Engagement Among America's Youth*

*Liberty*, in press with Sage Publications, uses the Bergstrom Chair's approach to developmental systems theories of human development to propose that an historically singular integration exists between human evolutionary change and the changes across people's lives that comprise exemplary, healthy, or optimal development, called thriving. This link involves a recognition that for human life to exist optimally people and their social worlds must be in a relationship wherein each support the other.

10. *The Sage Publication Program in Applied Developmental Science*

This publication program is a partnership formed between SAGE Publications and the Bergstrom Chair that will publish books that will develop the field of Applied Developmental Science. The series will publish reference works, authored and edited monographs, and textbooks pertinent to the four substantive foci of ADS (positive youth development, family life enhancement, community building, and policy engagement for civil society) and to the academic and professional efforts comprising the three domains of ADS activity (theory/research, practice, and evaluation). Publications published or currently in development as part of the program include the *Handbook of Applied Developmental Science* (Richard M. Lerner, Francine Jacobs, and Donald Wertlieb, Editors), *Community Youth Development: Programs, Policies, and Practices* (Francisco A. Villarruel, Daniel F. Perkins, Lynne M. Borden, and Joanne G. Keith, Editors); *The Youth Development Handbook* (Stephen F. Hamilton and Mary Agnes Hamilton, Editors); a two-volume *Applied Developmental Science Encyclopedia* (Celia B. Fisher and Richard M. Lerner, Editors); the *Encyclopedia of Spiritual Development in Childhood and Adolescence* (Elizabeth M. Dowling and W. George Scarlett, Editors);

*The Handbook of Spiritual Development in Childhood and Adolescence* (Peter L. Benson, Eugene C. Roehlkepartain, Pamela Ebstyn King, and Linda Wagner, Editors); the *Handbook of Youth Mentoring* (David L. DuBois and Michael J. Karcher, Editors); and *Making human beings human* (Urie Bronfenbrenner).

#### 11. The Handbook of Child Psychology, 6th Edition

This four volume handbook is edited by Professor William Damon and the Bergstrom Chair for John Wiley & Sons, Inc. The sixth edition of the *Handbook* builds on the enormous success of the fifth edition of the *Handbook*. The Handbook will identify the significant, emerging areas of scholarship for each *Handbook* volume--theoretical models of human development; cognition, perception, and language; social, emotional, and personality development; and child psychology in practice. The *Handbook* commissions chapters in these areas. Through this process, the sixth edition will reflect, when it is published in 2005, not only where the field is at that point in time but where it is likely to go over the course of the succeeding decade.

#### 12. Pathways to Positive Youth Development Among Diverse Youth

*Pathways to Positive Youth Development Among Diverse Youth*, edited by the Bergstrom Chair, Professor Carl S. Taylor and Professor Alexander von Eye from Michigan State University, is a volume in Gil Noam's series *New Directions for Youth Development: Theory, Practice, and Research*. The book discusses the theoretical, research, policy, and program dimensions of taking a strength-based, positive development approach to diverse youth. Theoretical ideas about the nature of positive youth development, and about the related concepts of thriving and well-being, are presented. In addition, there is a discussion of current and needed policy strategies and of "best practice" in youth-serving programs and in community-based efforts to marshal the developmental assets of individuals and communities to enhance thriving among youth.

#### **Advisory Board Memberships in 2002-2003**

In 2002-2003, the Bergstrom Chair was nominated to serve on several advisory boards. He sits on the Board of Advisors for the John Templeton Foundation. He is the Chair of the Board of Advisors at the Center for Applied Developmental Science at Friedrich-Schiller-Universität Jena, Germany. He is a member of the Advisory Board for the Arctic Identity and Youth Research Programme, he serves on the National Advisory Committee at the Merrill-Palmer Institute for Child and Family Development, and he is a member of the Board of Scientific Counselors of the National Institute of Child Health and Human Development (NICHD).

## **Other Programs, Projects, and Collaborations of ADSI**

In addition to publications, during the 2002-2003 year the Bergstrom Chair and ADSI were involved in a number of other activities. Eight of these programs, projects, and collaborations are described here.

### 1. “Generation Next Film” Festivals and Institute

“Generation Next Film” Festivals and Institute is a project initiated by Brad King and Norm Wada whose goal is to develop the capacity of young filmmakers to express their voices through digital filmmaking and to provide a vehicle to showcase their authentic voices to local community and mainstream audiences worldwide. This work will be accomplished in a manner consistent with the principles of positive youth development. ADSI will serve as an advisor to the project and will seek to create fundable evaluation research projects and to provide support for the project on issues pertinent to positive youth development and community based organizations.

### 2. Family Re-Union

Family Re-Union is a policy initiative informed by a series of annual conferences held in Nashville, TN that are moderated by Al and Tipper Gore. ADSI co-sponsored Family Re-Union 11, held in November, 2002 and will co-sponsor Family Re-Union 12 with Vanderbilt’s Child and Family Policy Center. The conferences bring together families and those who work with them to discuss and design better ways to strengthen family life in America.

### 3. International Leadership Committee

The International Leadership Committee (ILC) is the advisory board that helps ADSI envision and capitalize on the special opportunities Eliot-Pearson and Tufts have to be leaders in the application of applied developmental science for children, youth, and families. The ILC also helps us to identify and obtain new resources that are needed to bring this work to scale and to sustain it. This year’s meeting was held June 3-4, 2003 on the Tufts campus. See Appendix 7 for a summary of that meeting and see Appendix 8 for a list of the current members of the committee.

### 4. The International Fellowship Program in Applied Developmental Science

The International Fellowship Program in Applied Developmental Science, created through a gift from the Bergstrom family, honors and celebrates the career achievements of colleagues whose work has significantly enhanced the lives of children, adolescents, and families. The International Fellows in Applied Developmental Science Program bring to Tufts University leaders who have made contributions to knowledge, community-based programs, and public policies in order to promote positive youth development.

The contributions of the people honored each year as International Fellows in Applied Developmental Science stand as exemplars of how the ideas and actions of gifted and dedicated people may make the world better for children. The selection committee for the International Fellows is comprised of members of the Tufts University community (faculty, administrators, students, and staff) as well as community partners. Receiving the annual award for excellence in applied developmental science stands as a visible recognition of exemplary contributions to the health and positive development of children. The award honors distinguished contributors to application and scholarship pertinent to advancing knowledge, policies and programs that promote positive child, family, and community development. The International Fellows are asked to visit Tufts to serve as scholars-in-residence for two days during the academic year to present a public lecture, participate in seminars, and meet with faculty, staff, and students. See Appendix 9 for a list of the 2002-2003 class of Bergstrom Family International Fellows.

#### 5. ADSI/Search Institute Partnership

ADSI and Search Institute are seeking funding for a planning grant to create the framework needed for the design of a formal Search Institute (SI) and ADSI partnership that would engage in research, training, and the development of products and resources. This planning period would involve engaging new and existing staff at both Search Institute and ADSI in order to: (1) guide a research collaboration, which would include analyzing and publishing Search Institute data sets as well as designing new research efforts on developmental assets, asset-building communities, thriving, and spiritual development; (2) create a formalized exchange program wherein Search Institute personnel can come to Tufts for a semester and Tufts University undergraduate and graduate students can have internship experiences at Search; (3) begin the design work for a new multi-level training program at Tufts that would take advantage of existing technologies in distance learning; and (4) produce ideas for the creation of new tools, products, and resources for practitioners that will allow them to understand the youth of their communities and the effects of interventions aimed at promoting their positive development.

#### 6. ADSI/Search Institute/Concord Partnership

As a step towards the formal ADSI-Search Institute partnership (see “4” above), ADSI and SI are collaborating with the town of Concord, MA to implement a variety of trainings and consultations to help Concord become an asset-building community. The consultations and trainings provided by ADSI and Search Institute will focus both on bringing the ideas of assets and positive youth development to scale by reaching all of the people in the community, and on the sustainability of the effort. It is hoped that, if funding is received for the formal ADSI-SI partnership, Concord would be willing to continue its engagement with us as a pilot site for the partnership.

## 7. Spiritual Development Project

In collaboration with the Search Institute and Fuller Theological Seminary, the Spiritual Development Project explores spiritual development as an important part of human development with links to identity development, moral development, civic engagement, and as moderator of “mattering.” Using working definitions offered by leading scholars and data sets provided by the Search Institute, the spiritual development project will frame the current understanding of the spiritual dimension of human development and discuss spiritual development as a life span phenomenon. There are several planned or completed publications, including both a special issue and a supplemental issue of the *ADS* journal, a chapter in the book *Beyond the self: Issues of transcendence and identity development*, a handbook of spiritual development, an encyclopedia of spiritual development, a chapter in the Gil Noam series *New directions for youth development: Theory, practice, and research*, and several empirical publications. The work derived from this project will also be presented at several conferences. Funding will be sought to launch a new, longitudinal study of the role of spirituality in the positive development of diverse youth.

## 8. The Cambridge Kids’ Council

The Cambridge Kids' Council is a formal municipal administrative unit established by the Mayor and municipal government of Cambridge. The Council oversees, coordinates, and enhances programs and policies for the young people of Cambridge. The Youth Involvement Subcommittee of the Kids' Council has contracted with ADSI to facilitate the organization by the youth of Cambridge of a youth-led Middle School Summit. In addition, ADSI is providing consultation about program evaluation to youth-serving organizations that collaborate with the Youth Involvement Subcommittee.

## 9. ADSI/ImagineNations Group Partnership

Rick Little, Founder and President Emeritus of the International Youth Foundation, has begun a new initiative called the ImagineNations Group (ING). The focus of ING will be youth advocacy and, although the organization is in its embryonic stage, Rick and ADSI are exploring the idea of partnering around issues of diminishing negative myths about youth among various groups internationally. ADSI would provide research both on myths that exist as well as research on the facts that can help to begin to counter these myths.

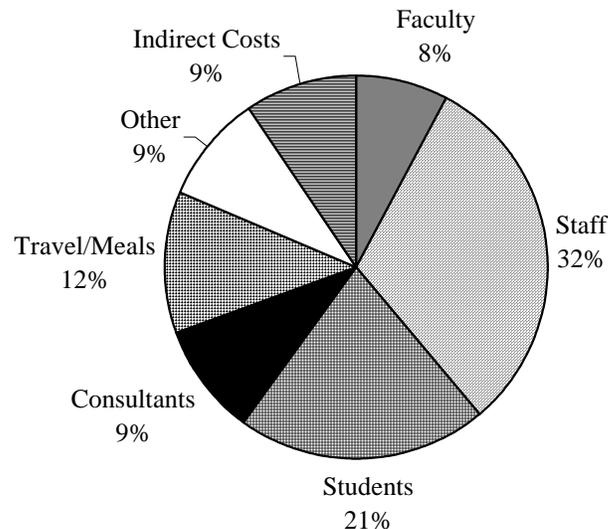
## **The Future Growth of ADSI**

During FY 2003-2004, ADSI will continue to work to raise money both through additional grant monies and additional discretionary dollars. ADSI is currently awaiting decision on one grant totaling approximately \$100,000 in direct and indirect funds, and is negotiating with existing and potential new funders for several new grants that would total several million dollars. The Institute is also actively seeking grant opportunities to extend the work of the 4-H Study and the Planning and Evaluation Resource Center. In addition, ADSI will pursue grants for both the Search Institute/ADSI partnership and the

ADSI/ImagineNations partnership as natural extensions of the work already being conducted. As noted, we will also pursue funds for the Spiritual Development project. As a rule of thumb, the grants the Institute pursues must pay for at least 20% of infrastructure costs and include a minimum of 15% indirect cost recovery.

As shown in Appendix 10, we anticipate an operating budget in FY 2003-2004 of approximately \$1.2 million in direct costs and an additional \$122,000 in indirect costs. As shown in Figure 10, 61% of our next year's budget will be used to support faculty, staff, and students. Travel expenditures make up an additional 12% of the budget and indirect costs account for 9% of the budget.

Figure 10. Expected Allocation of Spending FY 2003-2004



For the coming year we are able to maintain our current employee roster by funding portions of salaries from various accounts as well as through the donation of Editorial grants that Richard Lerner receives and gives back to the Institute. Supporting the infrastructure of ADSI over time continues to be a major concern and we continue to look for both grant and donor resources for such support. We will continue to support graduate and undergraduate students as well as offer unpaid internship opportunities on the variety of research projects we are undertaking.

### **Dollars Raised Compared to University Investment**

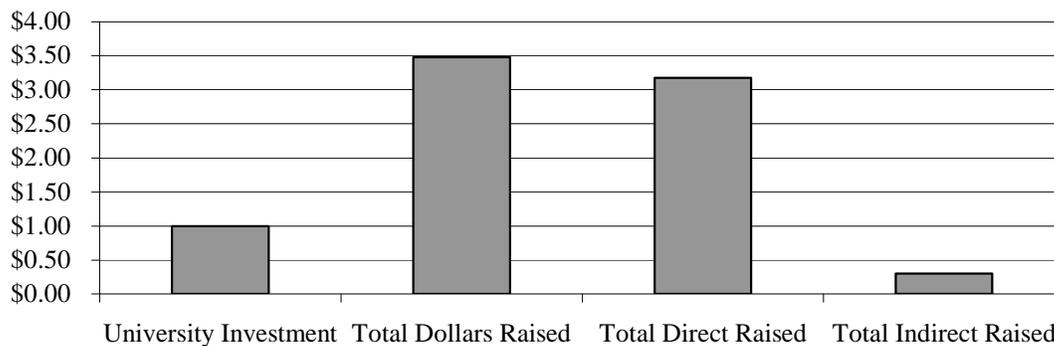
While it would be impossible to put a dollar value on the success ADSI has had in regard to student satisfaction, outreach, publications, and the positive University, local, state, national, and international impact of our research, one way to measure our effectiveness

to the University is by comparing the money we have raised in grants and donations to the amount of money the University has spent to directly support the work we are doing.

Over the past four years, the University has been incredibly generous in their support of ADSI and has given \$1.1 million to support the Bergstrom Chair and the work of ADSI. This money includes annual salary expenses for the Bergstrom Chair (73% of his total salary) and for a Writer/Editor (\$20,000/year + benefits). In addition, the University contribution reflects the Year 1 starting bonus, summer salary, and research fund for the Bergstrom Chair totaling \$65,000, two years of tuition and stipend support for a graduate student, \$15,000 for three months of salary support (without benefits) for the Managing Director in Year 2, and \$150,000 for renovations to the Lincoln Filene Building.

The total University contribution of \$1.1 million may be compared to \$3.75 million in total dollars raised – which involves \$3.4 million in direct dollars raised and \$329,000 in indirect dollars raised. As shown in Figure 11, for every \$1 of University investment, ADSI has raised \$3.48 in total dollars, \$3.17 in direct dollars, and 30 cents in indirect dollars.

Figure 11. Dollars Raised versus University Investment



ADSI has obviously had a great deal of success in bringing in grants that return a great deal financially to the University while at the same time supporting staff, graduate students, and undergraduate students, and bringing great visibility to the Institute, the Eliot-Pearson Department, and to Tufts as a whole. In order to continue to have such success, it is important to have a minimal infrastructure in order to provide the administrative and staff support to maintain the current level of productivity and to continue to raise resources. We continue to work to raise both grant and discretionary dollars to support the important work we are doing for the University and for the youth, families, and communities of the nation and world.

For additional information related to the Bergstrom Chair and ADSI, Appendices 11-14 present a brief history of the Bergstrom Chair, biographies of Richard M. Lerner and Deborah L. Bobek, and lists of the ADSI Faculty Committee and Steering Committee respectively.

## APPENDIX 1

### BOOKS, CHAPTERS, AND ARTICLES PUBLISHED, IN PRESS, AND IN PREPARATION, 2002-2003

#### BOOKS

##### Published

- Lerner, R. M., Taylor, C. S., & von Eye, A. (Eds.). (2002). *Pathways to positive development among diverse youth. New directions for youth development: Theory, practice, and research*. San Francisco: Jossey-Bass.
- Lerner, R. M., & Benson, P. L. (Eds.). (2003). *Developmental assets and asset-building communities: Implications for research, policy, and practice*. Norwell, MA: Kluwer Academic Publishers.
- Lerner, R. M., Jacobs, F., & Wertlieb, D. (Eds.). (2003). *Applying developmental science for youth and families: Historical and theoretical foundations*. Volume 1 of *Handbook of applied developmental science: Promoting positive child, adolescent, and family development through research, policies, and programs*. Editors: Richard M. Lerner, Francine Jacobs, and Donald Wertlieb. Thousand Oaks, CA: Sage Publications.
- Jacobs, F., Wertlieb, D., & Lerner, R. M. (Eds.). (2003). *Enhancing the life chances of youth and families: Public service systems and public policy perspectives*. Volume 2 of *Handbook of applied developmental science: Promoting positive child, adolescent, and family development through research, policies, and programs*. Editors: Richard M. Lerner, Francine Jacobs, and Donald Wertlieb. Thousand Oaks, CA: Sage Publications.
- Wertlieb, D., Jacobs, F., & Lerner, R. M. (Eds.). (2003). *Promoting positive youth and family development: Community systems, citizenship, and civil society*. Volume 3 of *Handbook of applied developmental science: Promoting positive child, adolescent, and family development through research, policies, and programs*. Editors: Richard M. Lerner, Francine Jacobs, and Donald Wertlieb. Thousand Oaks, CA: Sage Publications.
- Lerner, R. M., Wertlieb, D., & Jacobs, F. (Eds.). (2003). *Adding value to youth and family development: The engaged university and professional and academic outreach*. Volume 4 of *Handbook of applied developmental science: Promoting positive child, adolescent, and family development through research, policies, and programs*. Editors: Richard M. Lerner, Francine Jacobs, and Donald Wertlieb. Thousand Oaks, CA: Sage Publications.

Lerner, R. M., Easterbrooks, M. A., & Mistry, J. (Eds.). (2003). *Handbook of psychology: Vol. 6. Developmental psychology*. Editor-in-Chief: I. B. Weiner. New York: Wiley.

Miller, J. R., Lerner, R. M., Schiamberg, L. B., & Anderson, P. M. (Eds.). (2003). *Human ecology: An encyclopedia of children, families, communities, and environments*. Santa Barbara, CA: ABC-Clío.

### **In Press**

Garcia Coll, C., Bearer, E., and Lerner, R.M. (In press). *Nature and nurture: The complex interplay of genetic and environmental influences on human behavior and development*. Mahwah, NJ: Lawrence Erlbaum Associates.

Lerner, R. M., & Steinberg, L. (In press). *Handbook of Adolescent Psychology*. New York: Wiley.

Lerner, R. M. (In press). *Liberty: Thriving and civic engagement among America's youth*. Thousand Oaks, CA: Sage Publications.

### **In Preparation**

Fisher, C. B. & Lerner, R. M. (In preparation). *Applied developmental science: An encyclopedia of research, policies, and programs*. Thousand Oaks, CA: Sage Publications.

Lerner, R. M. (Ed.). (In preparation). *Theoretical models of human development*. Volume 1 of *Handbook of Child Psychology* (6th ed.), Editors-in-chief: W. Damon & R. M. Lerner. New York: Wiley.

Damon, W., Lerner, R. M., Kuhn, D. & Siegler, R. (Eds.). (In preparation). *Cognitive perception and language*. Volume 2 of *Handbook of Child Psychology* (6th ed.), Editors-in-chief: Editors-in-chief: W. Damon & R. M. Lerner. New York: Wiley.

Damon, W., Lerner, R. M., Eisenberg, N. (Eds.). (In preparation). *Social, emotional, and personality development*. Volume 3 of *Handbook of Child Psychology* (6th ed.), Editors-in-chief: Editors-in-chief: W. Damon & R. M. Lerner. New York: Wiley.

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- Lerner, R. M., & Wertlieb, D. (2003). Historical and theoretical bases of applied developmental science. In R. M. Lerner, F. Jacobs, & D. Wertlieb (Eds.), *Handbook of Applied Developmental Science: Promoting positive child, adolescent, and family development through research, policies, and programs: Vol. 1. Applying developmental science for youth and families: Historical and theoretical foundations*. (pp. 1-28). Thousand Oaks, CA: Sage Publications.
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- Wertlieb, D., Jacobs, J., Lerner, R. M. (2003). Enhancing civil society through youth development: A view of the issues. In R. M. Lerner, F. Jacobs, & D. Wertlieb (Eds.), *Handbook of applied developmental science: Promoting positive child, adolescent, and family development through research, policies, and programs: Vol. 3. Promoting positive youth and family development: Community systems, citizenship, and civil society*. (pp. 1-7). Thousand Oaks, CA: Sage Publications.
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- Lerner, R. M., Chaudhuri, J., & Dowling, E. (In press). Methods of contextual assessment and assessing contextual methods: A developmental contextual perspective. In D.M. Teti (Ed.), *Handbook of research methods in developmental psychology*. Cambridge, MA: Blackwell.
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- Miller, J. R., Lerner, R. M., Schiamberg, L. B., & Anderson, P. M. (In press). Human ecology: A view of the issues. In J. R. Miller, R. M. Lerner, L. B. Schiamberg, & P. M. Anderson (Eds.). *Human Ecology: An Encyclopedia of Children, Families, Communities, and Environments*. Santa Barbara, CA: ABC-Clío.
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Lerner, R. M., Theokas, C., & Jelicic, H. (In preparation). Youth as active agents in their own positive development: A developmental systems perspective. In W. Greve, K. Rothermund, & D. Wentura (Eds.). *The adaptive self: Personal continuity and intentional self-development*. Göttingen, Germany: Hogrefe/Huber Publishers.

Lerner, R. M. (In preparation). Urie Bronfenbrenner: Career contributions of the consummate developmental scientist. In U. Bronfenbrenner. *Making human beings human*. Thousand Oaks, CA: Sage Publications.

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## **ARTICLES**

### **Published**

Lerner, R. M., & Castellino, D. R. (2002). Contemporary developmental theory and adolescence: Developmental systems and applied developmental science. *Journal of Adolescent Health, 31*(6), 122-135.

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**APPENDIX 2****ADDRESSES, COLLOQUIA, AND SCHOLARLY PAPERS PRESENTED  
BY THE BERGSTROM CHAIR, 2002-2003**

- Oct. 27-30, 2002      Presented “From Developmental Systems Theory to Applied Developmental Science: A Contemporary Synthesis” as part of the Distinguished Scholar Series Lyceum Lecture at Wichita State University in Wichita, KS.
- Nov. 7-9, 2002      Attended the Healthy Communities/Healthy Youth Conference at the Search Institute in Minneapolis, MN where he presented “Spirituality, Adolescent Development and Asset Building: A Dialogue Regarding Connections, Possibilities and Change” during the conference’s learning session.
- March 12-13, 2003    Attended the Child Trends: Indicators of Positive Development Conference in Washington, DC where he presented a poster presentation, “The 4-H Study of Positive Youth Development: A New Longitudinal Study,” with Jacqueline Lerner, Amy Alberts, Elise Christiansen, Steinunn Gestsdottir, Helena Jelcic, Lang Ma, Christina Theokas, and Daniel Warren.
- March 21, 2003      Presented a lecture, “Enhancing Learning and Development for All Children: Linking Brain Research, Families, Schools, and Communities,” at the Carrollton School of the Sacred Heart in Miami, FL.
- March 31, 2003      Presented “Positive Youth Development and Mental Health in the Multicultural Society” as part of the Norwegian Trade Council meeting on Tufts University.
- June 21-28, 2003    Presented a lecture, “Promoting Positive Development Among Children and Adolescents: Applying Developmental Science Through Research, Programs, and Policies” at the University of Jena in Jena, Germany.

## APPENDIX 3

### GRANT ACTIVITIES THROUGH JUNE 30, 2003

#### RESEARCH

##### **4-H Study of Positive Youth Development**

The 4-H Study of Positive Youth Development is a longitudinal investigation involving three waves of data collection with about 1,800 youth. A sample varying in racial, ethnic, socioeconomic, family, rural-urban location, and geographic region characteristics is being assessed beginning in Grade 5, in regard to arrays of positive development. The contextual strengths/assets of participants' families and communities will be appraised as well. The project has completed the first wave of data collection. The official 4-H Study website is [http://ase.tufts.edu/4hstudy\\_pyd/](http://ase.tufts.edu/4hstudy_pyd/)

##### **Thriving Indicators Project (TIP)**

The Thriving Indicators Project (TIP) involves a collaboration among ADSI, Stanford University, Fuller Theological Seminary, Search Institute, and the THRIVE Foundation. The project will develop a nationally applicable measure of thriving among diverse American youth and will use this measure in longitudinal research aimed at providing benchmark data to gauge community-based policy and program initiatives aimed at enhancing thriving.

##### **"Overcoming the Odds" Longitudinal Study (OTO)**

The "Overcoming the Odds" Longitudinal Study (OTO) examines the bases of positive development among African American male adolescent gang youth living in Detroit, and seeks to identify the assets for positive development among the subset of gang youth who are able to "overcome the odds" and live healthy, productive lives. The project has completed its third wave of data collection and began a fourth wave in the summer of 2003.

##### **UCCPS Faculty Fellows Project**

As a UCCPS Faculty Fellow, the Bergstrom Chair is collaborating with graduate and undergraduate students to develop an educational pathway for undergraduates interested in becoming community youth development professionals. Aspects of the project include curriculum development based on applied developmental science, outreach scholarship, a series of community-based internships, and a senior honors thesis.

## **OUTREACH**

### **Planning and Evaluation Resource Center (PERC)**

The Planning and Evaluation Resource Center (PERC) is a collaboration between ADSI and the Innovation Center for Community and Youth Development that brings together the current best practices in youth program development, and facilitates access to the best resources for communities to conduct, evaluate, and sustain effective youth programs. PERC involves both a high-tech component, through the Planning and Evaluation Resource Center Clearinghouse (PERC-C) led by ADSI, and a high-touch component through direct training, material development, courses, workshops, and technical assistance for community based organizations nationwide. Although only in template format, the site can be visited at <http://ase.tufts.edu/adsi/perc>. Full launch of the site is expected in November, 2003.

### **Enhancing the Tutoring Plus Program**

Enhancing the Tutoring Plus Program of Cambridge, Massachusetts is a grant that allows a doctoral student to collaborate with Tutoring Plus to design and implement a data collection and data management program. Our work enables Tutoring Plus to institute and institutionalize an evaluation system affording specification of the goals for the program, collecting information pertinent to these goals, and learning what program elements are associated with what sorts of outcomes among children of what specific characteristics.

## **EDUCATION**

### **Jacobs Foundation International Graduate Fellowships**

The Jacobs Foundation International Graduate Fellowships supports the doctoral education of individuals who have experience and/or interest in youth-serving NGOs in developing nations and Eastern Europe. These individuals study at ADSI, Eliot-Pearson, and Tufts to enhance their understanding of contemporary child and adolescent development theory, research, and methods; promote skills in program evaluation; and increase their ability to further public policies promoting positive child and adolescent development. Currently there are three Jacobs Fellow, Aida Balsano from Bosnia/Herzegovina, Lang Ma from the People's Republic of China, and Helena Jelacic from Croatia.

## APPENDIX 4

### DONOR LISTING – JUNE 30, 2003

The Applied Developmental Science Institute wishes to thank the following people for their financial support since its inception.

#### **Patrons \$10,000 and above**

Joan and Gary Bergstrom<sup>±\*</sup>

Joan Cohn<sup>±\*</sup>

Richard M. Lerner<sup>±\*</sup>

#### **Major Donor (\$5,000-\$9,999)**

Joyce and Paul Barsam<sup>±\*</sup>

Elaine Kasparian and Robert Watson<sup>±\*</sup>

Randi and John Lapidus<sup>\*</sup>

Dottie Weber<sup>±\*</sup>

Wohlgemuth Foundation<sup>±\*</sup>

#### **Special Donor (\$2,500 - \$4,999)**

#### **Friend (\$500-\$2500)**

Ellen and Michael Sandler

#### **Donor (up to \$500)**

Deborah and Scott Bobek<sup>±\*</sup>

Elizabeth Dowling

Doris Gayzagian

Shirley Gazarian

Gloria and Ron Geltman<sup>\*</sup>

Donald Hernandez<sup>\*</sup>

Jerry Hirsch<sup>\*</sup>

Nancy Hoit<sup>\*</sup>

Elizabeth Kutcher and Marie Connolly<sup>\*</sup>

Marion Lardner<sup>\*</sup>

Anne Norris and Gregory Trompeter<sup>\*</sup>

Susan Rubnitz<sup>\*</sup>

Barbaranne Shepard<sup>\*</sup>

<sup>±</sup>Donor has given multiple gifts of support

<sup>\*</sup>Donor made donation during FY 2002-2003

## APPENDIX 5

### ADSI REVENUES AND EXPENSES FY 2001-2002 AND 2002-2003

	<u>2001-2002</u>	<u>2002-2003</u>	<u>Change</u>
Carryover from previous fiscal year	\$561,434	\$ 523,160	
Revenues Received	\$648,123	\$1,069,846	
Faculty Salaries and Benefits	\$ 95,907	\$ 59,760	-\$36,417
Staff Salaries and Benefits	\$304,078	\$323,304	\$19,226
Student Salaries and Benefits	\$ 81,731	\$165,378	\$83,647
Consultants	\$ 31,028	\$108,279	\$77,251
Travel/Meals	\$ 54,682	\$ 47,335	-\$ 7,347
Other	\$ 63,634	\$ 70,261	\$ 6,627
Indirect Costs	\$ 55,094	\$ 73,161	\$18,061
<b>Total Expenses</b>	<b>\$686,155</b>	<b>\$847,478</b>	<b>\$161,324</b>
Carryover to next fiscal year	\$523,160	\$745,527	

**APPENDIX 6****PROFESSIONAL MEETINGS ATTENDED BY THE BERGSTROM CHAIR,  
2002-2003**

- Sept. 25, 2002      Attended the Positive Youth Development Journal Foundation Meeting at Search Institute in Minneapolis, MN.
- Oct. 18, 2002      Attended the Santa Fe Consortium in Los Angeles, CA.
- Oct. 19-21, 2002    Attended Family Re-Union 11 in Nashville, TN where he served as a moderator for “Rethinking Family and Youth” and led the panel discussion, “Emerging Issues for Youth and Family.”
- Feb. 3, 2003        Attended the Cambridge Kids Council Advisory Board Meeting in Cambridge, MA.
- Feb. 6-7, 2003     Attended the Merrill-Palmer Institute for Child and Family Development National Advisory Board Meeting at Wayne State University in Detroit, MI.
- March 5, 2003      Attended the Boys and Girls Club Meeting in Waltham, MA
- March 22, 2003     Attended the Nature and Development of Purpose in Youth Conference in Stanford, CA.
- March 25, 2003     Attended the John Templeton Foundation Board of Advisors meeting in Palo Alto, CA.
- April 24-27, 2003   Attended the SRCD Bi-Annual Meeting in Tampa, FL and served as a discussant for “Culture As an Explanatory Construant in the Development of Children of Color.”
- June 6, 2003        Attended the Board of Scientific Counselors at the National Institute of Child Health and Human Development in Washington, DC.

## APPENDIX 7

### SUMMARY OF THE INTERNATIONAL LEADERSHIP COMMITTEE MEETING JUNE 3-4, 2003

**Members in Attendance:** John DiBiaggio, Joan Bergstrom, Richard Lerner, Deborah Bobek, Steinunn Gestsdottir, Elizabeth Dowling, Joan Cohn, Rick Little, Don Floyd, Barbara Chase, Abby Shapiro, Suzin Bartley, Elaine Kasparian, Ann Easterbrooks, Fred Rothbaum, Jon Leven, Dan Whalen, Tony Earls, Dottie Webber, Ellen Pinderhughes, Eleanor White, and Allison Cohen.

#### JUNE 3, 2003

##### **Introduction and Welcome**

- President-Emeritus John DiBiaggio and David Elkind welcomed the ILC members

##### **State of ADSI:**

##### **Personnel Practices: Deb Bobek**

- ADSI has grown in size and in projects
- We have worked on developing ADSI into a learning lab (lunches, student lab meetings, mentoring program).
- ADSI is working with a skeleton force of eight people for all its projects

##### **Financial Productivity and Prospects: Deb Bobek**

- Since August, 2002 ADSI has raised an additional quarter million dollars in grants
- ADSI continues to have a 4:1 ratio of grant dollars generated to dollars given to ADSI by the University
- Rich hopes to maintain a ratio of at least 2:1 to 3:1 in coming years (compared to the nationally agreed on consensus definition of success of 1.25:1)
- ADSI also received \$50,000 in donations and pledges this past academic year
- Deb, Rich, Fred, and Ann will meet in near future with the Dean about future funding

##### **Current ADSI Projects: Rich Lerner**

- ADSI's new space is excellent but, given the growth of new projects, is now completely utilized. Additional grants will be difficult to locate within the current physical space
- ADSI needs support for its infrastructure in order to keep grantsmanship activities on their current trajectory
- ADSI needs more federal grants, that pay the full Tufts overhead rate, within the ADSI portfolio

##### **Comments about ADSI Research, Outreach, and Publication Projects**

- In regard to the OTO project, Eleanor White noted that it would be useful to generate information about the home settings of the gang youth. Rich noted that he and Carl Taylor would provide this information
- The ADSI outreach partnerships with Concord and with YouthBuild USA are providing opportunities for internship sites for Eliot-Pearson students
- Regarding PERC, Don Floyd noted the importance of collaborating with national organizations seeking to develop analogous web-based tools and resources
- In regard to Brad King's Youth Film Festival and Institute project, Rich noted the possible connection with E-P Professor Chip Gidney's "KidFlix" project
- In regard to the Jacobs Foundation fellowship program, Joan Bergstrom noted that the Freidman School of Nutrition and the Fletcher School may be useful collaborators if the program is renewed by the Foundation

### **Report of the ADSI Faculty Steering Committee:**

- Ann Easterbrooks noted that ADSI has been seamlessly integrated into E-P; the Institute fits well with the mission of the Department
- Joan's work has been essential in supporting the links between ADSI and E-P and, in turn, the larger Tufts community
- The Committee seeks to support Rich's attempts to find the resources that will allow him to have a reasonable work load and, at the same time, keep ADSI on its current quantitative and qualitative trajectory
- It would be ideal if E-P, ADSI, and the other laboratories within the Department were housed within the same physical facility. A new E-P building is therefore a high priority for E-P and ADSI

### **ADSI Publications Office**

- The ILC complemented Karyn Lu and Jennifer Davison for their extraordinary productivity over the course of the last year
- The ILC was impressed by the number, range, and quality of the products generated by the Publications Office

### **Development Update**

- Elaine Kasparian reviewed the four priorities for fund raising for ADSI: 1. An ADSI naming opportunity and an endowment of ADSI (for infrastructure and programs); 2. Bringing new professional colleagues into ADSI (e.g., Director of Research, Developmental Methodologist; 3. Fellowships for enhancing the diversity of Eliot-Pearson students; and 4. Funding a new building to house ADSI within Eliot-Pearson

### **ILC Discussion**

- Jon Leven noted that it is important to put information about ADSI and about its work to promote positive youth development (PYD) on the ADSI website in a form that is accessible to parents

- Rick Little and Joan Cohn noted the importance of stressing the priorities for ADSI, and Rich (as he has done at the last ILC meeting) reiterated that contributions to applied developmental research and to the training of students – the next generation of applied developmental scientists – were the top two priorities of the Institute (and of his professorial work). Rich noted as well that he prioritizes his linkages to communities based on the opportunity to advance the training of students and to conduct quality applied developmental research
- Deb and Rich noted that these criteria as well as criteria related to community collaborations that could (at least eventually) contribute to the support of the ADSI infrastructure were filters used to decide how to prioritize potential opportunities to collaborate with communities
- Abbey Shapiro indicated that it would be useful for the ILC to receive information about the percentage of time being devoted by ADSI (and by Rich and Deb) to each of the projects in the ADSI portfolio
- The ILC recommended that ADSI learn about how it might brand itself and enhance its positioning in the funding “marketplace”
- Branding would enhance the ability of ADSI staff and the ILC to approach potential funders
- Don Floyd pointed out that what is unique to ADSI is that its work is framed by the vision, passion, and scholarly approach of Rich. ADSI needs to capture these attributes in its branding
- Don and Jon volunteered to help Deb and Rich understand and develop the ADSI brand
- Rich pointed out that the 4-H research project is the exemplar of the applied development science work of ADSI in regard to research training, and outreach, and Tony Earls noted that in the attempt to brand ADSI 4-H should be made the center piece of what ADSI is doing
- Abbey pointed out that ADSI needs to be more than just Rich’s lab and that it needs the capacity to be sustained beyond Rich. Rich agreed
- Elaine, returning to the development priorities of ADSI, noted that money is needed to support ADSI’s infrastructure and, beyond Rich’s, to hire directors of research and of developmental methodology
- To raise additional money, ADSI needs to be made more understandable to non-academic funders. Can do this by changing the name of ADSI or by adding a brief explanation of its purpose to its name

**JUNE 4, 2003**

**Continuation of the ILC Discussion**

- Rich reported that both Don and Rick had spoken to him and to John DiBiaggio about the initial portion of the ILC discussion. Don asked the rhetorical question of why National 4-H Council would have given money to Tufts to conduct the longitudinal study of PYD. He answered that it is not only that Rich is a good researcher; it is also that Tufts, because of John DiBiaggio and Rich, is the only place that really lives the land grant mission
- Rich explained the ADSI “triangle” involving research, scholarship, and outreach and that the seamless and simultaneous focus on all corners of the triangle is what he believes is special about ADSI
- Deb noted that the ADSI logo might usefully be changed from a circle to a triangle in order to visually represent this work
- Rich reiterated that what makes ADSI unique and what serves as the filter for ADSI to accept or to decline taking on a new project is that the initiative enables the simultaneous implementation of all three facets of this mission (all three corners of the triangle)
- John DiBiaggio stressed that ADSI needs to find a better way to articulate this unique focus

**ADSI Strategic Partnerships:**

- Rich and Deb noted that, consistent with the “triangle,” ADSI forms partnerships they can seamlessly integrate research, scholarship and outreach

**ADSI/Search Institute/Concord Collaboration:**

- Barb Chase and Joan Whitney presented what this collaboration means from the perspective of the Concord community. Concord is working with ADSI, Search Institute (SI), and the Concord youth alliance to develop a structure for making Concord a developmental asset building community
- Rich noted that PYD rests on at least two assets: Every young person needs a caring adult that cares irrationally about him or her AND the community needs to empower youth as leaders. Concord is starting with these two assets and this is why Rich believes this effort holds great potential for the youth of Concord and many opportunities for Tufts students to learn and contribute
- Eleanor voiced her support for this effort and urged ADSI to identify another community for a collaborative effort that would assess the replicability and generalizability of the partnership with Concord
- Several ILC members – Ellen Pinderhughes, Dorothy Stoneman, and Linda Thompson – discussed the merits of such a second collaborative community and the characteristics ADSI might use to identify such a partner. For instance, Linda noted that highly impoverished and drug- and fear-ravaged communities are beginning to look for models of community coalitions and the federal government has resources to support universities to partner with communities to identify, build, or test such models

## The ImagineNations Group

- Rick Little described his new initiative, the ImagineNations Group (ING). Its focus will be youth advocacy and, although the organization is in its embryonic stage, Rick believes there may be a way to build a relationship with ADSI
- Rick noted that the current focus of ING is on a set of countries from Morocco, through North Africa, the Middle East, and into southeast Asia. This area constitutes a “black hole” in terms of knowledge and understanding. ING will be about bridging understanding between west and east

## SUMMARY COMMENTS

- Deb noted that ADSI should (and will) undertake a branding effort and will consider both a name for the Institute and, more likely, a tag line that better explains what we do at ADSI
- Rich and Deb will develop a brief (e.g., a two page) statement for a general audience that represents Rich’s passion for his work and explains what makes ADSI unique. The ProYouth document that Rich, Deb, and Elaine have already developed will be reviewed for possible use or adaptation in this effort
- Deb will conduct one-on-one conversations with all ILC members in order to follow up to the ILC meeting, better understand the resources available within the Committee, and learn what each member would like to do to contribute to the ADSI mission
- Eleanor noted that ADSI should develop a document listing the criteria we would use to decide about undertaking new opportunities (e.g., how might we translate the three corners of the ADSI “triangle” into project selection criteria?)
- Suzin Bartley noted that this document should stress the importance of community collaboration, and John DiBiaggio noted that there should be a criterion that youth need to be involved in the projects and the partnerships
- In this context, Rich indicated that he, Deb, and the existing student members of the ILC would develop a process to get additional youth involved in the ILC. Allison Cohen will chair this initiative. The ILC recommended to Allison that at least two undergraduates and two graduate students, with staggered terms, be members of the ILC
- Ellen reiterated the importance of PIs other than Rich being involved in ADSI grantsmanship
- John DiBiaggio concluded that ADSI is more focused now than it was last year and that now, at the end of its third year, ADSI leadership and the ILC can have more specific conversations about directions to be pursued. As such, the ILC can take a more involved role and be of greater support. John emphasized that he and the ILC are impressed but overwhelmed by Rich’s work load and believe that resources are needed to give Rich a more reasonable and sustainable job
- Rich and Deb thanked the ILC for its time, energy, wisdom, support, and passion

## APPENDIX 8

### International Leadership Committee

Dr. Paul B. Baltes  
 Director  
 Center for Lifespan Psychology  
 Max Planck Institute for Human  
 Development  
 Berlin, Germany

Ms. Suzin Bartley  
 Executive Director  
 Massachusetts Children's Trust Fund  
 Boston, MA

Ms. JoAnne Bendetson  
 Andover, MA

Dr. Joan Bergstrom, Ex-Officio Chair  
 Professor and Director  
 Center for International Education,  
 Leadership and Innovation  
 Wheelock College  
 Boston, MA

Ms. Barbara Chase  
 Pediatric Nurse  
 Concord Public Schools  
 Concord, MA

Ms. Allison Cohen  
 Tufts University Undergraduate Student  
 Medford, MA

Dr. Joan Cohn  
 Mental Health Clinician  
 Lloyd Harbor, NY

Dr. John DiBiaggio, Committee Chair  
 President Emeritus, Tufts University  
 Medford, MA

Dr. Barry Dym, Past Chair  
 President  
 WorkWise Research and Consulting  
 Newton, MA

Dr. Felton "Tony" Earls  
 Professor of Social Medicine  
 Harvard Medical School  
 Cambridge, MA

Ms. Michelle Farnum  
 Director of Youth Programs  
 The Office of Workforce Development  
 Cambridge, MA

Mr. Donald T. Floyd, Jr.  
 President and CEO  
 National 4-H Council  
 Chevy Chase, MD

Ms. Steinunn Getsdottir  
 Doctoral Student  
 Eliot-Pearson Department of Child  
 Development  
 Tufts University  
 Medford, MA

Dr. Jaime Bolaños Cacho Guzmán  
 Director General  
 Fundacion Comunitaria Oaxaca  
 Oaxaca, Mexico

Dr. Joseph M. Hunt  
 Senior Advisor on Health, Nutrition and  
 Early Childhood Development  
 Asian Development Bank  
 Manila, Phillipines

Dr. John E. Kyle  
Program Director  
Institute for Youth, Education, and  
Families  
National League of Cities  
Washington, DC

Mr. Jon Leven  
Senior Vice President for Marketing  
U.S. Franchise Systems, Inc.  
Atlanta, GA

Mr. Rick R. Little  
President and CEO  
ImagineNations Group  
Baltimore, MD

Mr. Marty Martinez  
Community Health Specialist  
Cambridge, MA

Dr. Ellen Pinderhughes  
Professor  
Eliot-Pearson Department of Child  
Development  
Tufts University  
Medford, MA

Dr. David Rosenthal  
Director  
Harvard University Health Services  
Cambridge, MA

Ms. Abby Shapiro  
Senior Consultant  
WFD, Inc.  
Watertown, MA

Dr. Dorothy Stoneman  
President  
YouthBuild USA  
Somerville, MA

Dr. Linda Thompson  
Dean, School of Nursing  
Oakland University  
Rochester, MI

Dr. Dorothy Weber  
Special Education  
Boston, MA

Mr. Dan Whalen  
Whalen Family Foundation  
Oakland, CA

Ms. Eleanor White  
President  
Housing Partners, Inc.  
Watertown, MA

**APENDIX 9****2002-2003 INTERNATIONAL FELLOWS IN  
APPLIED DEVELOPMENTAL SCIENCE****David Bell**

Chair of the Board of Directors of the International Youth Foundation

**Peter Benson**

President, Search Institute

**Graham Spanier**

President, The Pennsylvania State University

**Reverend Ray Alexander Hammond, II, MD**

Bethel AME Church

**Dorothy Stoneman**

President, YouthBuild U.S.A.

**Wendy Wheeler**

President, Innovation Center for Community and Youth Development

The 2001-2002 class of International Fellows in Applied Developmental Science was Rick Little (founder, the International Youth Foundation), Don Floyd (president and CEO, National 4-H Council), Linda Thompson (Dean, School of Nursing, Oakland University), Suzin Bartley (Massachusetts Children's Trust Fund), Margaret Beale Spencer (University of Pennsylvania), Klaus Jacobs (Jacobs Foundation).

The upcoming 2003-2004 class of the International Fellows in Applied Developmental Science is Carl Taylor (Professor, Family and Child Ecology, Michigan State University and Principle Investigator, Michigan Gang Project), Linda Whitlock, President and CEO, Boys and Girls Club of Boston), Cynthia Garcia Coll (Professor of Education, Psychology, and Pediatrics, Brown University), Nancy Hoit (Former Director, Family Re-Union, and Former Policy Consultant and Advisor to Vice President Al Gore and Ralph Smith (Senior Vice President, Annie E. Casey Foundation).

**Insert Appendix 10 here**

## APPENDIX 11

### 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 Bergstrom Chair in Applied Developmental Science was established in 1997 by Dr. Joan Margosian Bergstrom (R'62), her husband Dr. Gary Bergstrom, and their son Craig.

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 is a professor and director of the Center for International Education and Leadership at Wheelock College. She is 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 has appeared on more than 80 TV and radio shows, including "Good Morning America" and the "CBS Evening News." She is 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 have been 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 have chosen 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.

## APPENDIX 12

### BIOGRAPHY OF RICHARD M. LERNER

#### Holder of the Bergstrom Chair in Applied Developmental Science



Richard M. Lerner, Ph.D., one of the nation's leading figures in developmental psychology, child development, and applied developmental science, holds the Bergstrom Chair in Applied Developmental Science. Dr. Lerner received his B.A. and M.A. from Hunter College of the City University of New York, and his Ph.D. in Psychology from the City University of New York.

Professor Lerner has been a 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, the American Psychological Society and the American Association of Applied and Preventive Psychology.

Prior to joining Tufts University, he was on the faculty and held administrative posts at Michigan State University, Pennsylvania 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 Tyner Eminent Scholar Chair in the Human Sciences at Florida State University.

Lerner is the author or editor of 56 books and more than 385 scholarly articles and chapters. He edited Volume 1 on "Theoretical models of human development" for the fifth edition of the *Handbook of Child Psychology*. He is known for his theory of and research about relations between life-span human development and contextual or ecological change. He is the founding editor of the *Journal of Research on Adolescence* and of the journal *Applied Developmental Science*.

In addition to his far-reaching work in articulating the new field of applied developmental science, he has also initiated "outreach scholarship" projects that are grounded in this new science. As past director of the Center for Child, Family and Community Partnerships at Boston College (1996-99) and director of the Institute for Children Youth and Families at Michigan State University (1991-96), he established university-community partnerships in such diverse areas as violence prevention, health delivery, food distribution, youth leadership, and neighborhood revitalization.

Dr. Lerner's efforts on behalf of promoting healthy children in healthy communities are central to the mission of the Eliot-Pearson Department of Child Development.

## APPENDIX 13

### BIOGRAPHY OF DEBORAH L. BOBEK

#### Managing Director, Applied Developmental Science Institute



Deborah L. Bobek is the Managing Director of the Applied Developmental Science Institute in the Eliot-Pearson Department of Child Development at Tufts University. She has experience working on research projects related to applied developmental science and has authored and published pieces on this work and other work around positive youth development. She received her Master's degree in child development from the Eliot-Pearson Department of Child Development at Tufts University, and her Bachelor's degree in Psychology, Economics, and Spanish also from Tufts. She is a member of the Tufts Alumni Admission Program. Prior to receiving her Master's degree, she was a Research Associate and Analyst in the Real Estate group at Fidelity Investments in Boston. Ms. Bobek received her Chartered Financial Analyst designation in 1998.

Primary responsibilities of the Managing Director include:

- Employee relations and organizational development
- Initiation and maintenance of contacts with businesses, funders, government organizations, community organizations, and other universities
- Development of funding streams for research and training projects
- Negotiation and writing of grant proposals, business plans and other contracts
- Management and maintenance of ADSI financial records and budgets
- Oversight of all ADSI research and consulting projects for assurance of quality and on-time delivery of work
- Organization of ADSI ongoing and special events (symposia, conferences, etc.)
- Promotion of ADSI work to collaborators and communities

**APPENDIX 14****2002-2003 ADSI FACULTY COMMITTEE****Susan Ernst**

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Bergstrom Chair in Applied Developmental Science, Eliot-Pearson Department of Child Development

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**Deborah Bobek**

Managing Director, Applied Developmental Science Institute

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Eliot-Pearson Department of Child Development