



Institute for Applied Research in Youth Development

2012-2013 ANNUAL REPORT

OF THE BERGSTROM CHAIR

IN APPLIED DEVELOPMENTAL SCIENCE

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Report from Richard M. Lerner

Bergstrom Chair in Applied Developmental Science

Director, Institute for Applied Research in Youth Development

DEVELOPMENTS IN CHARACTER DEVELOPMENT

The past 20 years have been a renaissance for behavioral, social, and educational science research about character and for educational models designed to promote character among children and youth. This work has been catalyzed in great part by the writing and philanthropy of Sir John Templeton and by the support of the John Templeton Foundation (JTF). As I described in my 2011-2012 annual report, the Institute has benefitted greatly from the generosity of the Foundation. Through several grants from the Foundation my colleagues and I have been able to focus our work increasingly on measuring and studying the bases of character development among children, adolescents, and young adults, and on identifying the implications of this development for the well-being of individuals, communities, and social institutions.

In this research we conceive of “good” character as involving a young person reliably and coherently, across time and place, contributing positively to his or her social world. The ideas of reliability and coherence mean that a person does “the right thing” in a particular setting, although the specific attribute of character required for such a contribution may change across situations or developmental periods. For instance, in one setting, perhaps involving a person being treated unfairly, a young person’s character may be manifested by his or her articulating the need for justice to be done. In another situation, perhaps involving a person being verbally denigrated or physically bullied by others, a young person might show character by stopping the verbal or physical abuse and/or by demanding that respect be shown to the denigrated person.

Across the 2012-2013 academic year, our research on character development has involved continuing two John Templeton Foundation (JTF)-funded longitudinal studies of the development of character among youth. One study assesses the development of character among the young men enrolled in the Williamson Free School of Mechanical Trades. The other study assesses the development of character among Cub Scouts participating in the programs of the Boy Scouts of America Cradle of Liberty Council.

In our research with the Williamson School, we are investigating how the school’s unique curriculum, which is focused on preparing young men to be not only exemplary tradesmen but also individuals of exceptional character who contribute positively to their lives and to the well-being of their families, communities, and institutions of civil society, potentially impacts character, moral, and vocational development among students and alumni. We are extremely grateful to many

individuals at the Williamson School without whose collaboration this study would not be possible, including most notably President Michael J. Rounds, former President Guy S. Gardner, Chancellor Paul Reid, and key administrators Jim Hannigan, Tom Moffitt, Jay Merillat, and Tom Wisneski.

In our research with Boy Scouts, we are conducting a longitudinal mixed-methods study to evaluate the Boy Scouts of America model of fostering character virtues in the lives of youth, with a focus on the youth served in the greater Philadelphia region within the Cradle of Liberty Council. We are fortunate to have an exceptional partnership with members of the Council and are grateful for the entire staff, volunteers, and Council members. Of note, we would like to thank Council Executive Mike Kaufman, along with Clament Newport, Brian Burkhard, Chris Tomlin, Darryl Irizarry, and Veronica Coyle, for their on-going collegiality, instrumental support, and enthusiasm for our research. We are also grateful for the continued collaboration with Tom Harrington at the national Scouting office.

In addition, JTF provided generous support for us to engage in one-year planning periods for two other longitudinal studies of character development. First, with our colleagues William Damon and Anne Colby of the Stanford Center on Adolescence, we are collaborating with colleagues at the United States Military Academy at West Point to plan a longitudinal study of how the Academy develops leaders of character across the three programmatic pillars of the training provided to Cadets: Academics, Athletics, and Military Instruction. We are grateful to COL Tom Donovan, LTC (Ret.) Dave Jones, and the entire team at the Simon Center for the Professional Military Ethic at West Point for their collegiality and collaborative spirit. We are excited by the possibility of contributing to West Point's mission to "educate, train, and inspire the Corps of Cadets so that each graduate is a commissioned leader of character."

Our collaboration with West Point is both professionally exciting and personally meaningful to me, in that this work has given me an opportunity to use my scholarly abilities to serve a vital and revered American institution. In 2012-2013, I also continued to have another opportunity to provide such a contribution through my service with the Military Child Education Coalition (MCEC), the largest non-governmental organization serving the children and families of our nation's Active Duty, National Guard, and Reserve personnel. I serve on the Board of Directors of MCEC, which is chaired by GEN (Ret.) Ben Griffin and, with COL (Ret.) Stephen J. Cozza, M.D., I co-chair the Scientific Advisory Board of MCEC. The vision, energy, and commitment of Dr. Mary Keller, President and CEO of MCEC, and of her staff, along with their unwavering devotion to children, and their patriotism and spirit of service, are inspiring and humbling.

The second planning project we undertook during 2012-2013 involved a collaboration with colleagues from WGBH, Boston's public television station. We are developing a means to use the *Arthur* animated series, the longest running animated series for children in the history of television, as a means to promote character

development and to diminish problematic behaviors, such as bullying, among young children. We have been fortunate to collaborate with a superb team at WGBH, led by Carol Greenwald, Senior Executive Producer of Children's Programs. Our WGBH collaborators include members of the Education Department such as Director Denise Blumenthal, Mary Haggerty, the Manager of Educational Outreach, Sonja Latimore, the Manager of Educational Content, and Cyrisse Jaffee, the Associate Manager Educational Print. Other collaborators are members of the Digital Department, including Bill Shribman, the Senior Executive Producer, Gentry Menzel, the Senior Producer, and developers Jeff Bartell and Dennis Biron. We look forward to our joint efforts to promote character and positive outcomes in young people through the innovative use of media that is involved in this project.

Together, our ongoing longitudinal studies, the projects we are actively planning, and other projects we anticipate pursuing soon will allow my colleagues, students, and me to describe the course of character development from childhood, across adolescence, and into the early adult years. Our goal is to provide developmental science – and the institutions of society that aspire to involve in their work individuals of good character who will enhance the structure and function of their respective missions and programs – with an understanding of how young people develop good character. To reach this goal, all of our character development research is aimed at answering a complex, multi-part question: *What* attributes of young people (for example, skills to regulate their behavior, purpose, or hope for a positive future), in combination with *what* attributes of their families, schools, communities, and the youth-serving programs in which they may participate (for example, the presence of character exemplars, opportunities to enact positive character attributes), result in *what* attributes of character (for instance, moral virtues, excellent performance of one's duties, intellectual striving and achievement, and contributions to family, economic, and civic life and to civil society)? We believe that the research that the John Templeton Foundation has so generously supported enables the Institute to be uniquely positioned within developmental science to answer this question in ways that will advance scholarship and, as well, provide the bases for evidence-based practices to effectively enhance the lives of diverse youth and improve the institutions of civil society.

Indeed, other research supported by JTF enabled the Institute to move closer to this admittedly lofty objective during 2012-2013. Again in collaboration with Bill Damon and Anne Colby, we continued our longitudinal study of the development of entrepreneurship among youth in the late adolescence-young adulthood period. We are learning how strengths of youth, such as entrepreneurial purpose and the abilities to select and optimize the chances of successfully pursuing entrepreneurial goals, enable diverse young people to enter a life path marked by entrepreneurial interests and activities. We are gaining understanding of how character attributes, such as diligence, stick-to-it-iveness, creativity, and the ability to compensate effectively in the face of failure in a given enterprise, enable young people to maintain such pathways in their lives.

Clearly, the Institute has continued to productively study character development due to the generous support and confidence placed in us by the John Templeton Foundation. I am pleased to again acknowledge my deep gratitude to Dr. John M. (Jack) Templeton, Michael Murray, Barnaby Marsh, Kimon Sargeant, Sarah Hertzog, Daniel Green, Jessica Despres, and Caitlin Younce.

Their support of our goals for our character development research has enhanced the work of the Institute in other important ways. Our studies of character development have enhanced the impact of our other research projects and, as well, attracted new collaborators to the Institute. For instance, we completed a multi-year project supported by the Thrive Foundation for Youth in which we developed tools for practitioners in youth-serving programs to use to enhance the capacities of young people to select and pursue positive goals and to thereby promote character, as well as other attributes of positive youth development (i.e., competence, confidence, connection, caring, and contributions to others and to the community). For instance, these tools involved rubrics for mentors and youth to identify and track the development of attributes of positive development and of goal setting and management abilities; activity guides for use by program leaders; and videos demonstrating the real-life application of attributes of positive development and goal setting and management. During 2012-2013, as we began to present information about the evaluation of these tools at professional meetings, and to prepare manuscripts for submission for publication, our JTF-supported character development research proved to be synergistic with our Thrive Foundation-supported work, in that practitioners from diverse programs across the United States asked us for assistance in adapting the tools to enhance different instances of character and/or moral behavior and development.

Similar connections emerged between our JTF-supported work and our final work on the 4-H Study of Positive Youth Development, which has been generously supported by the National 4-H Council and the Altria Corporation. We are indebted to Jennifer Hunter, Jennifer Ginther, Megan Witherspoon, Ed Largo, and Joel Schendel from Altria, and to Donald Floyd, Jennifer Sirangelo and Jo Turner from National 4-H Council, for their decade-long support. For instance, as we prepared a final set of papers reporting results of the 4-H Study across all eight waves of data (from Grades 5 to 12) involved in the study, we were able to use the information from the study to elucidate attributes of character among the participants and to trace the development of these attributes (e.g., moral virtues) and the impact of such development on other facets of youth thriving. Again, this research linking the fields of positive youth development and character development has attracted the interest of researchers and practitioners across the United States and internationally. More than a dozen countries are using materials from the 4-H Study to assess or promote character and thriving among youth.

In regard to attracting new collaborations to the Institute, our burgeoning portfolio of character development research, and the growing visibility of the Institute as a character development laboratory, led us to explore several new projects. One

example involves the Positive Coaching Alliance (PCA), led by Jim Thompson. PCA and the Institute explored a collaboration involving an evaluation of *if* and *how* the PCA "double-goal coaching" and "triple-impact competitor" models affect the character development of youth. As envisioned in the program's theory of change, double-goal coaching is intended to help coaches work toward the double goals of winning on the scoreboard and supporting the character development of athletes. By encouraging athletes to be triple-impact competitors, coaches enhance the young person's skills in a sport and his or her ability to contribute positively to the well-being of his or her team and teammates and, finally, to helping create the sport as a vehicle for building young people of character. In 2012-2013 we collaborated with Jim and his colleagues in designing a study to longitudinally assess this model of character development through sports. Given the ecology of youth participation in school-based and extramural sports across America, this study has the potential to impact, quite literally, millions of youth.

A second example involves Shelly London and the Poses Family Foundation that she leads. The Foundation, in collaboration with my Eliot-Pearson colleague, Marina Bers, developed an innovative video game, *Quandary*. The game engages youth in creating the rules of a new society in manners intended to promote their moral reasoning and moral behaviors. Aimed at middle-school-aged youth, who spend a great deal of time engaged in electronic gaming, *Quandary* has the potential to be a means to have youth use their screen time in a manner that will benefit their positive development and their abilities to contribute in morally-appropriate ways to civil society. During 2012-2013, we worked with Shelly, the Foundation's program officer, Ashley Sandvi, and Marina to plan to conduct an innovative evaluation of the impact of engagement with *Quandary* on moral development among youth. We have envisioned a design that involves the use of both quantitative and qualitative assessments within a randomized control trial that follows youth longitudinally, and we are undertaking this research during the 2013-2014 academic year.

In addition to our research, the Institute is also a site for the training of doctoral students enrolled within Eliot-Pearson. Four developmental scientists completed their Ph.D.s during 2012-2013, and I had the great pleasure and honor of hooding them at the spring 2013 graduation ceremonies: Michelle J. Boyd, Kristina S. Callina, Megan Kiely Mueller, and Christopher M. Napolitano. In turn, we welcomed to the Institute four new doctoral students: Mary H. Buckingham, Robey B. Champine, Kathleen N. Greenman, and Daniel J. Warren.



Graduation 2013: From left to right: Drs. Christopher M. Napolitano, Megan Kiely Mueller, Michelle J. Boyd, Richard M. Lerner, and Kristina S. Callina.

My story of character development during 2012-2013: An administrative odyssey

As a scholar, I understand that character development, indeed all development, is a life-span phenomenon. One's character attributes are used to navigate the personal and ecological challenges one encounters across life, and many of the character attributes that we study in the Institute (for instance, diligence, reliability, integrity, and task stick-to-it-iveness) may enable one to effectively cope with these challenges. During 2012-2013, I experienced first-hand the use of character attributes in coping with a life challenge – serving a one-year term as the Interim Chair of the Eliot-Pearson Department. In my 40+ years of professorial work, I have never had administrative, line responsibility. I now know how very fortunate I have been to be able to devote so much of my time to teaching and scholarship.

I learned four lessons during my year as chair. First, I learned how complex and time consuming the duties of a university administrator can be. I learned that the expected (routine) responsibilities take a lot of time and effort, but that the unexpected events that a chair must address take even more time and involve considerable emotional investments as well. I learned to appreciate the important

contributions that administrators do make and can make to higher education, to scholarship, and to society. Finally, I learned that administration was not a job for which I am well suited. I believe I did an adequate job as chair, but I missed having the opportunity to be in my lab to teach, collaborate with, and mentor my students as much as usual, and to have the time to write and publish as much as usual.

As 2012-2013 ended, I looked forward with great anticipation to relinquishing my role as chair, and to becoming once again just “a plain, old professor” (with, perhaps, not too much emphasis on “old”). Being only a part-time scholar for one year, however, filled me with great anticipation and renewed appreciation for the opportunity I have to collaborate with the superb students, colleagues, and practitioners involved in the research of the Institute. I realize, now much more deeply, how blessed I am to have the chance to do the work I love.

**ACCOMPLISHMENTS OF THE BERGSTROM CHAIR
IN APPLIED DEVELOPMENTAL SCIENCE AND OF THE INSTITUTE
FOR APPLIED RESEARCH IN YOUTH DEVELOPMENT:**

QUANTITATIVE AND QUALITATIVE INDICATORS

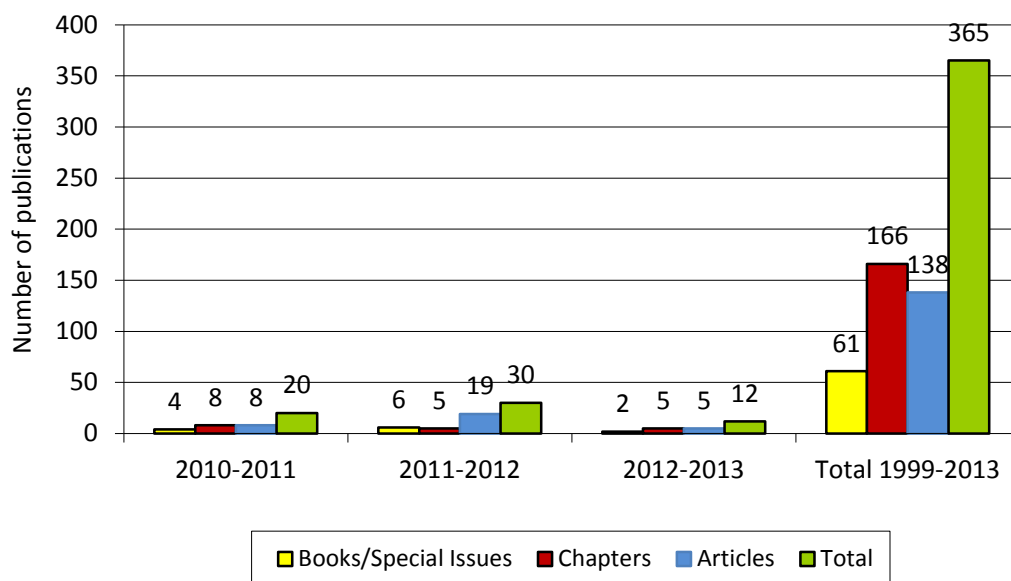
Several indicators may be used to evaluate the progress and current status of the Institute and the performance of the Bergstrom Chair. Quantitative indicators pertain to publications, professional presentations, grant proposals submitted and funded, direct and indirect dollars of grant support generated,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

QUANTITATIVE INDICATORS

Publications

The histograms in Figure 1 represent the number of books, chapters, and scholarly articles the Bergstrom Chair published during 2012-2013, and as well, during the prior two academic years. The cumulative total of all published works across the Bergstrom Chair's 14 years at Tufts is noted as well. A footnote to the histogram reports the averages over the 14 years. Books, chapters, and articles that are "in press," and therefore complete, but not yet in print, are included in these numbers. These figures clearly represent the ability of the Bergstrom Chair to publish numerous important works regarding the application of developmental science to improving the life chances of children, youth, families, and communities. Appendix 1 presents the Bergstrom Chair's published, in press, and in preparation publications for the 2012-2013 academic year. A complete list of publications is available upon request.

Figure 1. The Bergstrom Chair's published works ¹



¹ Across the Bergstrom Chair's 14 years at Tufts, 1999-2013, the average per year for books/special issues, chapters, articles, and total number of publications are 4.5, 12, 10 and 26, respectively. Overall, 365 publications have been produced across 14 years.

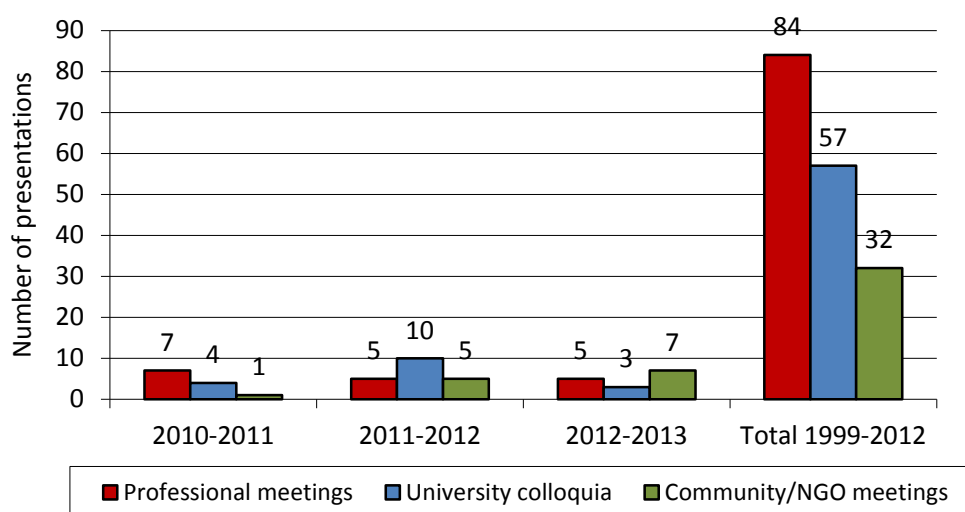
Scholarly Paper Presentations

Figure 2 presents data for scholarly papers presented at professional meetings, university colloquia, and community or non-governmental organization meetings. The histograms represent the subtotals of these presentations for the 2012-2013 academic year, as well as for the two years prior. Figure 2 also presents a set of

histograms for the 14 years of data combined since the inception of the Bergstrom Chair.

This figure indicates that the Bergstrom Chair has consistently worked to present his work in person to a range of audiences. During the last academic year, Richard Lerner made 15 presentations at professional meetings, university colloquia, and community/NGO meetings to hundreds of university colleagues, students, youth workers, teachers, medical professionals, and politicians. These presentations bring publicity to his work, as well as the work of the Institute for Applied Research in Youth Development, the Eliot-Pearson Department of Child Development, and Tufts University. The presentations further advance the work of the Bergstrom Chair and the Institute and allow the Institute to continue to develop a network of collaborations with both governmental and non-governmental organizations. Appendix 2 lists all addresses, colloquia, and scholarly papers presented by the Bergstrom Chair and as well professional meetings he attended in 2012-2013.

Figure 2. Scholarly and professional presentations



Grant Proposals Submitted and Funded

As shown in Figure 3, which presents the total grants submitted and funded for the previous three years as well as a total since the Institute's inception, seven grant proposals were submitted during the 2012-2013 fiscal year and four were funded. In total, the Institute has submitted 56 grant proposals since its inception, 28 of which were funded. See Table 1 for a listing of grant proposals funded over the last three years. Appendix 3 provides a brief description of active Institute grants during the 2012-2013 fiscal year. Additional information about any of the Institute's grant activities is available upon request.

Figure 3. Grant proposals submitted and funded by fiscal year

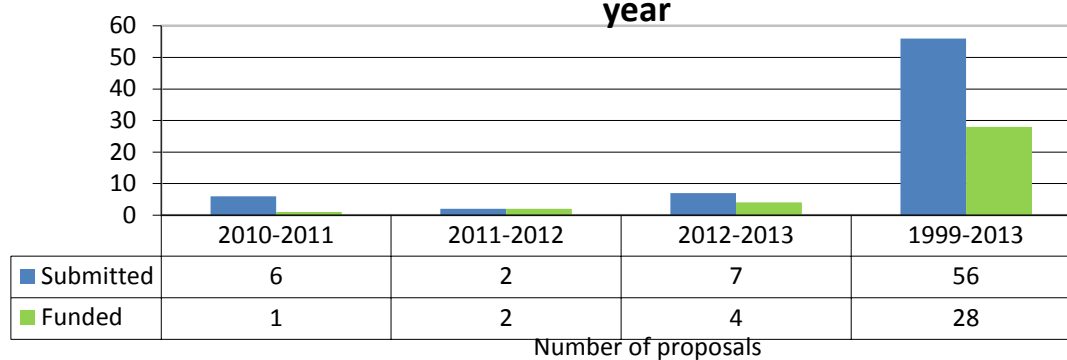
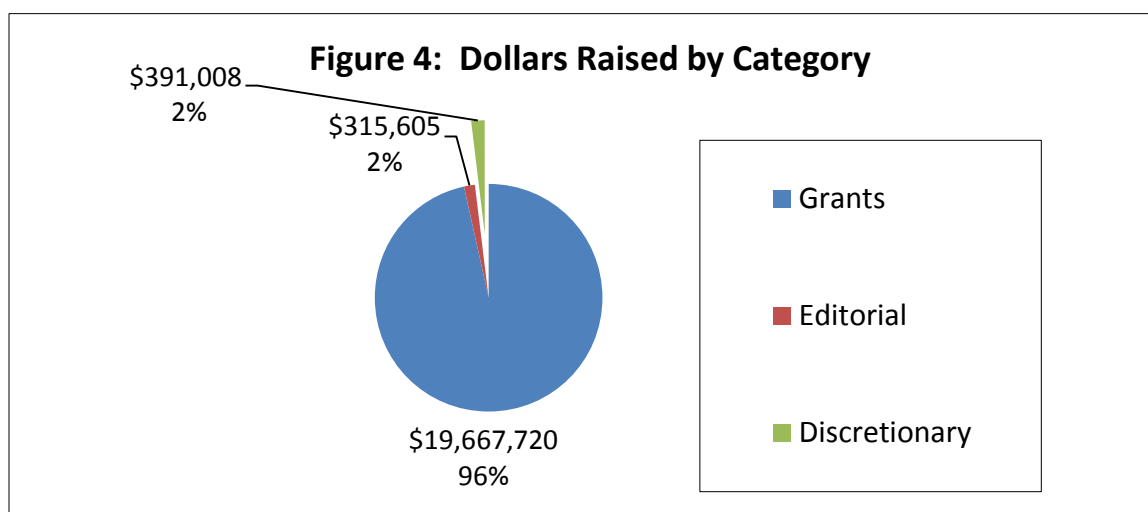


Table 1. Grant Proposals Funded FY 2010 through FY 2013
2010-2011
1. Proposal to the John Templeton Foundation, "The Development of Entrepreneurship in Adolescents and Young Adults: A Longitudinal Study of the Individual Basis for American Free Enterprise " (funded)
2011-2012
1. Proposal to the John Templeton Foundation, "Evaluating the Williamson Model: Promoting Character Development and Productive and Engaged Citizenship among Young American Men" (funded)
2. Proposal to the Thrive Foundation for Youth, "Constructing a PYD Short From Measure" (funded)
2012-2013
1. Proposal to the John Templeton Foundation, "Evaluating the Effectiveness of the QUE Pilot Program - Boy Scouts" (funded)
2. Proposal to the Poses Family Foundation, "Quandary: The impact on moral development" (funded)
3. Proposal to the John Templeton Foundation, "Assessing the Influence of Interactive Technology and Collaborative Learning in Promoting Character Development and Prosocial Behaviors" (funded)
4. Proposal to the John Templeton Foundation, "Duty, Honor and Country: Assessment of the Potential for Integration of Character Leadership Programs in the United States Military Academy" (funded)

Dollars of Support Generated by Category

As shown in Figure 4, since its inception, the Institute has raised \$20.4 million through the end of FY 2012-2013 for its research, outreach, educational, and publishing activities, an average of \$1.2 million a year across the Bergstrom Chair's 14 years at Tufts. Of this total, the Institute raised \$19.7 million through grant proposals, \$315k through editorial office grants, and \$391k in discretionary dollar donations.

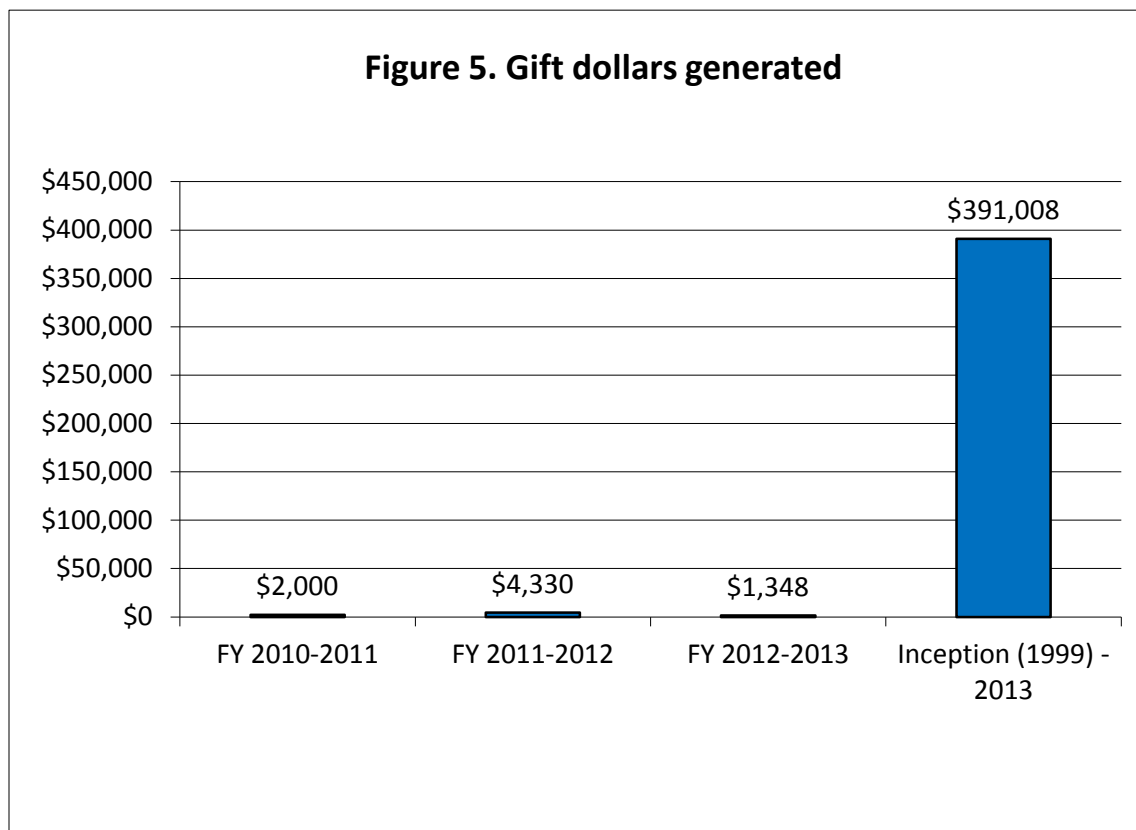


Direct and Indirect Dollars of Grant Support Generated

Of the \$19.7 million in grant support generated, \$17.2 million was for direct costs and \$2.5 million was for indirect cost recovery. The Institute has maintained its commitment to ensuring that each grant that it applies for includes as much support as permitted by the funder for the infrastructure of the Institute.

Gift Dollars Raised

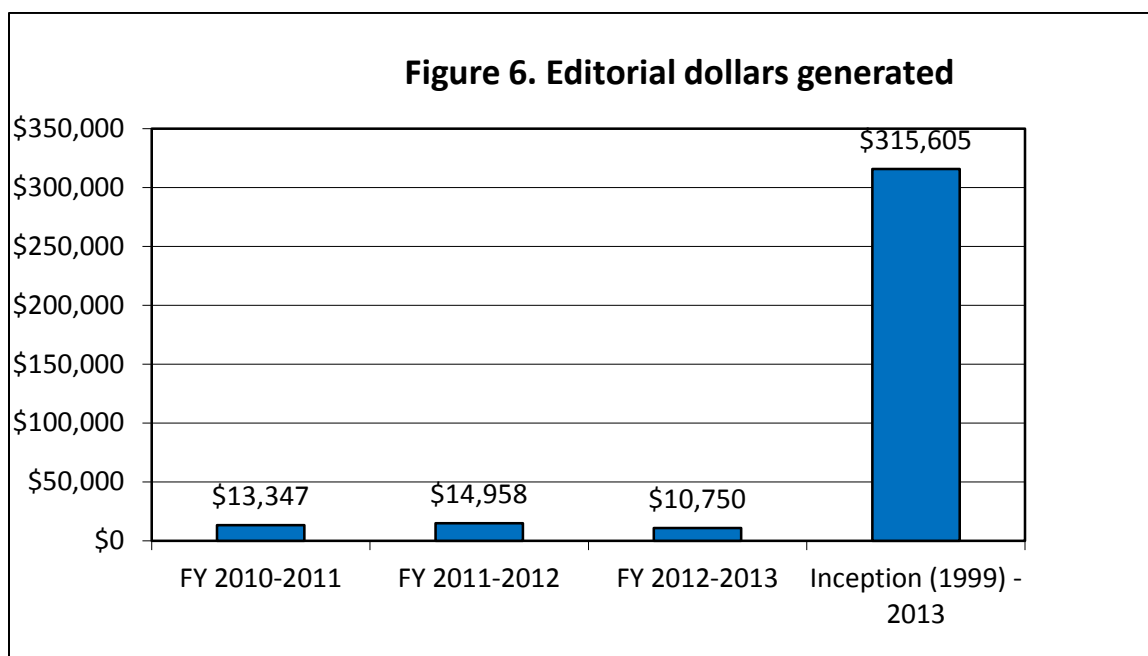
Since its inception, the Institute has raised a total of \$391k in discretionary gift dollars. Figure 5 shows the distribution of gifts across the previous three years as well as the total since the Institute's inception. The money in the discretionary account is primarily used to support meetings and travel in the pursuit of additional grants or donations, as well as other expenses that cannot be specifically covered by one of our grants. Appendix 4 contains a listing of all donors during the 2012-2013 fiscal year.



Editorial Account Dollars Raised

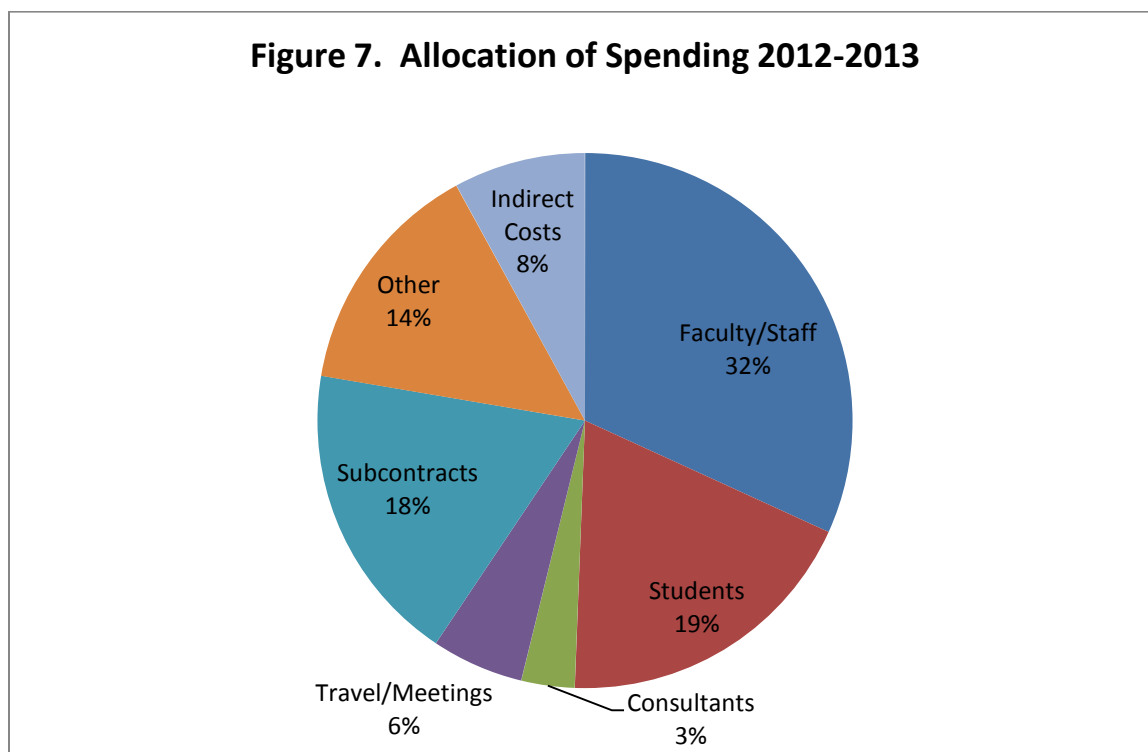
Each year, the Bergstrom Chair receives honoraria for the various books and journals that he publishes. Rather than keep the dollars for himself, he turns the money over to the Institute to support the work of the Publications Program. Over the past 14 years, this allocation has amounted to over \$315k in donations by the Bergstrom Chair to the Institute.

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



Allocation of Institute Spending

As shown in Figure 7, during the last fiscal year over half (51%) of Institute spending went to supporting faculty, staff, and students (32% on full-time faculty and staff positions and 19% on graduate research assistants and undergraduate student support).



Consultants, honoraria, and awards (3% of spending) goes to supporting statistical consultants, data collectors, and speakers. Travel and meals account for 6% of all costs and is associated with attending meetings and professional conferences. A subcontract with Stanford University (we are working with them on the Young Entrepreneurship Study) reflects 18%. Other expenses account for 14% of spending and include computer hardware and software expenses, catering expenses, office supplies, furniture, copying, printing, books, mail, telephone, and other miscellaneous expenses, including the printing and scanning of questionnaires used in research. Indirect costs total 8% of spending.

The Institute continually strives to keep its infrastructure costs low while still supporting a large number of students.

Courses Taught by the Bergstrom Chair

During the 2012-2013 academic year, the Bergstrom Chair taught two courses in applied developmental science. In Fall 2012, he taught CD285 – Advanced Research Methodology in Applied Development Science. In Spring 2013, Dr. Lerner taught, along with Dr. Megan Kiely Mueller, CD143 – Special Topics: Human –Animal Interaction.

QUALITATIVE INDICATORS

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

The Institute for Applied Research in Youth Development Publications Program

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

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

Applied Developmental Science (ADS)

ADS is a quarterly journal published by Taylor & Francis. The journal is co-edited by Richard M. Lerner and Celia B. Fisher of Fordham University. The focus of *ADS*, which completed its 17th volume year in 2012-2013, is the synthesis of research and application to promote positive development across the life span. Within a multidisciplinary approach, *ADS* stresses the variation of individual development across the life span—including both interindividual differences and within-person change—and the wide range of familial, cultural, physical, ecological, and historical settings of human development. The audience for *ADS* includes developmental, clinical, school, counseling, educational, and community psychologists; life course and family sociologists; demographers; health professionals; family and consumer scientists; human evolution and ecological biologists; and practitioners in child and youth governmental and non-governmental organizations.

The Developmental Science of Adolescence: History through Autobiography

In late 2010, Richard M. Lerner, Anne C. Petersen (University of Michigan), Rainer K. Silbereisen (Friedrich Schiller University, in Jena, Germany), and Jeanne Brooks-Gunn (Columbia University) began work on *The Developmental Science of*

Adolescence: History through Autobiography, a collection of autobiographies from senior scholars of adolescent development. The goal of the project is to demonstrate the interweaving of the personal and the professional facets of life into a volume that provides an understanding of how eminent scientists work to create and enhance a domain of scholarship. The volume brings together the life-span stories of scholars from multiple disciplines and many continents and will provide a unique glimpse into the nature and place of scientific creativity within the life span.

Handbook of Child Psychology and Development Science (7th edition)

In early 2011, Richard M. Lerner agreed to serve as editor-in-chief of the seventh edition of the *Handbook of Child Psychology*, which he and the editors of individual volumes decided to rename by adding the phrase “and Developmental Science.” This change reflects the evolution of the study of human development from an area of inquiry associated with either biogenic or psychogenic interpretations of the bases of the course of life to a multidisciplinary field that focuses on the empirical use of relational developmental systems theories. Relational developmental systems conceptions emphasize that the fundamental process of human development involves mutually influential relations of variables from all levels of organization within the ecology of human development, ranging from genes, physiology, and brain functioning, through the cognitive, emotional, and behavioral facets of the individual, to the social relations that are found in institutions such as families, schools, out-of-school-time programs, neighborhoods and communities, to the cultural and physical-ecological levels, and ultimately the historical level of organization. Volume editors are Willis F. Overton (Temple University) and Peter C. M. Molenaar (The Pennsylvania State University), for Volume 1 on Theory and Method; Lynn S. Liben (The Pennsylvania State University) and Ulrich M. Müller (University of Victoria), for Volume 2 on Cognitive Processes; Michael E. Lamb (Cambridge University), for Volume 3 on Socioemotional Processes; and Marc H. Bornstein (NICHD) and Tama Leventhal (Tufts University), for Volume 4 on Ecological Settings and Processes in Developmental Systems.

Advances in Child Development and Behavior: Volumes 44 and 45 (Special Volumes)

In 2013, Richard M. Lerner and Janette Benson (University of Denver) published two, integrated volumes of the annual advances series, *Advances in Child Development and Behavior* (published by Elsevier). Entitled *Embodiment and Epigenesis: Theoretical and Methodological Issues in Understanding the Role of Biology within the Relational Developmental System*, the volumes present theory and research pertinent to on the role of biological/physiological variables (e.g., in regard to the roles of evolutionary processes and genetic- or brain-related variables) in cognitive, emotional, and behavioral development. The volumes take a relational developmental systems perspective that views biology/physiology within the context of the concept of embodiment, and thus eschew the reductionist approach to biology that continues to plague developmental science. The two volumes bring together key developmental science theorists and methodologists, as well as

biologists, to focus on the role of the active individual, temporality and culture, and the mutually influential individual-context relations that both create epigenetic change and that afford a multidimensional understanding of evolution (involving the advent of neo-Lamarckian conceptions of evolution) and plasticity in biological (including genetic) processes. Together, the two volumes provide arguments and evidence that shows the flaws of split, reductionist conceptions of human development; that therefore demonstrates the logical and empirical shortcomings of genetic reductionist (or neuro-reductionist) models (e.g., sociobiology, evolutionary psychology, or behavioral genetics) and methods (e.g., adoption designs, MZ and DZ twin research, or heritability analysis); and that, in turn, provide an approach to the study of evolutionary and ontogenetic change that capitalizes on the dynamic, mutually influential relation between developing individuals and their complex and changing ecology.

The Future of Children (Special Issue)

With child psychiatrist, Stephen J. Cozza, M.D. (COL, U.S. Army Retired), a Professor of Psychiatry at the Uniformed Services University of the Health Sciences, Richard M. Lerner is editing a volume of the *Future of Children* on "Military Children and Families." The *Future of Children* series is a joint project of the Woodrow Wilson School at Princeton University and the Brookings Institution. Its mission is to translate the best social science research on children into information that is useful to policy makers and practitioners. The volume on Military Children and Families, which is scheduled for publication in fall, 2013, will review the best research on youth from military families available to date, note theoretical and methodological strengths and weaknesses, identify policies and practices that are more (or less) effective in addressing various topics pertinent to military children and families (for instance, the effects of deployment, the quality of services available to these youth, or the development of academic, personality, and social characteristics among military children), highlight areas where more research is needed, and discuss implications for non-military families. As is the case with all volumes in the series, the Military Children and Families volume will provide this information in a format that is accessible to practitioners and policy makers

Handbook of Developmental Systems Theory and Methodology

Today, relational developmental systems theory is at the cutting-edge of theory in developmental science. Nevertheless, it is accurate to say that until recently advances in the use of concepts derived from relational developmental systems theories for framing research have exceeded extant progress in developing methods fully capitalizing on these theories. Accordingly, the goal of this *Handbook*, which is edited by Peter C. M. Molenaar (Penn State), Richard M. Lerner, and Karl M. Newell (Penn State) and which is scheduled for publication (by Guilford) in late 2013 or early 2014, will be to present multi-faceted and cutting-edge discussions that will advance integratively relational developmental systems theory and developmental systems methodology (e.g., agent-based modeling, network analysis, and system

dynamics). The book will seek to fill what is perhaps the largest existing impediment to advancing relational developmental systems theories and their application to promoting positive development across the life span: there is a lack of available methods needed to apply to longitudinal and intensive time series data to elucidate the dynamic, mutually influential relations within the development system. Available methods have lagged behind the concepts that have given rise to the data. This *Handbook* will change the landscape of developmental science by providing the intellectual resources needed to close significantly the concept-method gap and to disseminate the innovative ideas and tools that will accomplish this gap reduction broadly, by integrating scholarship in the U.S. and internationally.

Journal of Youth and Adolescence (Special Issue): "Elucidating the Developmental Science of Adolescence: Lessons Learned from the 4-H Study of Positive Youth Development"

As the decade-long 4-H Study of Positive Youth Development (PYD) drew to a close, Richard Lerner and colleagues involved in the study prepared a final set of research papers derived from the eight waves of data collection involved in the project. With Edmond P. Bowers, G. John Geldhof, Sara K. Johnson, and Jacqueline V. Lerner, Richard Lerner began work on a special issue of the *Journal of Youth and Adolescence* devoted to the publication of these reports. The editors of the special issue are deeply grateful to *JYA* editor-in-chief, Dr. Roger J. R. Levesque, for his support of the dissemination of research derived from the 4-H Study.

THE FUTURE GROWTH OF THE INSTITUTE FOR APPLIED RESEARCH IN YOUTH DEVELOPMENT

During fiscal year 2012-2013, the Institute will continue to work to raise money both through additional grant monies and additional discretionary dollars.

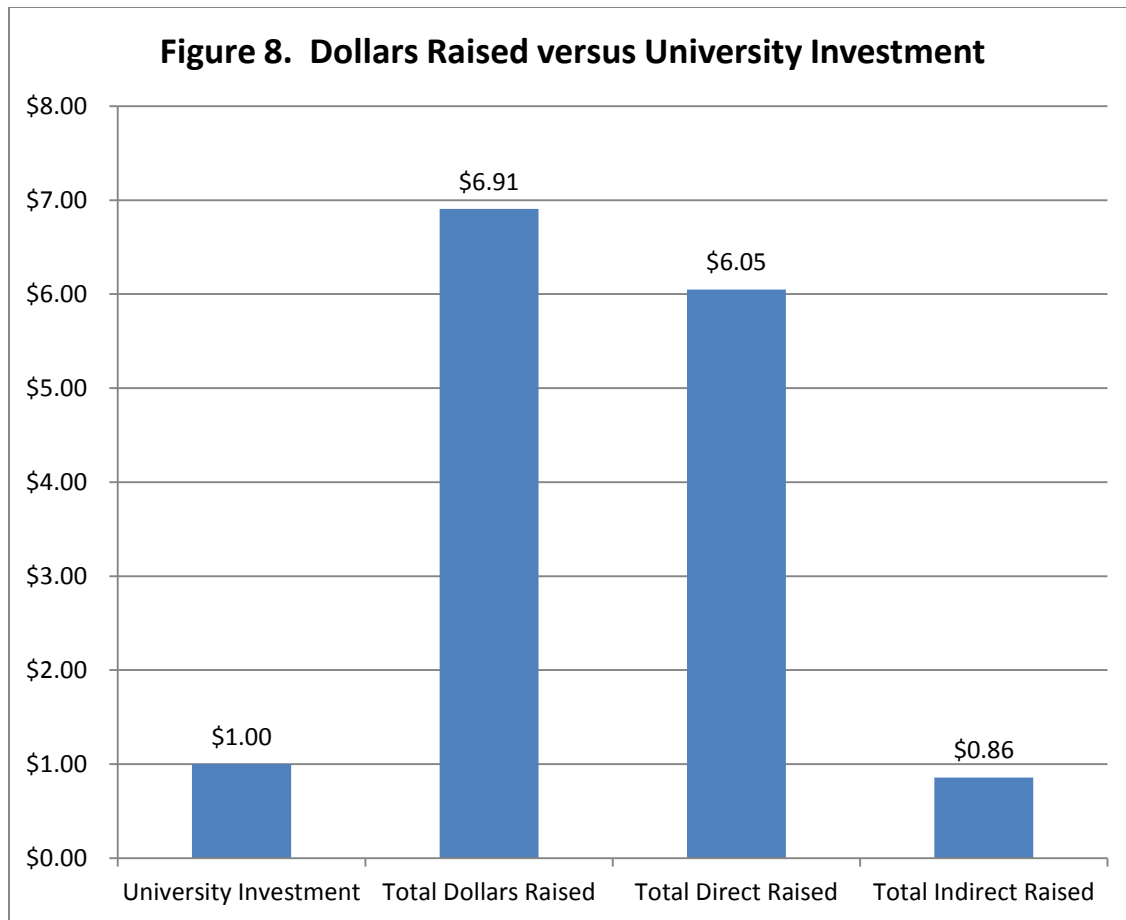
With the addition of four new grants, we project an operating budget in FY 2012-2013 of approximately \$2.9 million in direct and indirect costs.

Dollars Raised Compared to University Investment

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

The University has been quite generous in their support of the Institute and has given \$2.8 million to support the Bergstrom Chair and the work of the Institute. This past year, this support consisted of the annual salary and benefit expenses for the Bergstrom Chair. Past support has also included staff salary and benefit support as well as infrastructure support.

The University contribution of \$2.8 million may be compared to \$19.7 million in total dollars raised – which involves \$17.2 million in direct dollars raised and \$2.5 million in indirect dollars raised. As shown in Figure 8, for every \$1 of University investment, the Institute has raised \$6.91 in total dollars, \$6.05 in direct dollars, and 86 cents in indirect dollars.



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

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

For additional information related to the Bergstrom Chair and the Institute for Applied Research in Youth Development, Appendices 5 and 6 present a brief history of the Bergstrom Chair and a biography of Richard M. Lerner.

APPENDIX 1

BOOKS, CHAPTERS, AND ARTICLES PUBLISHED, IN PRESS, AND IN PREPARATION, 2012-2013

BOOKS:

Published

Lerner, R. M., & Benson, J. B. (Eds.). (2013). *Embodiment and Epigenesis: Theoretical and Methodological Issues in Understanding the Role of Biology within the Relational Developmental System*. Volume 1: *Philosophical, Theoretical, and Biological Dimensions*. *Advances in Child Development and Behavior*, 44. London, England: Elsevier.

Lerner, R. M., & Benson, J. B. (Eds.). (2013). *Embodiment and Epigenesis: Theoretical and Methodological Issues in Understanding the Role of Biology within the Relational Developmental System*. Volume 2: *Ontogenetic Dimensions*. *Advances in Child Development and Behavior*, 45. London, England: Elsevier.

In press

Brooks-Gunn, J., Lerner, R. M., Petersen, A. C., & Silbereisen, R. K. (Eds.). (In press). *The developmental science of adolescence: History through autobiography*. New York: Psychology Press.

Molenaar, P. C. M., Lerner, R. M., & Newell, K. (Eds.) (In press). *Handbook of Developmental Systems Theory and Methodology*. New York, NY: Guilford.

In preparation

Lerner, R. M. (Editor-in-Chief). (In preparation). *Handbook of Child Psychology and Developmental Science* (7th ed.). Hoboken, NJ: Wiley.

CHAPTERS:

Published

Lerner, R. M. & Benson, J. B. (2013). Introduction: Embodiment and epigenesis: A view of the issues. In R. M. Lerner & J. B. Benson, (Eds.), *Advances in Child Development and Behavior: Embodiment and epigenesis: Theoretical and methodological issues in understanding the role of biology within the relational developmental system*. (pp. 1-20). London, UK: Elsevier.

Agans, J. P., Säfvenbom, R., Davis, J. L., Bowers, E. P., & Lerner, R. M. (2013). Positive

- movement experiences: Approaching the study of athletic participation, exercise, and leisure activity through relational developmental systems theory and the concept of embodiment. In R. M. Lerner & J. B. Benson, (Eds.), *Advances in Child Development and Behavior: Embodiment and epigenesis: Theoretical and methodological issues in understanding the role of biology within the relational developmental system. Part B: Ontogenetic Dimensions*. (pp. 261-286). London, UK: Elsevier.
- Lerner, R. M., Napolitano, C. M., Boyd, M., Mueller, M. K., & Callina, K. S. (2013). Mentoring and positive youth development. In D. DuBois and M. Karcher (Eds.), *Handbook of youth mentoring: Mentoring and positive youth development*. (2nd ed.). (pp. 17-28). Thousand Oaks, CA: Sage Publications.
- Lerner, R. M. & Lerner, J. V. (2013). Developmental psychology. In N. P. Azari, A. Runehov, & L. Oviedo (Ed.). *Encyclopedia of Sciences and Religions*. (pp. 624-631). Hilo, Hawaii: Springer.
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- In press**
- Lerner, R. M., Petersen, A. C., Silbereisen, R. K., & Brooks-Gunn, J. (In press). Introduction. In R. M. Lerner, A. C. Petersen, R. K. Silbereisen, & J. Brooks-Gunn (Eds.), *The Developmental Science of Adolescence: History through Autobiography*. (pp. 1-4). New York, NY: Psychology Press.
- Lerner, R. M. (In press). Taking the boy out of Brooklyn: Time, place, and people in the development of a developmental scientist. In R. M. Lerner, A. C. Petersen, R. K. Silbereisen, & J. Brooks-Gunn (Eds.), *The Developmental Science of Adolescence: History through Autobiography*. (pp. 277-308). New York, NY: Psychology Press.
- Li, Y., Lerner, R. M., Agans, J., Weiner, M., Arbeit, M., & Chase, P. (In press). Positive youth development and its relationship to engagement: A developmental systems perspective. In D. J. Shernoff & J. Bempechat (Eds.). *NSSE Yearbook: Engaging Youth in Schools: Empirically-Based Models to Guide Future Innovations*.
- Geldhof, G. J., Bowers, E. P., Johnson, S. K., Hershberg, R., Hilliard, L., & Lerner, R. M. (In press). Relational developmental systems theories of positive youth development: Methodological issues and implications. In P. C. M. Molenaar, K. Newell, & R. M. Lerner (Eds.), *Handbook of Relational Developmental Systems Theory and Methodology*. New York, NY: Guilford.

In preparation

Lerner, R. M., Weiner, M., Buckingham, M. H., Champine, R. B., Greenman, K. N., & Warren, D. J. (In preparation). Positive development among diverse youth: Individual and ecological bases. *Emerging Trends in the Social and Behavioral Sciences*.

Bowers, E. P., Geldhof, G. J., Chase, P. A., Gestsdottir, S., Urban, J. B., & Lerner, R. M. (In preparation) Self regulation during adolescence: Variations associated with individual $\leftarrow \rightarrow$ context relations. In J. Wright (Ed.), *International Encyclopedia of Social and Behavioral Sciences* (2nd ed.). London, UK: Elsevier.

Lerner, R. M., Hershberg, R., Hilliard, L., & Johnson, S. K. (In preparation). Human development, theories of. In J. Wright (Ed.), *International Encyclopedia of Social and Behavioral Sciences* (2nd ed.). London, UK: Elsevier.

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Lerner, R. M., Lerner, J. V., Bowers, E., & Geldhof, G. J. (In preparation) Positive youth development: A relational developmental systems model. In W. F. Overton & P. C. Molenaar (Eds.), *Theory and Method*. Volume 1 of the *Handbook of Child Psychology and Developmental Science* (7th ed.). Editor-in-chief: R. M. Lerner. Hoboken, NJ: Wiley.

ARTICLES:

Published

Lerner, R. M., & Damon, W. (2012). Entrepreneurship in adolescence: A relational developmental systems approach. *International Journal of Developmental Science*, 6(3-4), 117-126.

Geldhof, G. J., Bowers, E. P., & Lerner, R. M. (2013). Special section introduction: Thriving in context: Findings from the 4-H Study of Positive Youth Development. *Journal of Youth and Adolescence*, 42(1), 1-5.

Lynch, A. D., Lerner, R. M., & Leventhal, T. (2013). Adolescent academic achievement and school engagement: An examination of the role of school-wide peer culture. *Journal of Youth and Adolescence*, 42(1), 6-19.

Li, Y., & Lerner, R. M. (2013). Interrelations of behavioral, emotional, and cognitive school engagement in high school students. *Journal of Youth and Adolescence*, 42(1), 20-32.

- Fay, K., & Lerner, R. M. (2013). Weighing in on the issue: A longitudinal analysis of the individual and contextual factors that influence the developmental trajectories of eating pathology among adolescents. *Journal of Youth and Adolescence*, *42*(1), 33- 51.
- Lerner, R. M., & Boyd, M. J. (2013). Learning through engagement. *Bildungsthemen*, *1*, 13-15.
- Brittian, A. S., & Lerner, R. M. (2013). Early influences and later outcomes associated with developmental trajectories of Eriksonian fidelity. *Developmental Psychology*, *49*(4), 722-735. doi: 10.1037/a0028323
- Lerner, R. M. (2013). Review of: Almost Christian: What the faith of our teenagers is telling the American church. *Scottish Journal of Theology*, *66*(2), 246-248.
- Bebiroglu, N., Geldhof, G. J., Pinderhughes, E. E., Phelps, E., & Lerner, R. M. (2013). From family to society: The role of perceived parenting behaviors in promoting youth civic engagement. *Parenting: Science and Practice*, *13*(3), 153-168.
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- Cozza, S. J., & Lerner, R. M. (2013). Military children and families: Introducing the issue. *The Future of Children*. In S. J. Cozza & R. M. Lerner (Eds.). *Military Children and Families*, *23*(2), 3-12.
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- Lerner, R. M., & Fisher, C. B. (In press). Evolution, epigenetics, and application in developmental science. *Applied Developmental Science*, *17*(4), 1-5.
- Geldhof, G. J., Bowers, E. P., Boyd, M. J., Mueller, M. K., Napolitano, C. M., Schmid,

K. L., Lerner, J. V., & Lerner, R. M. (In press). Creation of short and very short measures of the Five Cs of Positive Youth Development. *Journal of Research on Adolescence*.

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Bowers, E.P., Geldhof, G.J., Johnson, S. K., Lerner, J.V., & Lerner, R.M. (In preparation). Thriving across the adolescent years: A view of the issues. *Journal of Youth and Adolescence*.

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Hershberg, R., DeSousa, L., Warren, A. E. A., Lerner, J. V., & Lerner, R.M. (In preparation). Illuminating trajectories of adolescent thriving and contribution through the words of youth: Qualitative findings from the 4-h study of positive youth development. *Journal of Youth and Adolescence*.

Schmid, K. L., Johnson, S., Buckingham, M., & Lerner, R.M. (In preparation). Hope in context: Developmental profiles of trust, hopeful future expectations, and civic engagement across adolescence. *Journal of Youth and Adolescence*.

Arbeit, M., Johnson, S., Greenman, K., Champine, R., Lerner, J. V., & Lerner, R.M. (In preparation). Profiles of problematic behaviors across adolescence: Covariations with indicators of Positive Youth Development. *Journal of Youth and Adolescence*.

Bowers, E.P., Johnson, S., Buckingham, M., Gasca, S., Warren, D. J., Lerner, J. V., & Lerner, R.M. (In preparation). Important non-parental adults and positive youth development across mid- to late-adolescence: The moderating effect of parenting profiles. *Journal of Youth and Adolescence*.

Chase, P., Hilliard, L., Warren, D. J., & Lerner, R.M. (In preparation). Academic achievement in the high school years: The changing role of school engagement. *Journal of Youth and Adolescence*.

Agans, J. P., DeSouza, L., Mueller, M. K., Champine, R., & Lerner, R.M. (In preparation). Activity involvement as an ecological asset: Profiles of participation and youth outcomes. *Journal of Youth and Adolescence*.

Hilliard, L., Bowers, E. P., Greenman, K., Hershberg, R., Geldhof, G. J., Lerner, J. V., & Lerner, R.M. (In preparation). Beyond the deficit model: Bullying and trajectories of character virtues in adolescence. *Journal of Youth and Adolescence*.

JOURNAL SPECIAL ISSUES:**Published**

Geldhof, J. G., & Lerner, R. M. (Eds.) (2012). Beyond the 'self' of self-regulation: Considering the role of context. *Research in Human Development, 9(4)*.

Geldhof, G. J., Bowers, E. P., & Lerner, R. M. (Eds.) (2013). Special section: Thriving in context: Findings from the 4-H Study of Positive Youth Development. *Journal of Youth and Adolescence, 42(1)*.

Bowers, E. P., & Lerner, R. M. (Eds.) (2013). Familial and non-familial relationships as ecological sources of health and positive development across the life span. *Research in Human Development, 10(2)*.

Cozza, S. J., & Lerner, R. M. (Eds.) (2013). Military children and families. *The Future of Children, 23(2)*.

In preparation

Bowers, E. P., Geldhof, G. J., Johnson, S., Lerner, J. V., & Lerner, R. M. (In preparation). Elucidating the developmental science of adolescence: Lessons learned from the 4-H Study of Positive Youth Development. *Journal of Youth and Adolescence*.

APPENDIX 2**ADDRESSES, COLLOQUIA, AND SCHOLARLY PAPERS PRESENTED BY THE
BERGSTROM CHAIR, 2012-2013**

June 3-5, 2012: Center for the Advanced Study in Behavior Sciences, Stanford University, Promoting Positive Development in the Third Decade of Life: A Multidisciplinary and International Conference, "Conference Rationale and Overview," Stanford, CA

June 26, 2012: Military Child Education Coalition (MCEC), Research Science Symposium, Dallas, TX

September 21, 2012: Zurich Service-Learning Conference, "Positive Youth Development (PYD): The influence of Civic Engagement and the Benefits of Schooling," Zurich, Switzerland

October 14-15, 2012: John Templeton Foundation, Board of Advisors Meeting, Philadelphia, PA

November 7-9, 2012: Society for Research in Child Development General Council meeting, Tampa, FL

November 29-30, 2012: University of Southern California Conference, "Promoting a Strength-Based Vision of Adolescents: Integrating Theory, Research, and Application," Los Angeles, CA

January 9, 2013: National 4-H Council, 4-H National Mentoring Program National Training, "Positive Youth Development (PYD) and Youth Mentoring: Evidence from the 4-H Study of PYD," Chevy Chase, MD

February 8-9, 2013: Military Child Education Coalition (MCEC), Board of Directors Meeting, Dallas, TX

February 20-22, 2013: Life Course Research Network Conference, "Commentary on Halfon and Forrest: the Emerging Theoretical Framework of Life Course Health Developments," Washington, DC

March 19, 2013: Meeting with Department of Juvenile Justice, Washington, DC

March 20, 2013: Meeting with America's Promise Alliance, "Positive Youth Development (PYD) and Youth Mentoring: Evidence from the 4-H Study of PYD," Washington, DC

March 28-29, 2013: Boy Scouts Advisory Board Meeting, Philadelphia, PA

April 16-22, 2013: Society for Research in Child Development Conference,
Seattle, WA

June 27-30, 2013: Positive Psychology Conference, "Promoting the Positive
Development of Youth: Theory, Research and Applications," Los Angeles, CA

APPENDIX 3

ACTIVE GRANTS JULY 1, 2012- JUNE 30, 2013

4-H Study of Positive Youth Development

The 4-H Study of Positive Youth Development finished data collection and is undertaking final analysis of the data. In this study, we longitudinally assessed across adolescence the key characteristics of positive youth development, that is the "5 Cs" of positive development -- competence, confidence, character, connection, and caring (or compassion). The research also evaluates the impact on positive youth development of key ecological assets -- found in families, schools, and community-based programs, such as youth development (YD) programs. YD programs are marked by the "Big 3" characteristics of positive and sustained adult-youth relations; life skills-building activities for youth; and opportunities for youth participation in and leadership of valued community activities). We have found that YD programs are key assets in the promotion of PYD. We have also found that the factors representing the "Five Cs" of PYD lead to a 6th C -- Contribution. Both PYD and participation in YD programs independently relate to contribution. In turn, longitudinally, PYD predicts both community contributions and lessened likelihood of risk/problem behaviors. For example, PYD in Grade 5 predicted higher youth contributions and lower risk behaviors and depression at Grade 6. However, the pattern of PYD across time indicates that both promotion of strengths and prevention of risks need to be undertaken when working with youth.

Project GPS - Building Goal Management Skills in Young People

Project GPS is a joint collaboration between the Institute for Applied Research in Youth Development (IARYD) of the Eliot-Pearson Department of Child Development at Tufts University and the **Thrive Foundation for Youth** of Menlo Park, California. The aim of this project is to promote the positive development of youth across the U.S. by designing a set of materials and pertinent to adolescents goal management skills, or what we term **GPS (Goal Selection, Pursuit of Strategies, and Shifting Gears in the face of challenge)** to be used by mentors in youth-serving organizations. We will also evaluate the efficacy of these materials and activities.

Cutting-edge research conducted by scholars at the IARYD and utilizing data from the 4-H Study of Positive Youth Development indicates that adolescents who exhibit higher levels of goal-directed strategies and behaviors are more likely to be thriving and contributing to society. Project GPS applies the findings from our work, as well as from the work of researchers around the globe, to develop tools that will guide mentors to assist youth in the growth of these GPS skills.

Leveraging the strengths of youths and of mentors, Project GPS aims to improve goal strategies and behaviors as well as positive development through the

implementation of youth-focused multimedia activities and theoretically based, scientifically rigorous instrumentation. The GPS Project concluded in June 2012.

The YES Project – The Young Entrepreneurship Study

The Young Entrepreneurs Study (YES) is a joint project with the Institute for Applied Research in Youth Development (IAYRD) at Tufts University and the Stanford Center on Adolescence. Made possible through the support of the John Templeton Foundation, the YES project is a longitudinal study of the development of entrepreneurial purpose, achievements, and character attributes among diverse adolescents and young adults in the United States. Specifically, we are interested in identifying the cognitive, motivational, behavioral, and ecological bases of entrepreneurship development.

The quantitative and qualitative findings from this study will provide scientifically validated information needed for creating effective educational programs and policies designed to foster entrepreneurial capacity. In addition, this project will provide a theory of youth entrepreneurship, as well as a model for future entrepreneurship research on this essential but under-studied area of American life.

Evaluating the Williamson Model - The "ACT" Study: A study assessing character in young men

With a generous grant from the John Templeton Foundation, the Institute for Applied Research in Youth Development (IARYD) is partnering with the administration, faculty, and students of vocational education or junior colleges in the greater-Philadelphia area to evaluate the impact of each school's curriculum and mission on character, moral, and civic development in students and alumni.

Across three years, researchers at the IARYD will measure existing and entering classes of trade school and junior college students, and evaluate the implementation and impact of their trade school or junior college education. All students will be assessed in each year of their course of study. Selected students will also be assessed post-graduation. These assessments will involve both quantitative and qualitative information. For instance, through an interview, the research team will listen to current and former students' individual stories. The results of this research will address Big Questions about the role of character development in academic and life achievements, and about how to enhance the educational attainments of American men. We believe this research will have enduring impacts on enhancing the education of young men, and on promoting the role of character development in enhancing life success.

Character and Merit Project (CAMP): Evaluating the Effectiveness of the QUE Pilot Program - Boy Scouts

With a generous grant from the John Templeton Foundation, the Institute for Applied Research in Youth Development is partnering with Boy Scouts of America's Cradle of Liberty Council to conduct a longitudinal mixed methods study that is being conducted to evaluate a pilot program being implemented in Boy Scouts of America. In addition, this study investigates the impact of this program on the academic and personal development of youth engaged in the program. Over a two-year period, we are collecting quantitative data from over 1000 youth, using a character measure we developed for this study (the Assessment of Character in Children and Early Adolescents, ACCEA measure), as well as qualitative data from multiple levels of leadership in the program, to understand if and how character and other positive development outcomes develop in youth served by the program. We believe this research will have enduring impacts on enhancing the education of youth and promoting the role of character development in optimizing life success.

Duty, Honor Country: Assessment of the Potential for the Integration of Character Leadership Programs at the United States Military Academy

The United States Military Academy (USMA), as known as West Point, is renowned as one of the world's preeminent leader-development institutions. This project, funded by the John Templeton Foundation, is a one-year planning grant to assess the feasibility of conducting a longitudinal study of character at West Point. The mission of the Academy is to "educate, train and inspire the Corps of Cadets so that each graduate is a commissioned leader of character committed to the values of Duty, Honor, and Country." As an institution, West Point promotes the development of character attributes through a variety of academic and experiential channels across diverse programs and initiatives, representing academics, military training, athletics, and morality/ethics. The diversity of character promotion strategies across the institution has yet to be fully integrated however. The proposed project therefore aims to enhance the ability of West Point to educate Army leaders of character by assessing the existing components of education for officership in relation to the extant literature on professional preparation and character education.

Quandary: The impact on moral development

Quandary is an online game that engages students in ethical decision-making and develops skills that will help them recognize ethical issues and deal with challenging situations in their own lives. In Quandary, players must make difficult decisions in which there are no clear right or wrong answers but important consequences – to themselves and to others on a fictional planet. In their interactions with others in the game, players must consider facts, opinions and solutions, just as in real life.

This project launches a research partnership with the Poses Family Foundation and the Institute of Applied Research in Youth Development (IARYD) at Tufts University's School of Arts and Sciences and its Eliot-Pearson Department of Child Development. The project is conducted under the direction of Professor Richard M. Lerner, one of the nation's foremost experts on positive youth development, and Professor Marina Bers, director of the DevTech Research Group and a leading scientist studying innovative learning technologies. In this study, researchers from Tufts will show youth Quandary episodes, lead discussions about the game with the youth, and measure the impact of the watching episodes on moral functioning and the ability to take the perspective of others.

APPENDIX 4**DONOR LISTING JULY 1, 2012 – JUNE 30, 2013**

The Institute for Applied Research in Youth Development wishes to thank the following people for their financial support during the 2012-2013 fiscal year.

Gary Bergstrom*

Charles Gazarian*

John and Randi Lapidus*

Nicki Lapidus (Fishman)*

Richard M. Lerner*

Lang Ma

Patricia Morison

SCE- Susan Crown Foundation

*Donor has given multiple gifts of support since Institute's inception

APPENDIX 5

A BRIEF HISTORY OF THE BERGSTROM CHAIR IN APPLIED DEVELOPMENTAL SCIENCE

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

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

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

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

Gary and Craig Bergstrom were strong collaborators in Joan's impressive educational programming achievements, sharing her concern that more than 80 percent of a child's waking hours are spent out of school over a given year. The Bergstroms chose Tufts to supplement their considerable achievements and investments in children's programs because the university has the ability to be a true international learning center.

APPENDIX 6

BIOGRAPHY OF RICHARD M. LERNER

Holder of the Bergstrom Chair in Applied Developmental Science



Richard M. Lerner is the Bergstrom Chair in Applied Developmental Science and the Director of the Institute for Applied Research in Youth Development at Tufts University. He went from kindergarten through Ph.D. within the New York City public schools, completing his doctorate at the City University of New York in 1971 in developmental psychology. Lerner has more than 600 scholarly publications, including more than 70 authored or edited books. He was the founding editor of the *Journal of Research on Adolescence* and of *Applied Developmental Science*, which he continues to edit.

He was a 1980-81 fellow at the Center for Advanced Study in the Behavioral Sciences and is a fellow of the American Association for the Advancement of Science, the American Psychological Association, and the Association for Psychological Science.

Prior to joining Tufts University, he was on the faculty and held administrative posts at The Pennsylvania State University, Michigan State University, and Boston College, where he was the Anita L. Brennan Professor of Education and the Director of the Center for Child, Family, and Community Partnerships. During the 1994-95 academic year, Lerner held the Tyner Eminent Scholar Chair in the Human Sciences at Florida State University.

Lerner is known for his theory of relations between life-span human development and social change, and for his research about the relations between adolescents and their peers, families, schools, and communities. As illustrated by his 2004 book, *Liberty: Thriving and Civic Engagement among America's Youth*, and his 2007 book, *The Good Teen: Rescuing Adolescence from the Myth of the Storm and Stress Years*, his work integrates the study of public policies and community-based programs with the promotion of positive youth development and youth contributions to civil society.

He is married to Dr. Jacqueline V. Lerner, Professor and Chair of the Department of Applied Developmental and Educational Psychology in the Lynch School of Education at Boston College. They live in Wayland, Massachusetts. They have three children, Justin, 33, a director and screen writer living in Los Angeles, Blair, 31, an advertising executive at Media Contacts in Boston, and Jarrett, 27, a novelist and editor living in Somerville, MA.