



Institute for Applied Research in Youth Development

2013-2014 ANNUAL REPORT OF THE BERGSTROM CHAIR IN APPLIED DEVELOPMENTAL SCIENCE

Richard M. Lerner

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Report from Richard M. Lerner
Bergstrom Chair in Applied Developmental Science
Director, Institute for Applied Research in Youth Development

CONTINUING CHARACTER

The study of character development continues to be the major research theme within the Institute. In my last Annual Report (for the 2012-2013 academic year), I discussed the then burgeoning focus on this key facet of youth thriving, and explained that our ability to conduct innovative longitudinal research about the development of character was enabled by the generous support and confidence placed in us by the John Templeton Foundation (JTF). I am pleased to again acknowledge my deep gratitude to Dr. John M. (Jack) Templeton, Josephine (Pina) Templeton, Heather Templeton Dill, Michael Murray, Barnaby Marsh, Kimon Sargeant, Sarah Clement, Richard Bollinger, Daniel Green, Jessica Despres, and Caitlin Younce (among many, many others at JTF).

In my last report, I pointed out that our emphasis on character development was crystallizing as the focal area of research within the Institute. I discussed two JTF-supported projects that had recently begun – the longitudinal research with the Williamson Free School of Mechanical Trades, in Media, Pennsylvania, and the longitudinal study of Cub Scouts participating in the programs of the Boy Scouts of America Cradle of Liberty Council of the greater Philadelphia area.

In addition, I described two planning grants awarded to the Institute by JTF. In one planning grant, we were collaborating with colleagues at the United States Military Academy (USMA) at West Point, and with William Damon and Anne Colby of the Stanford University Center on Adolescence, to plan a longitudinal study of how USMA develops leaders of character across the three programmatic pillars of the training provided to Cadets: Academics, Athletics, and Military Instruction. In the second planning grant, we were collaborating with colleagues from WGBH, Boston's public television station, to explore how 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.

I also described another, emerging collaboration with the Positive Coaching Alliance (PCA), led by Jim Thompson. We were hoping to gain support for a project involving an evaluation of if and how the PCA "double-goal coaching" and "triple-impact competitor" models affect the character development of youth. Finally, I described our collaboration with Shelly London and the Poses Family Foundation that she leads, as well as with my Eliot-Pearson colleague, Marina Bers, to assess the impact of playing an innovative video game, *Quandary*, on adolescent moral thinking and behavior.

The 2013-2014 Academic Year

I am pleased to report that, across the 2013-2014 academic year, the collaborative research undertaken in our prior year of work grew in several ways. Character development now *is* the focal area of research within the Institute. Due, again, to the continuing generous grant support from JTF and, as well, the Poses Family Foundation, my colleagues, students, and I have been able to conduct longitudinal research that enables us to begin to understand the individual and ecological bases of character development from early childhood through the early years of adulthood.

Framed by a theoretical model of character development that my colleague Kristina Callina and I have formulated (Lerner & Callina, 2014), the portfolio of character development studies within the Institute is rich and varied. Across these investigations, we are illuminating the ways in which character development may enhance overall positive individual development across the first three decades of life. In addition, we gained greater understanding of how individuals with highly developed character may act to enhance the quality of their families, community institutions, and civil society. The portfolio of research within the Institute during the 2013-2014 academic year included:

- The **Character and Merit Project (CAMP)**, which is an ongoing longitudinal and mixed-method collaborative assessment of the potential impact of the Boy Scouts of America (BSA) program on youth. Supported by JTF, and in partnership with the leadership of BSA in the Cradle of Liberty Council (COL) in the greater Philadelphia region, the CAMP Study is assessing: 1. *whether* BSA constitutes a high-quality out-of-school-time (OST) program that positively influences character and other positive youth development (PYD) outcomes; and 2. *how* BSA program components influence these outcomes in youth.
- The **Assessment of Character in the Trades (ACT)** study is supported by JTF as well. In this study, we are partnering with both the Williamson Free School of Mechanical Trades and with the administration, faculty, and students of vocational and other post-secondary colleges and institutions in Pennsylvania to evaluate the potential impact of each school's curriculum and mission on the character, moral, and civic development of students and alumni.
- Following our planning grant period, our collaboration with WGBH Boston, which we term **the Buddy Project**, received a three-year grant from JTF to assess the potential impact of a school-based curriculum using interactive technology and collaborative learning on character development and prosocial behavior in young children.

- We also completed data collection for the **Quandary Project**, a study supported by the Poses Family Foundation. Quandary is an online game that engages students in ethical decision-making and supports the development of skills that will help them to recognize ethical issues and deal with challenging situations in their own lives. The project involves showing youth Quandary episodes, leading discussions about the game with the youth, and assessing the potential impact of watching the episodes on moral functioning and the ability to take the perspective of others.
- During the 2013-2014 academic year, we completed data collection for another JTF-supported longitudinal project, the **Young Entrepreneurs Study (YES)**. In collaboration with William Damon and Anne Colby of the Stanford University Center on Adolescence, the project investigated the development of entrepreneurial purpose, achievements, and character attributes among diverse adolescents and young adults in the United States.
- Two new longitudinal studies were also funded by JTF and planning for them began in the 2013-2014 academic year. The first project is being conducted in partnership with the Positive Coaching Alliance (PCA) and involves **Evaluating the PCA Coaching Model** in regard to its impact on developing youth competitors of character. Through this research, we hope to gain insight into the ways in which youth engagement in athletic contexts can translate to engagement in schools, communities, and civic life.
- The second new longitudinal project is the **Doing the Right Thing** project. Supported by JTF and conducted in collaboration with the laboratory of Professor Jacqueline V. Lerner of Boston College, the study is designed to answer the question: "Why do adolescents who believe themselves to be of high character, virtue, or morality behave in ways that fall short of their standards?" The project examines the role that intentional self-regulation skills and character exemplars play in the virtuous behaviors of adolescents.
- Finally, as the 2013-2014 academic year ended, we were readying for submission to JTF a proposal to undertake a follow-up to our planning grant with West Point. Along with William Damon and Anne Colby of the Stanford University Center on Adolescence, we will conduct a three-year longitudinal study of **Character and Leadership Development at West Point**. We believe that this research will provide information critical for USMA to understand which character and leadership development practices are effective for enhancing moral leadership and for predicting relevant behaviors and outcomes of West Point education and training.

The publications and presentations associated with these projects that appeared during 2013-2014 are listed in tables in subsequent sections of this report. Here,

however, I can note that the breadth and depth of the research we have been given the opportunity to enact through the support we have so generously been given provides an increasingly clearer understanding of character development across the first three decades of life. These studies enable us to describe and explain the links among youth strengths, ecological assets, and important life outcomes associated with character development (e.g., personal well-being, academic success, entrepreneurship, and national leadership). We believe that our research will be able to be readily transformed into ideas for actions – at both program and policy levels – to enhance character development and thriving among diverse youth across the first three decades of life.

Of course, in addition to our research, the Institute is also a site for the training of doctoral students and for the career development of post-doctoral scholars. In 2013, three new doctoral students joined the Institute: Elise Harris, Jonathan Tirrell, and Ceren Yalin. In turn, Kristina Callina, Karl Erickson, and Jun Wang joined the Institute as post-doctoral fellows, after completing their Ph.D.s at Tufts University, Queen's University (Canada), and Colorado State University, respectively. In addition, three of the Institute's post-doctoral fellows – Rachel Hershberg, Lacey Hilliard, and Sara Johnson – were promoted to Research Assistant Professors. Our colleague, Ed Bowers, after several years within the Institute (as a post-doctoral fellow and, then, as a Research Assistant Professor), left the lab to undertake a tenure-track position at Clemson University.

Conclusions

At the end of the 2012-2013 academic year, I reported that I looked forward to the 2013-2014 academic year with great anticipation because of what I hoped would be a very busy year of empirical work. The 2013-2014 academic year more than fulfilled my hopes. The year also renewed my deep gratitude to the foundations that, through their generous support, allowed us to undertake our research and, as well, to the superb students, colleagues, staff, and collaborators inside and outside of the Institute with whom I am privileged to work. In my experience, few people have the opportunity to do the work they love *and* to do their work with supportive people whom they admire and respect, and with whom they thoroughly enjoy collaborating. I continue to be given this opportunity, and I am humbled and profoundly grateful for it.

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

QUANTITATIVE AND QUALITATIVE INDICATORS

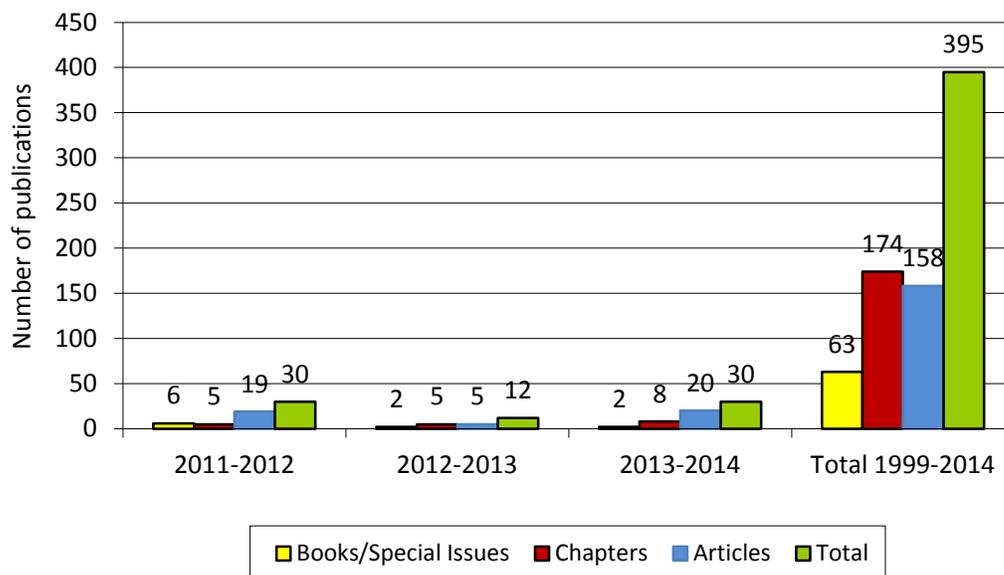
Several indicators may be used to evaluate the progress and current status of the Institute and the performance of the Bergstrom Chair. Quantitative indicators pertain to publications, professional presentations, grant proposals submitted and funded, direct and indirect dollars of grant support generated, 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 2013-2014, and as well, during the prior two academic years. The cumulative total of all published works across the Bergstrom Chair's 15 years at Tufts is noted as well. A footnote to the histogram reports the averages over the 15 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 2013-2014 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 15 years at Tufts, 1999-2014, the average per year for books/special issues, chapters, articles, and total number of publications are 4.2, 11.6, 10.5 and 26.3, respectively. Overall, 395 publications have been produced across 15 years.

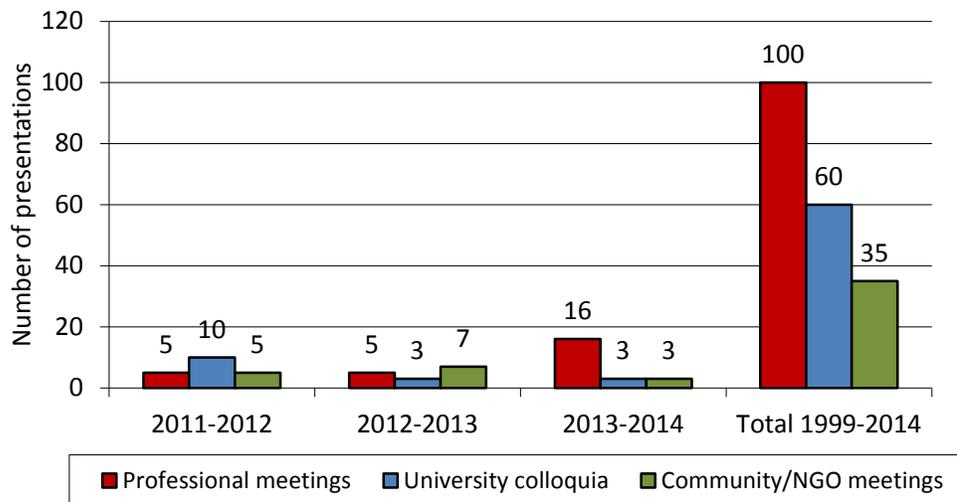
Scholarly Paper Presentations

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 2013-2014 academic year, as well as for the two years prior. Figure 2 also presents a set of

histograms for the 15 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 22 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 2013-2014.

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 2013-2014 fiscal year and four were funded. In total, the Institute has submitted 60 grant proposals since its inception, 30 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 2013-2014 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

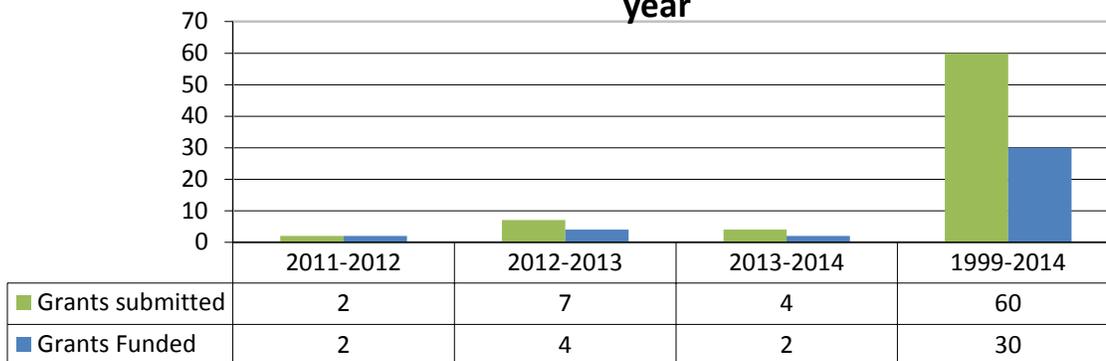
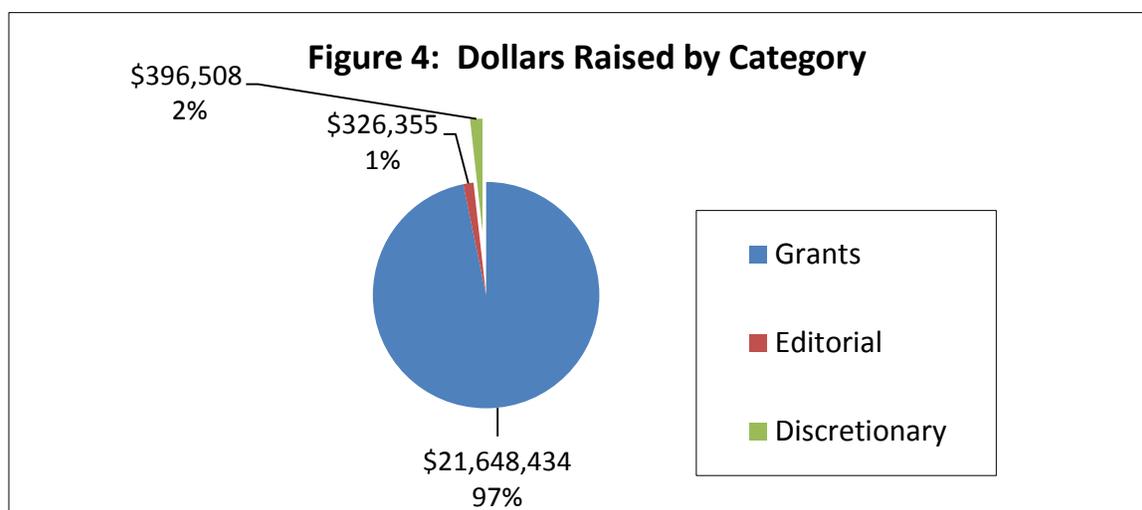


Table 1. Grant Proposals Funded FY 2011 through FY 2014
2011-2012
1. Proposal to the John Templeton Foundation, "Evaluating the Williamson Model: Promoting Character Development and Productive and Engaged Citizenship among Young American Men" (funded)
2. Proposal to the Thrive Foundation for Youth, "Constructing 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)
2013-2014
1. Proposal to the John Templeton Foundation, "Intentional Self Regulation and the Promotion of Character Development", collaboration with Boston College (funded)
2. Proposal to the John Templeton Foundation, "Evaluating the Positive Coaching Alliance Model: Developing Competitors of Character", collaboration with the Positive Coaching Alliance (funded)

Dollars of Support Generated by Category

As shown in Figure 4, since its inception, the Institute has raised \$22.3 million through the end of FY 2013-2014 for its research, outreach, educational, and publishing activities, an average of \$1.4 million a year across the Bergstrom Chair's 15 years at Tufts. Of this total, the Institute raised \$21.6 million through grant proposals, \$326k through editorial office grants, and \$396k in discretionary dollar donations.

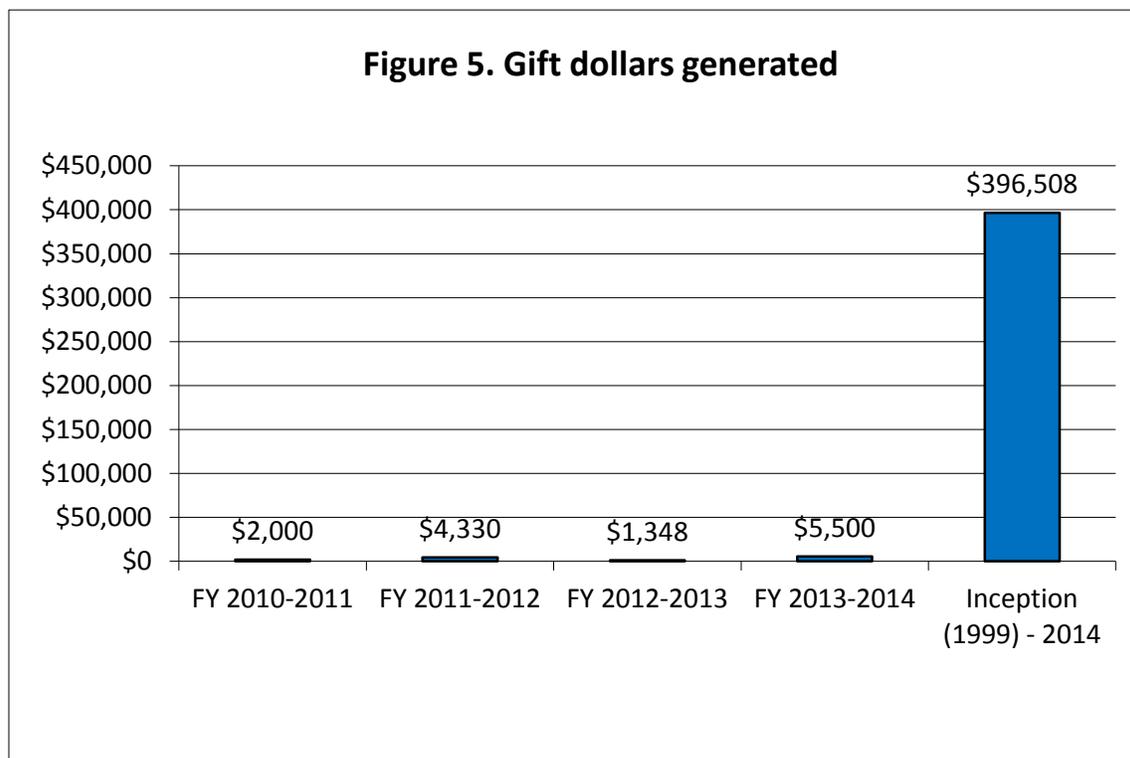


Direct and Indirect Dollars of Grant Support Generated

Of the \$21.6 million in grant support generated, \$18.9 million was for direct costs and \$2.6 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

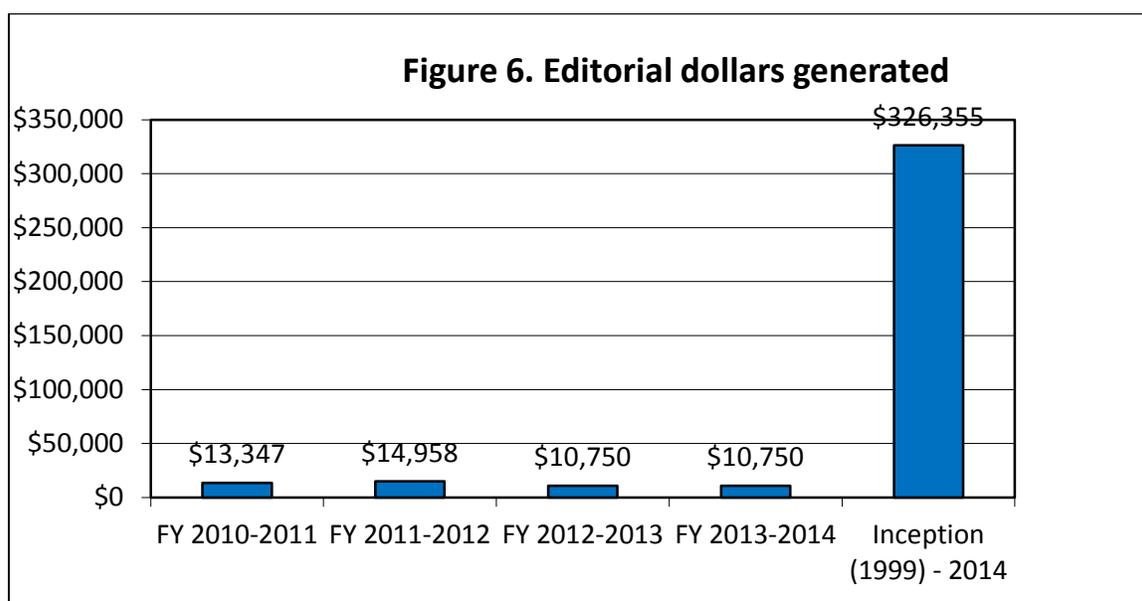
Since its inception, the Institute has raised a total of \$396k in discretionary gift dollars. Figure 5 shows the distribution of gifts across the previous three years as well as the total since the Institute's inception. The money in the discretionary account is primarily used to support meetings and 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 2013-2014 fiscal year.



Editorial Account Dollars Raised

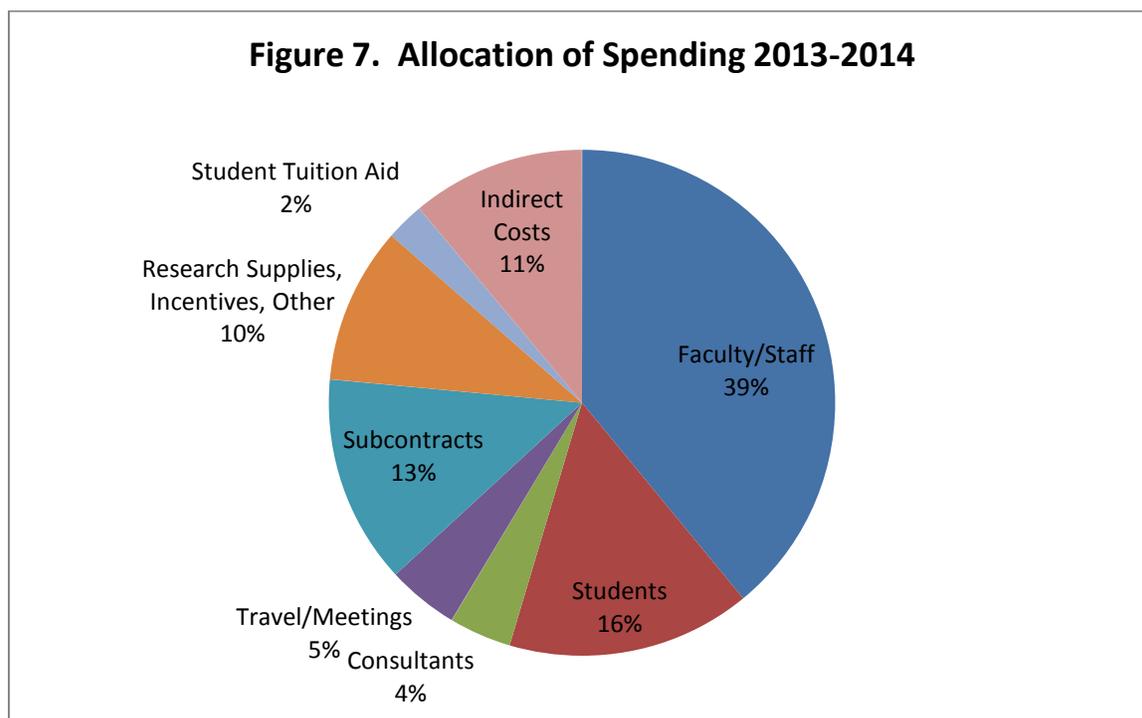
Each year, the Bergstrom Chair receives honoraria for the various books and journals that he publishes. Rather than keep the dollars for himself, he turns the money over to the Institute to support the work of the Publications Program. Over the past 15 years, this allocation has amounted to over \$326k 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 (55%) of Institute spending went to supporting faculty, staff, and students (39% on full-time faculty and staff positions and 16% on graduate research assistants and undergraduate student support).



Consultants, honoraria, and awards (4% of spending) goes to supporting statistical consultants, data collectors, and speakers. Travel and meals account for 5% 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 13%. Other expenses account for 10% 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. Student Tuition reflects 2% spending and indirect costs total 11% of spending.

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

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 18th volume year in 2013-2014, 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.

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.

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.

Promoting Positive Youth Development: Lessons from the 4-H Study

This book will present the results of the longitudinal 4-H Study of Positive Youth Development. The volume discusses how self-regulation and contextual resources (e.g., strong relationships with parents, peers, and the community) can be fostered in young people to contribute to the enhancement of functioning throughout life. Each chapter examines a particular aspect of youth thriving, and offers findings on either the bases or the role of positive development in a variety of outcomes, from reduced risk of emotional problems and harmful behaviors to increased participation in the community. Contributors introduce a contemporary model of positive development for diverse youth, provide examples of effective youth development programs, and suggest applications for informing the next generation of policies and practices. Researchers in developmental psychology as well as practitioners in educational or youth development programs or policies will gain from *Promoting Positive Youth Development* an appreciation of the central role of young people's strengths, and initiatives to build effective youth programs.

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

During fiscal year 2013-2014, the Institute will continue to work to raise money both through additional grant monies and additional discretionary dollars.

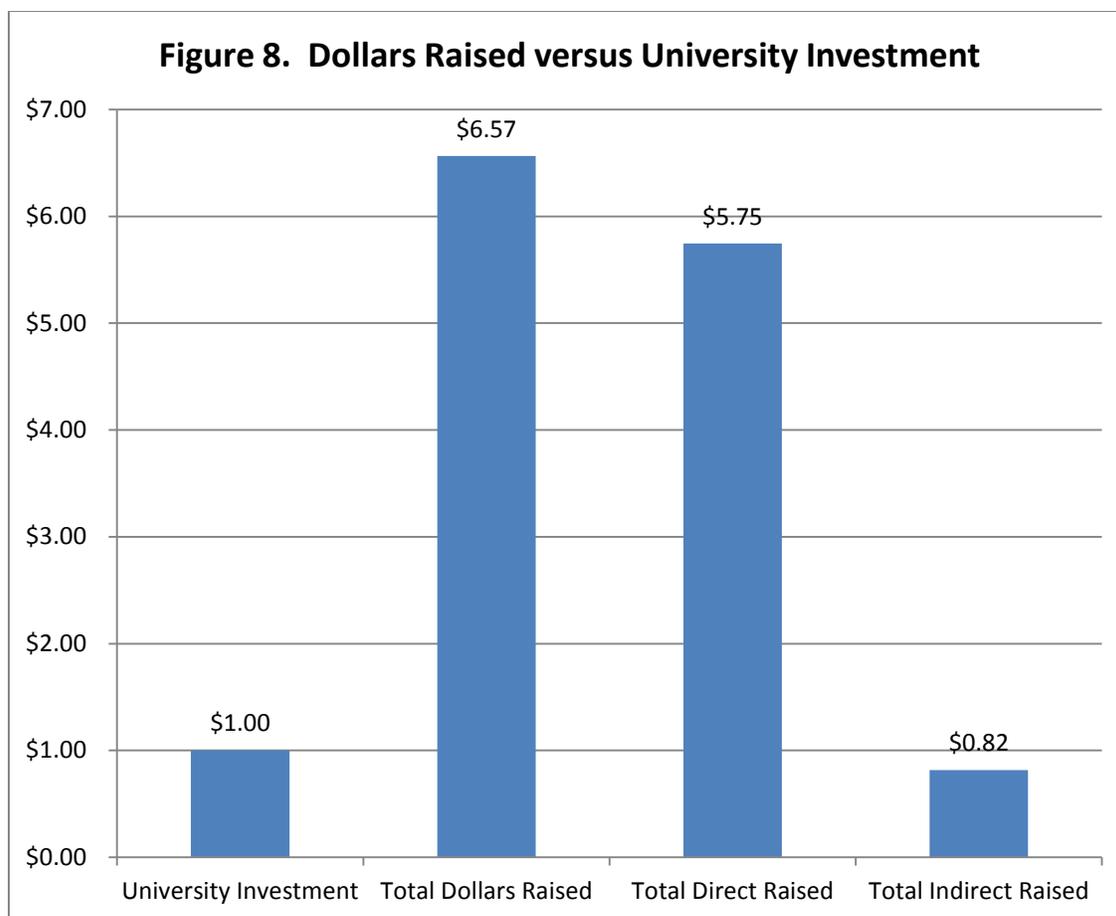
With the addition of two new grants, we project an operating budget in FY 2013-2014 of approximately \$2.4 million in direct and indirect costs.

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 \$3.2 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 \$3.2 million may be compared to \$21.6 million in total dollars raised – which involves \$18.9 million in direct dollars raised and \$2.6 million in indirect dollars raised. As shown in Figure 8, for every \$1 of University investment, the Institute has raised \$6.57 in total dollars, \$5.75 in direct dollars, and 82 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, 2013-2014

BOOKS:

Published

Lerner, R. M., Petersen, A. C., Silbereisen, R. K., & Brooks-Gunn, J. (Eds.). (2014). *The Developmental Science of Adolescence: History through Autobiography*. New York: Psychology Press.

Molenaar, P. C. M., Lerner, R. M., & Newell, K. (Eds.) (2014). *Handbook of Developmental Systems Theory and Methodology*. New York, NY: Guilford.

In press

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

In preparation

Bowers, E. P., Geldhof, G. J., Johnson, S. K., Hilliard, L. J., Hershberg, R. M., Lerner, J. V., & Lerner, R. M. (Eds.) (In preparation). *Promoting Positive Youth Development: Lessons from the 4-H Study*. New York, NY: Springer.

CHAPTERS:

Published

Lerner, R. M., Petersen, A. C., Silbereisen, R. K., & Brooks-Gunn, J. (2014). 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. (2014). 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.

Geldhof, G. J., Bowers, E. P., Johnson, S. K., Hershberg, R., Hilliard, L., Lerner, J. V., & Lerner, R. M. (2014). Relational developmental systems theories of positive youth development: Methodological issues and implications. In P. C. M.

Molenaar, R. M. Lerner, & K. Newell (Eds.), *Handbook of Developmental Systems Theory and Methodology* (pp. 66-94). New York, NY: Guilford.

Li, Y., Agans, J., Chase, P. A., Arbeit, M. R., Weiner, M. B., & Lerner, R. M. (2014). School engagement and positive youth development: A relational developmental systems perspective. In D. J. Shernoff & J. Bempechat (Eds.). *NSSE Yearbook: Engaging Youth in Schools: Evidence-Based Models to Guide Future Innovations, Volume 113, Issue 1*. (pp. 37-57). New York, NY: Columbia University Press.

In press

Lerner, R. M., Lerner, J. V., Bowers, E., & Geldhof, G. J. (In press) Positive youth development and relational developmental systems. 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.

Lerner, R. M., Greenman, K. N., Harris, E., Yalin, C., Rubin, R. O., Gutierrez, A. S. (In press). Adolescence. In Harold L. Miller (Ed.), *The SAGE Encyclopedia of Theory in Psychology*.

Lerner, R. M., Weiner, M., Buckingham, M. H., Champine, R. B., Greenman, K. N., & Warren, D. J. (In press). 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., Gestsdottir, S., Urban, J.B., & Lerner, R.M. (In press). Self-regulation during adolescence and cultural variations. In J. Berry, & H. Keller (Eds.), *International Encyclopedia of Social and Behavioral Sciences* (2nd edition). Editor-in-Chief: J. D. White. Oxford, England: Elsevier.

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APPENDIX 2**ADDRESSES, COLLOQUIA, AND SCHOLARLY PAPERS PRESENTED BY THE
BERGSTROM CHAIR, 2013-2014**

July 7 – 10, 2013: Military Child Education Coalition (MCEC) National Training Seminar, Washington, DC

September 14 – 18, 2013: University of Iceland, Interim Evaluation (outside committee member) for Kristján Ketill Stefánsson, and Talk: “Promoting the Positive Development of Youth: Theory, Research, and Application,” Reykjavik, Iceland

September 30, 2013: The Brookings Institute, Panel Discussion: “Keeping the Promise: Maintaining the Health of Military and Veteran Families and Children,” Washington, DC

October 20 – 22, 2013: United States Military Academy, Meetings, West Point, NY

October 24 – 25, 2013: Society for Research in Child Development (SRCD), General Council meeting, Minneapolis, MN

November 1 – 2, 2013: Military Child Education Coalition (MCEC) Board of Directors Meeting, Dallas, TX

November 2 – 5, 2013: Society for Study of Human Development (SSHD) Conference, Presentation: “Developmental Science in 2025: A Review!,” Fort Lauderdale, FL

November 6, 2013: National Council on Family Relationships, Talk: “Promoting the Positive Development of Youth: Theory, Research, and Application,” San Antonio, TX

November 11, 2013: Woodrow Wilson School, Princeton University, Panel Discussion: “Military Children and Families,” Princeton, NJ

December 16 – 17, 2013: Williamson School visit and meetings with Boy Scouts Cradle of Liberty officials, Philadelphia, PA

February 8 – 9, 2014: Military Child Education Coalition (MCEC), Board of Directors Meeting, Dallas, TX

February 24 – 25, 2014: United States Military Academy, Meetings, West Point, NY

March 12, 2014: The Shipley School, Presentation: “Epigenetics: A Very Basic Overview,” Bryn Mawr, PA

March 19 – 22, 2014: Society for Research on Adolescence (SRA) Biennial Meeting, Pre-Conference: “America's Military-Connected Children, Adolescents, and Families:

Promoting Developmental Research and Evidence-Based Programs” (Leader), Symposium: “Theoretical and Methodological Challenges in Enhancing the Scientific Study of the Role of Spirituality in Youth Development” (Panelist), Symposium: “Increasing our Understanding of the Role of Supportive Adult Relationships in Promoting Thriving During Adolescence” (Discussant), Symposium: “Longitudinal Approaches to the Study of Academic Motivation and School Engagement: A European Perspective” (Discussant), Symposium: “Developing a Federal Positive Youth Development Research Agenda” (Panelist), Austin, TX

March 28 – 29, 2014: Keynote Speaker – 4-H Western Regional Leadership Forum, Presentation: “Promoting Positive Youth Development: Implications of the 4-H Study for Theory, Research, and Application,” Workshop: “From Research to Application: Evidence-Based Tools to Assess Youth Development and Evaluate Program Outcomes,” Billings, Montana

April 2 – 3, 2014: Military Child Education Coalition (MCEC) National Convening, Washington, DC

April 21 – 22, 2014: United States Military Academy, Meetings, West Point, NY

May 9, 2014: Conference on Child and Adolescent Mental Health, Talk: “Promoting the Positive Development of Youth: Theory, Research, and Applications,” Newton, MA

May 13 – 17, 2014: Society for Research in Child Development (SRCD), General Council/Publications Committee meetings, Philadelphia, PA

June 2 – 3, 2014: National 4-H Council, Talk: “Promoting the Positive Development of Youth: Theory, Research, and Applications,” Washington, DC

June 23 – July 3, 2014: Conference – Challenges in the Third Decade of Life in the 21st Century – Individual Development and Health, Talk: “Studying Development Across the Third Decade of Life: Theory, Research, and Application,” Hanover, Germany

APPENDIX 3

ACTIVE GRANTS JULY 1, 2013- JUNE 30, 2014

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.

The Assessment of Character in the Trades (ACT) Study

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 and other post-secondary colleges and institutions 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 (2012 through 2015), researchers at IARYD have been collecting data from existing and entering classes of students, and evaluating the implementation and impact of their education on character development. All students are assessed in each year of their course of study, and selected students are also assessed post-graduation. These assessments involve both quantitative and qualitative information. The results of this research will address questions about the role of character development in academic and life achievements, and about how to enhance the educational attainments of American men who chose a non-traditional path for their postsecondary education. 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 has partnered with Boy Scouts of America's

Cradle of Liberty (COL) Council to conduct a longitudinal, mixed methods, and collaborative evaluation of their Quality Unit Executive program, a leadership pilot program that they began implementing throughout the COL in August 2012. In addition, this study is investigating the impact of this program on the academic and personal development of youth engaged in the program. Over a two-year period, we have collected quantitative data from over 2000 youth, using a character measure we developed for youth in this study,, who are between 6 and 12 years of age (the Assessment of Character in Children and Early Adolescents, ACCEA measure). We have also developed qualitative instruments and collected qualitative data from multiple levels of leadership in the program, as well as from youth served by the program, to understand if and how character and other positive development outcomes develop in youth in BSA. 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.

The West Point Character and Leadership Development Project

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

We have submitted a proposal to the John Templeton Foundation for a three-year study, to launch in 2015. The goal of this research will be to identify character development strategies and activities at USMA that are especially salient in promoting cadet character virtues (including the character domains of moral, performance, civic, leadership, and social). This project is a collaboration among researchers at IARYD, the Stanford University Center on Adolescence (directed by Professors William Damon and Anne Colby), and researchers at USMA (including Professor Michael Matthews of the Behavioral Sciences and Leadership Department). The study will assess whether stronger character predicts leadership outcomes, such as ranking within the cadet chain of command and leadership in athletics, as well as other performance outcomes, including academic achievement. By assessing leadership and character development approaches within and across the three pillars of USMA, we will be able to point to opportunities for integration and alignment of these strategies across the training pillars. As such, the proposed research will serve to assess, inform, and enhance character and leadership education within the Corps of Cadets. Moreover, our assessments will allow us to

link character and leadership development with performance outcomes, including cadets' scores on military, physical, and academic standing.

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 launched 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 Richard M. Lerner, Lacey J. Hilliard, and Marina Bers, director of the DevTech Research Group and a leading scientist studying innovative learning technologies. In this experimental study, researchers from Tufts showed youth Quandary episodes, lead discussions about the game with the youth, and measured the impact of the watching episodes on moral functioning and the ability to take the perspective of others. This study was conducted at three Boston-area middle schools. Findings from the study informed the development of a 10-week curriculum, which was implemented in a 6th grade class through Citizen Schools – Massachusetts.

Doing the Right Thing: Intentional Self Regulation and the Promotion of Character Development

The Doing the Right Thing project is designed to answer the question: "Why do adolescents who believe themselves to be of high character, virtue, or morality, behave in ways that fall short of their standards?" The purpose of the project is to examine the role that intentional self regulation skills and character exemplars play in the virtuous behaviors of adolescents. This project is a three-wave, cohort-sequential, mixed methods study. Beginning in January 2015, we will collect survey data from 900 youth (300 each in 5th, 7th, and 9th grades) from the greater Boston area as well as from one of their parents or guardians. We are also asking the youth to nominate a staff member at their school who knows them well, and we will ask those individuals to complete surveys with questions about the young person. Participants will be recontacted twice more over a three year period, and we will also interview a subsample of young people to find out their perspectives on the roles of self regulation skills and character exemplars in their lives.

Evaluating the Positive Coaching Alliance Model: Developing Competitors of Character

The Positive Coaching Alliance (PCA) is a national non-profit organization dedicated to training coaches and athletes to provide a positive, character-building youth sports experience. This project, funded by the John Templeton Foundation, is a three-year longitudinal study evaluating the impact of PCA programs in four ethnically and socioeconomically diverse high schools in the greater Boston area. The PCA training program incorporates face-to-face workshops, weekly talking points, and reading materials, all centered on building character through sports. The overarching goal of this project is to assess whether, and how, the PCA model can be effectively used to enhance the character attributes of high school athletes such that these attributes are applied in the sport context, in school, and in the wider community. To test the effectiveness of PCA, quantitative self-report surveys are administered to coaches and athletes at the beginning and end of their sport season and about 3 months later. To date, over 450 athletes and 50 coaches from Fall and Winter sports have been enrolled in the study. Recruitment of athletes and coaches from sports in the Spring will conclude the first year of the study. Participants will be followed for another two years to test for lasting effects of the PCA training program. Through this evaluation research, we hope to gain insight into the ways in which youth participation in athletic contexts can translate to positive engagement in schools, communities, and civic life.

APPENDIX 4**DONOR LISTING JULY 1, 2013 – JUNE 30, 2014**

The Institute for Applied Research in Youth Development wishes to thank the following people for their financial support during the 2013-2014 fiscal year.

Gary Bergstrom*
Emily Freedman
Charles Gazarian*
Lawrence and Susan Gianinno*
Richard M. Lerner*
Lang Ma*

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 650 scholarly publications, including more than 75 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, 34, a director and screen writer living in Los Angeles, Blair, 32, an advertising executive at Media Contacts in Boston, and Jarrett, 28, a novelist and editor living in Somerville, MA.