2016-2017 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

MOVING DOWN THE YELLOW BRICK ROAD

Dorothy, the Scarecrow, the Tin Man, and the Lion – and of course Toto – pursued a dream. They believed that, if they faithfully followed the yellow brick road, they would reach Oz, meet the Wizard, and fulfill their life aspirations. Their goals and their persistence in pursuing them – despite the obstacles they encountered (an evil witch, narcotizing flowers, an apparently impregnable castle, and of course flying moneys) – were laudable. Their purpose and grit correspond to many of the challenges my colleagues, students, staff, and I encounter as we seek to obtain grant support enabling us to conduct research that matters for enhancing the lives of diverse youth. As well, the journey of Dorothy and her companions reflect many of the character virtues that we at IARYD both study and (we hope) bring to our work: Love, intellectual humility, compassion, tenacity, hope for a better future and, of course, our devotion to our respective dogs – IARYD is a very "dog-friendly" community.

The Oz of IARYD is not an Emerald City teeming with fantastic beings (Munchkins and, of course, the Horse of a Different Color). The Oz we aspire to reach is a socially just world wherein all youth have the life chances, the resources, needed to thrive. Our yellow brick road – the path we follow towards our vision – is (and always has been) the enactment of theory – predicated, methodologically-rigorous science that matters in the lives of children, families, and communities. Our yellow brick road is a path that enables us to identify ways to enhance the lives of the young people of the world.

In 2016-2017, the road we traveled was filled with both old friends and new ones. Their collegiality, collaboration, and support enabled us to meet the challenges of grantsmanship and continue toward (albeit asymptotically) our version of Oz. This support enabled my colleagues, students, and me to successfully complete our research and evaluation projects with the Positive Coaching Alliance (funded through separate grants from the John Templeton Foundation and the S. D. Bechtel, Jr. Foundation), with the WGBH Education Foundation (funded by the John Templeton Foundation), and the Connecting Adolescents' Beliefs and Behaviors Study (funded by the Templeton Religion Trust). I described this work in the IARYD 2015-2016 *Annual Report*. I also described in this past Annual Report two projects that continued in 2016-2017: *Project Arete*, a longitudinal study of character development and leadership among the cadets of the United State Military Academy at West Point, funded by the Templeton Religion Trust; and the Compassion International Study of Positive Youth Development, a global, longitudinal study of thriving and spirituality among youth whose development is threatened by extreme poverty. This project is funded by Compassion International and King Philanthropies.

During 2016-2017 a major collaboration was undertaken with the Comer Education Campus in Chicago. Funded by the Comer Family Foundation, this research seeks to understand ways to enhance the graduation of African American and Latino youth from high school, to make a successful transition to college, and to succeed in and graduate from college. In addition, with the support of the Poses Family Foundation, we began the second phase of a study using the *Quandary* video game in school-based efforts to enhance moral reasoning in middle-school-age youth, to give them the skills to differentiate between facts and opinions, and to motivate them to engage positively in and become leaders of civil society.

Finally, during the 2016-2017 year I volunteered to become a member of the Research and Development team of the Science of Learning and Development (SoLD) project, which is funded by the Chan Zuckerberg Initiative (CZI). SoLD collaborators have integrated the literatures of human development, neurobiology, learning science and engineering, and educational practice and policy to formulate a compelling vision to improve the lives of the diverse young people of our nation. It is an agenda for theory-predicated and methodologically-rigorous research that will build an evidence base for studying and enhancing personalized learning pathways for children and adolescents.

In addition to the grant-funded projects that enabled my colleagues, students, staff, and me to continue our journey towards Oz, I am again especially honored and blessed by the numerous friends of IARYD. They generously made gifts that enabled me to maintain the infrastructure of the lab and to have discretionary resources to support the career development of graduate students and post-doctoral fellows. I note later in this report these wonderful supporters, including Charles Gazarian, Larry and Susan Gianinno, Elaine Kasparian, and Lang Ma. I want to especially express my gratitude to David and Barbara Chase for their friendship, generosity, and encouragement. Most of all, I want to once again thank the Bergstrom Family, not only for their continuing friendship, generosity, and encouragement but, as well, for their wise council, their indefatigable support of my work, and for their vision and creativity in creating IARYD and in giving me the honor and privilege to serve as its director. I am truly honored to have the Bergstrom name associated with my work.

The students, post-doctoral fellows, and research assistant professors in IARYD are a continuing source of joy and inspiration for me. When I was still a graduate student, a professor of mine told me that the trick to building a successful lab was to hire people who were smarter than you. I learned this lesson well, because for my 18 years to date at Tufts I have been deeply fortunate to be able to bring people into IARYD who reflected my professor's advice. These junior colleagues continue to contribute immeasurably to the success and quality productivity of IARYD and to then "graduate" from it and go on to wonderful "next steps" in their careers.

In 2016-2017 Jonathan Tirrell completed his Ph.D. and then (to my great pleasure) agreed to become a post-doctoral fellow working on IARYD's Compassion International Project. Elizabeth Dowling, the first person to earn a Ph.D. in Eliot-Pearson through her IARYD research, returned to the lab to become the Senior Research Scientist working on

the Compassion International project. Several Research assistant professors moved from IARYD/Tufts to different academic positions. Katie Ferris moved to the University of Chicago, Milena Batanova moved to Harvard University, and Andrea Vest Ettekal moved to Texas A & M University. Their enormous, high quality, and creative contributions to the work of the lab will be missed. As they launch their own pathways now, I am certain that they are destined for great achievements.

Finally, it remains true that the day-to-day life of the lab could not be marked by thriving and productivity were it not for the hard work and commitment to excellence and service of the talented members of the IARYD staff: Heidi Johnson, the Managing Director of the Institute; Lori Campbell, my assistant; Jarrett Lerner, the Institute's Managing Editor; and four impressive and gifted Research Associates – Patricia Gansert, Akira Gutierrez, AnneMarie McClain, and Lily Konowitz. I am deeply grateful to these wonderful colleagues.

Together, the people who support IARYD through their generous funding, or through the gifts of their time and talents as colleagues, students, and staff, enable the lab to conduct applied developmental science that contributes to moving our nation and world closer to living in a socially just and peaceful world. Such a world will be free of all the enmity, disparities, inequities, and injustices that now beset youth and their families and communities.

Of course, the end of the yellow brick road the friends and members of IARYD are traveling is not the fantastical and counterfactual world of Oz. Viewers of the film, *The Wizard of Oz*, learned that the real destination of our lives is towards home, that is, to a world in which all the diverse people of our planet will enjoy living and in which there will be no inequities in the opportunities needed to thrive. The people I have thanked will have helped make this home a reality and, after all, as Dorothy assured Auntie Em, "There's no place like home."

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

QUANTITATIVE AND QUALITATIVE INDICATORS

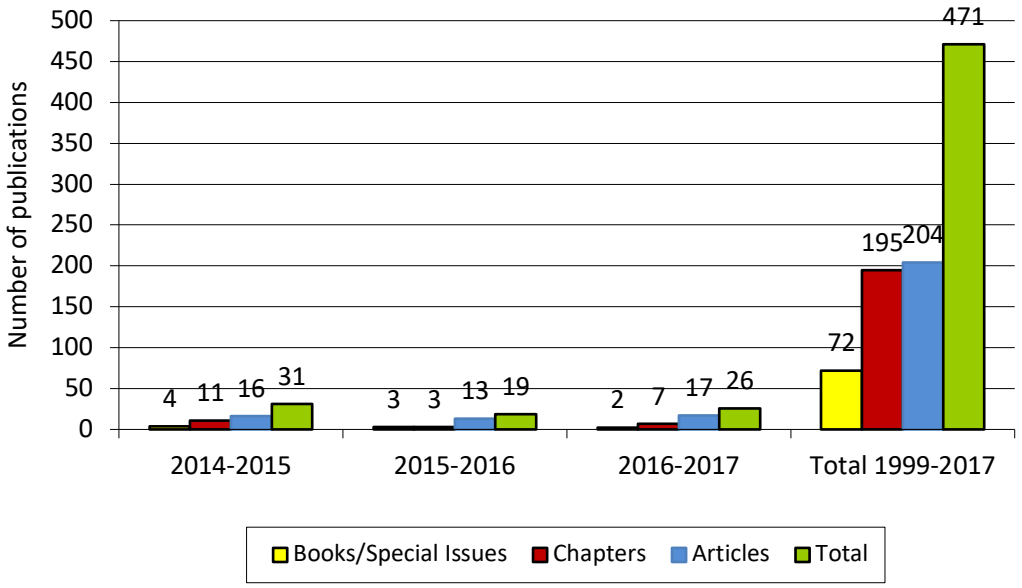
Several indicators may be used to evaluate the progress and current status of the Institute and the performance of the Bergstrom Chair. Quantitative indicators pertain to publications, professional presentations, grant proposals submitted and funded, direct and indirect dollars of grant support generated, 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 2016-2017, and as well, during the prior two academic years. The cumulative total of all published works across the Bergstrom Chair's 18 years at Tufts is noted as well. A footnote to the histogram reports the averages over the 18 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 2016-2017 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 18 years at Tufts, 1999-2017, the average per year for books/special issues, chapters, articles, and total number of publications are 4, 10.8, 11.3 and 26.2, respectively. Overall, 471 publications have been produced across 18 years.

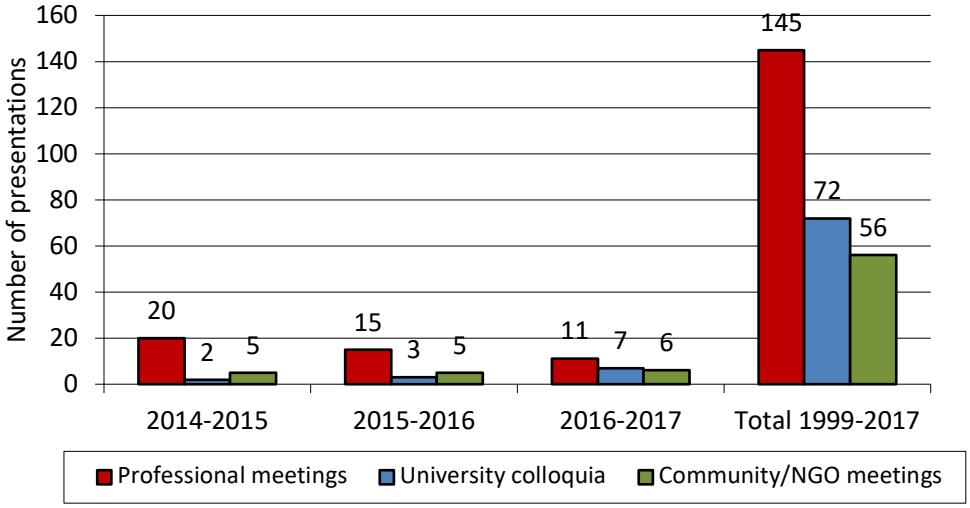
Scholarly Paper Presentations

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 2016-2017 academic year, as well as for the two years prior. Figure 2 also presents a set of

histograms for the 18 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 24 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 2016-2017.

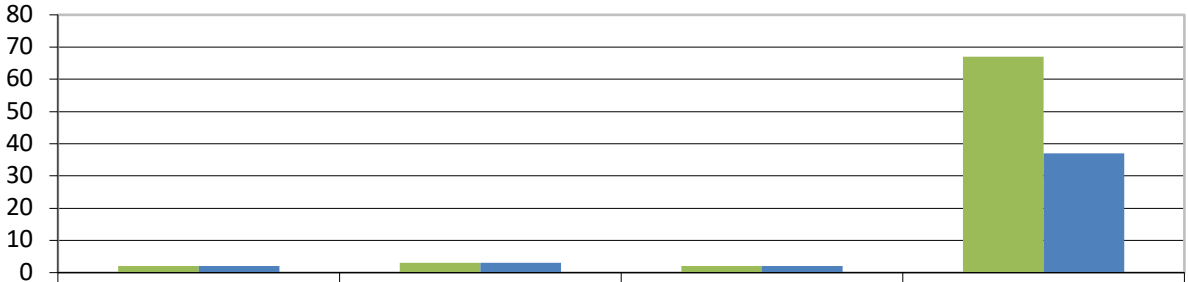
Figure 2. Scholarly and professional presentations



Grant Proposals Submitted and Funded

As shown in Figure 3, which presents the total grants submitted and funded for the previous three years as well as a total since the Institute's inception, three grant proposals were submitted during the 2016-2017 fiscal year and three were funded. In total, the Institute has submitted 67 grant proposals since its inception, 37 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 2016-2017 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



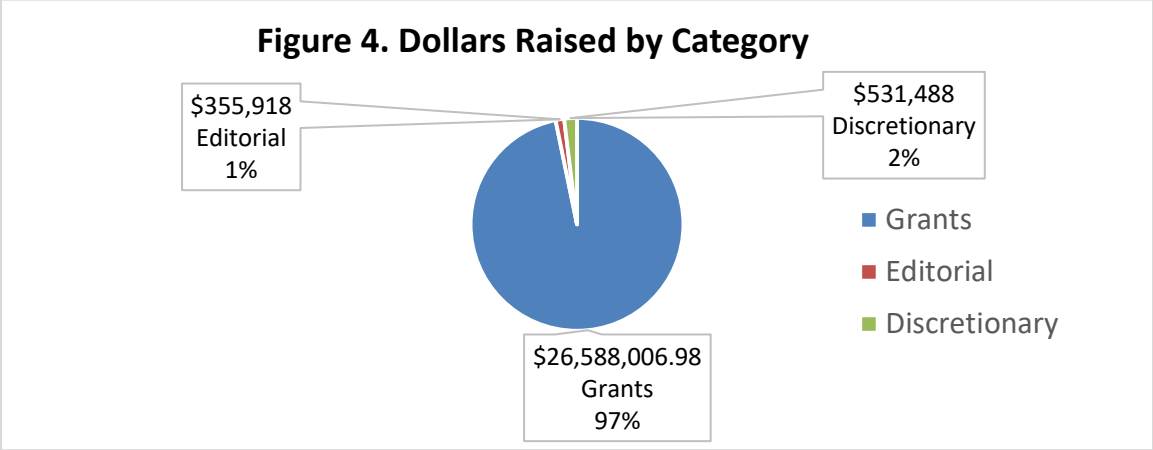
	2014-2015	2015-2016	2016-2017	1999-2017
Grantes submitted	2	3	2	67
Grants funded	2	3	2	37

Number of proposals

Table 1. Grant Proposals Funded FY 2014 through FY 2017
2014-2015
1.Proposal to the John Templeton Foundation, "Arthur Interactive Media Study: Evaluation of a Technology-Based Curriculum to Develop Character Development & Prosocial Behavior," collaboration with WGBH Education Foundational Foundation (funded)
2. Proposal to Girl Scouts USA, "Measure Creation for Girl Scouts USA" (funded)
2015-2016
1. Proposal to the Templeton Religious Trust, "Duty, Honor, Country: A Study of the Development of Leaders of Character at the United States Military Academy," collaboration with United States Military Academy West Point (funded)
2. Proposal to Girl Scouts USA, "Measure Creation for Girl Scouts USA Phase 2" (funded)
3. Proposal to the S.D. Bechtel Foundation with the Positive Coaching Alliance, "Improving Adult Practice in Character Development to Transform the Culture of Youth Sports," collaboration with Positive Coaching Alliance (funded)
2016-2017
1. Proposal to the John Templeton Foundation, "Planning for a JTF Network on Character Virtues Development" (funded)
2. Proposal to Compassion International, "Thriving Out of Poverty: A Multi-National Longitudinal Study of the Compassion International Model of Promoting Positive Youth Development among Children Living in Poverty" (funded)

Dollars of Support Generated by Category

As shown in Figure 4, since its inception, the Institute has raised over $26 million through the end of FY 2016-2017 for its research, outreach, educational, and publishing activities, an average of $1.4 million a year across the Bergstrom Chair's 18 years at Tufts. Of this total, the Institute raised $26.6 million through grant proposals, $355k through editorial office grants, and $531k in discretionary dollar donations.

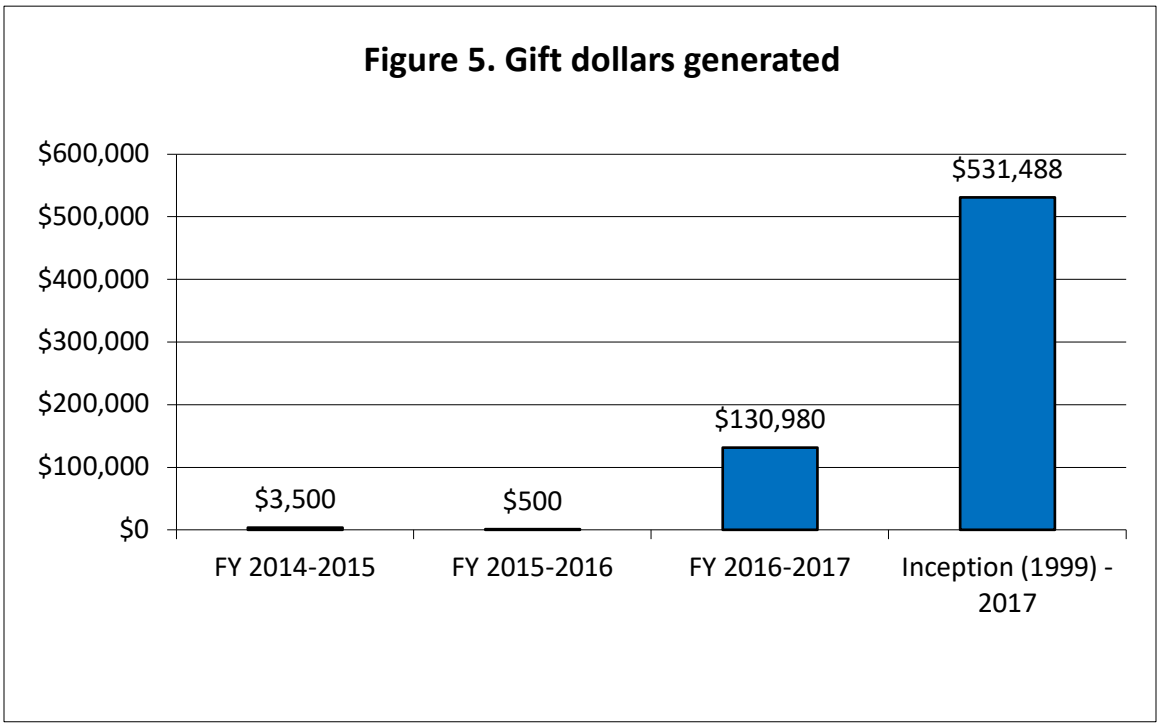


Direct and Indirect Dollars of Grant Support Generated

Of the $26.5 million in grant support generated, $23.2 million was for direct costs and $3.3 million was for indirect cost recovery. The Institute has maintained its commitment to ensuring that each grant that it applies for includes as much support as permitted by the funder for the infrastructure of the Institute.

Gift Dollars Raised

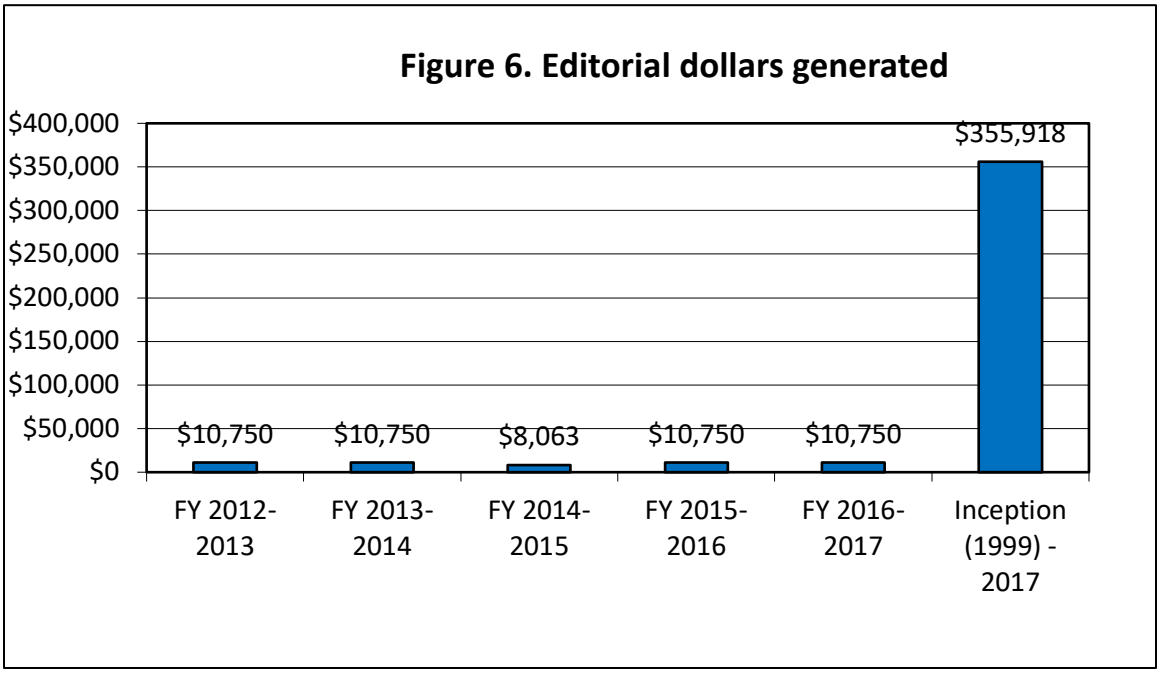
Since its inception, the Institute has raised over $531k in discretionary gift dollars. Figure 5 shows the distribution of gifts across the previous three years as well as the total since the Institute's inception. The money in the discretionary account is primarily used to support meetings and travel 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 2016-2017 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 18 years, this allocation has amounted to over $355k in donations by the Bergstrom Chair to the Institute.

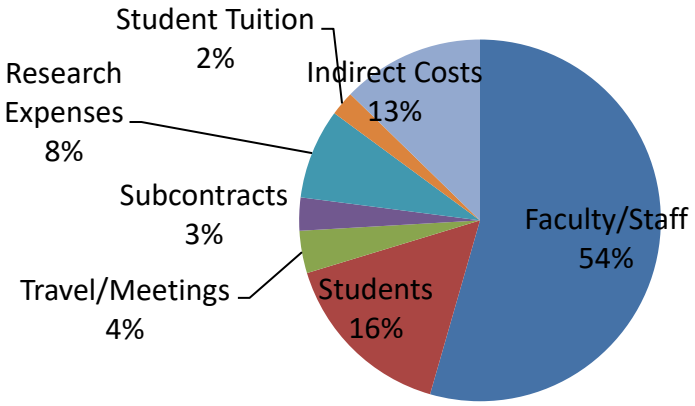
Figure 6 shows the distribution of editorial dollars received over the past three years as well as the cumulative total across the Institute's history.



Allocation of Institute Spending

As shown in Figure 7, during the last fiscal year over half (70%) of Institute's $2.3 million fiscal year budget went to supporting faculty, staff, and students (54% on full-time faculty and staff positions and 16% on graduate research assistants and undergraduate student support).

Figure 7. Allocation of Spending 2016-2017



Travel and meals account for 4% of all costs and is associated with attending meetings and professional conferences. Research expenses account for 8% of spending and include data collection expenses, incentives, computer hardware and software , office supplies, copying, books, mail, and other miscellaneous expenses. Student Tuition reflects 2% spending and indirect costs total 13% 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, which completed its 20th and began to its 21st volume year in 2016-2017, is a quarterly journal published by Taylor & Francis. The journal is edited by Richard M. Lerner, along with a board of Associate Editors, each overseeing all submissions related to their particular areas of expertise. The Associate Editors are Elizabeth Goodman (of the Harvard Medical School, who is overseeing submissions related to "Biomedical Perspectives on Human Development"), Sarah Clement (of the John Templeton Foundation, who is overseeing submission related to "Character Development"), Constance Flanagan (of the University Of Wisconsin, who is overseeing submission related to "Civic Engagement"), Jean Rhodes (of University of Massachusetts, Boston, who is overseeing submission related to "Community-Based Programs"), Jayanthi Mistry (of Tufts University, who is overseeing submission related to "Comparative Cultural Perspectives"), Eric Dearing (of Boston College, who is overseeing submission related to "Education and Schools"), Megan Mueller (of the Tufts University School of Veterinary Medicine, who is overseeing submission related to "Human-Animal Interaction"), Kristina Callina (of Tufts University, who is overseeing submission related to "Military Children and Families"), Tama Leventhal (of Tufts University, who is overseeing submission related to "Neighborhoods and the Broader Contexts of Human Development"), and

Velma McBride Murry (of Vanderbilt University, who is overseeing submissions related to "Social Justice").

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

Forthcoming books

During 2016-2017, the Bergstrom Chair made substantial progress in completing two new books. One book is the *Handbook of Life Course Health Development*, which is scheduled to be published in 2018 by Springer International Publishing. Edited by Neal Halfon (UCLA School of Medicine), Christopher B. Forrest (Children's Hospital of Pennsylvania), Elaine M. Faustman (School of Public Health, University of Washington, Seattle), and Richard M. Lerner, the handbook will synthesize and analyze the growing body of knowledge about life course health development, from the prenatal period through young adulthood, and discuss implications for theory, research, clinical practice, and public health.

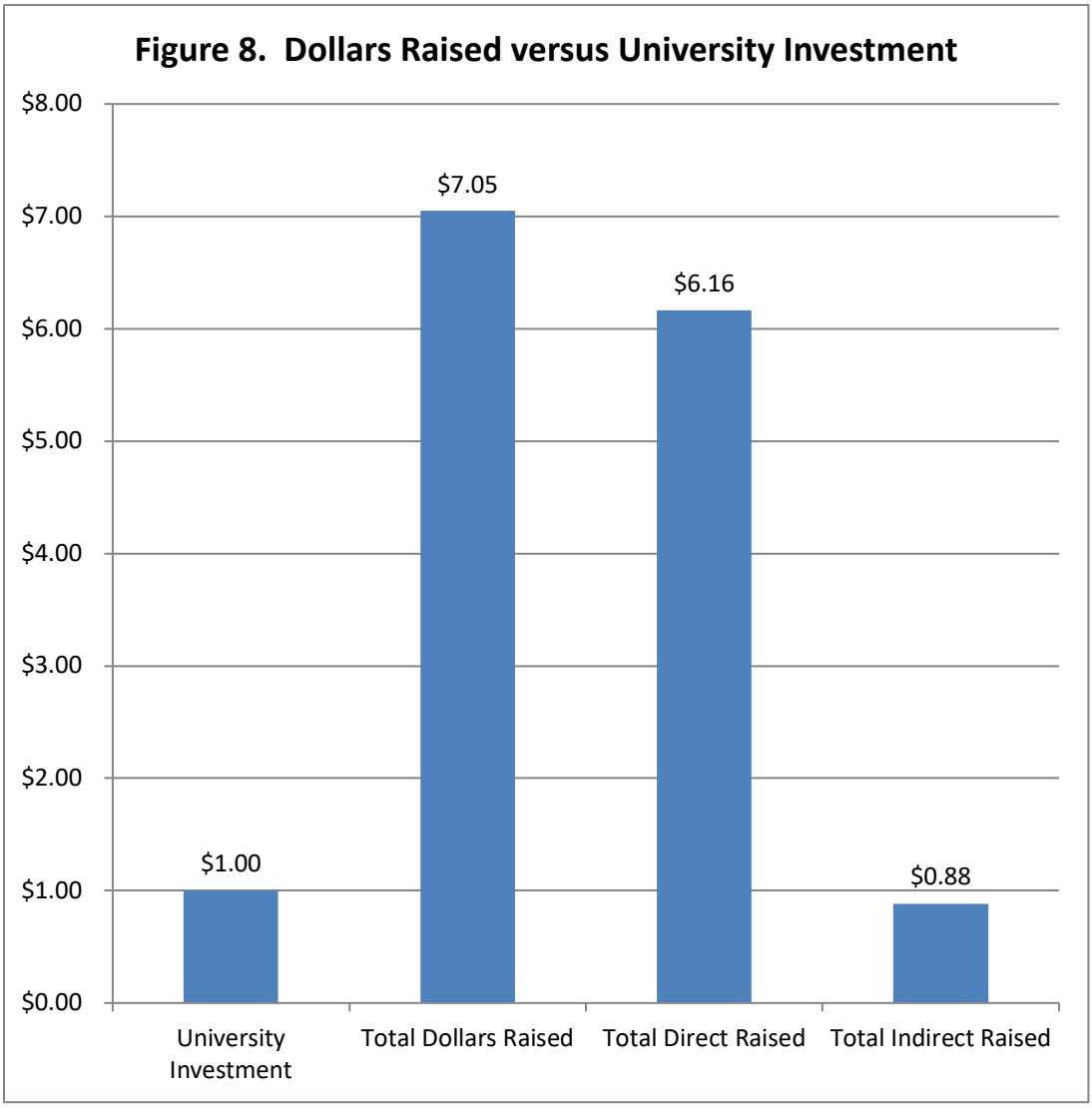
The second book is the 4th edition of *Concepts and Theories of Human Development*, which was first published in 1976. Generally regarded as the premier graduate textbook in development science, the new edition, also scheduled for publication in 2018 by Routledge, a division of Taylor & Francis, will discuss the assumptions involved in such topics as stage theories, the nature-nurture issue, the issue of continuity-discontinuity, and the important role of philosophical ideas about theories – in particular, metatheories – in understanding the links between theory and research. In particular, the 4th edition will focus on relational developmental systems (RDS) metatheory, exploring its roots in the 1930s, following its development into the present day, and contrasting it with the fundamentally flawed genetic reductionist models that continue to be circulated by scientists, the media, and the general public. The book will also discuss implications of theory for research methods and for applications aimed at the promotion of health, positive development, and social justice among diverse people across the life span.

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

During fiscal year 2016-2017, the Institute will continue to work to raise money both through additional grant monies and additional discretionary dollars. With the addition of a new grant from Compassion International, we project an operating budget in FY 2016-2017 of approximately $2 million in direct and indirect costs.

Dollars Raised Compared to University Investment

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



The University has been quite generous in their support of the Institute and has given over $3.7 million to support the Bergstrom Chair and the work of the Institute. This past year, this support consisted of the annual salary and benefit expenses for the Bergstrom Chair.

The University contribution of $3.7 million may be compared to $26.5 million in total dollars raised – which involves $23.2 million in direct dollars raised and $3.3 million in indirect dollars raised. As shown in Figure 8, for every $1 of University investment, the Institute has raised $7.05 in total dollars, $6.16 in direct dollars, and 88 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.

APPENDIX 1

BOOKS, CHAPTERS, AND ARTICLES PUBLISHED, IN PRESS, AND IN PREPARATION, 2016-2017

BOOKS:

In press

Halfon, N., Forrest, C., Lerner, R. M., & Faustman, E. (Eds.) (In press). *Handbook of Life Course Health Development*. New York, NY: Springer.

In preparation

Lerner, R. M. (In preparation). *Concepts and theories of human development* (4th ed.). New York, NY: Taylor & Francis.

CHAPTERS:

Published

Agans, J. P., Ettekal, A. V., Erickson, K., & Lerner, R. M. (2016). Positive youth development through sport. A relational developmental systems approach. In N. Holt (Ed.)., *Positive Youth Development Through Sport* (2nd ed., pp. 34-44). Routledge.

Vest Ettekal, A. E., Lerner, R. M., Agans, J. P., Ferris, K. A., & Burkhard, B. (2016). Youth thriving in the context of sport participation: Idiographic, differential, and nomothetic dimensions. In N. Holt (Ed.), *Positive Youth Development Through Sport* (2nd ed., pp. 71-82). Routledge.

Callina, K. S., Mueller, M. K., Napolitano, C. M., Lerner, J. V., & Lerner, R. M. (2016). Positive youth development: Relational developmental systems approaches to thriving from childhood to early adulthood. In S. J. Lopez, L. M. Edwards, & S. C. Marques (Eds.), *The Oxford Handbook of Positive Psychology* (3rd ed.). New York, NY: Oxford University Press. DOI: 10.1093/oxfordhb/9780199396511.013.11

Lerner, R. M., Wang, J., Hershberg, R. M., Buckingham, M. H., Harris, E. M., Tirrell, J., Bowers, E. P., & Lerner, J. V. (2017). Positive youth development among minority youth: A relational developmental systems model. In N. J. Cabrera & B. Leyendecker (Eds.), *Positive Development of Minority Children* (pp. 5-18). Springer: Netherlands.

Callina, K. S., Lerner, R. M., Fremont, E., Burkhard, B., Stacey, D., & Su, S. (2017).

Character development and the emergence of heroic leadership: Towards a relational developmental systems-based model. In S. T. Allison, G. R. Goethals, & R. M. Kramer (Eds.), *The Handbook of Heroism and Heroic Leadership* (pp. 88-98). New York, NY: Routledge.

Deutsch, N. L., Blyth, D. A., Kelley, J., Tolan, P. H., & Lerner, R. M. (2017). Let's talk after-school. The promises and challenges of positive youth development for after-school research, policy, and practice. In N. L. Deutsch (Ed.), *After-school programs to promote positive youth development: Integrating research into practice and policy, Volume 1*. New York: Springer.

Matthews, M. D. & Lerner, R. M. (2017). Leaders of Character: Striving Toward Virtuous Leadership. In Smith, Brazil, Cornwell, Britt, Bond, Eslinger, and Eljdid (Eds.), *West Point Leadership*. New York, NY: Rowan Technology Solutions.

In press

Lerner, R. M., Lerner, J. V., Ettekal, A. V., Ferris, K. A., & Hunter, C. (In press). Days of future passed: On the prescient relational developmental systems vision of Fred W. Vondracek. In J. A. Ferreira, M. Reitzle, & E. Santos (Eds.), *Development in Context: Festschrift for Fred Vondracek*. University of Coimbra Press.

Geldhof, G. J., Johnson, S. K., Weiner, M. B., Hunt, D., & Lerner, R. M. (In press). Youth entrepreneurship: A developmental systems perspective. In A. Furlong (Ed.). *The Handbook of Youth and Young Adulthood.* New York: Routledge.

Halfon, N., Forrest, C., Lerner, R. M., Faustman, E., Tullis, E., & Son, J. (In press). Introduction to the Handbook of Life Course Health Development. In N. Halfon, C. Forrest, R. M. Lerner, & E. Faustman (Eds.), *The Handbook of Life Course Health Development Science* (pp. 1-18). New York, NY: Springer.

Lerner, R. M., Brindis, C. C., Batanova, M., & Blum., R. W. (In press). Adolescent health development: A relational developmental systems perspective. In N. Halfon, C. Forrest, R. M. Lerner, & E. Faustman (Eds.), *The Handbook of Life Course Health Development Science* (pp. 109-122). New York, NY: Springer.

Lerner, R. M., Buckingham, B. M., & DeSouza, L. (In press). Continuity-discontinuity issue. In M. H. Bornstein (Ed.), *The Sage Encyclopedia of Lifespan Human Development.* Thousand Oaks, CA: Sage.

Lerner, R. M., Champine, R. B., Tirrell, J. M., Fremont, E. R., & Su, S. (In press). Developmental theory. In M. H. Bornstein (Ed.), *The Sage Encyclopedia of Lifespan Human Development.* Thousand Oaks, CA: Sage.

Lerner, R. M., Harris, E. M. & Stacey, D. (In press). Developmental science. In M. H. Bornstein (Ed.), *The Sage Encyclopedia of Lifespan Human Development.* Thousand Oaks, CA: Sage.

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In preparation

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APPENDIX 2

ADDRESSES, COLLOQUIA, AND SCHOLARLY PAPERS PRESENTED AND PROFESSIONAL AND COMMUNITY MEETINGS ATTENDED BY THE BERGSTROM CHAIR, 2016-2017

June 8 – 10, 2016: Compassion International meetings, Colorado Springs, CO

June 27 – 29, 2016: MCEC Board of Directors meeting; MCEC National Training Seminar, Washington, DC

July 26 – 27, 2016: Committee on Defining and Measuring Character and Character Education, National Academies of Science, Washington, DC

August 5 – 7, 2016: APA, Hilgard Award Address: *From Developmental Psychology to Developmental Science: On the Prescience of Ernest R. Hilgard*, Denver, CO

September 22 – 23, 2016: West Point meetings, West Point, NY

October 8 – 9, 2016: National Association for Community College Entrepreneurship – "Innovate Now, Break-Out Session: *The Attributes of Young Entrepreneurs: Findings from the Tufts University-Stanford University Young Entrepreneurs Study (YES)*, Sacramento, CA

October 13, 2017: Cornell University, Program for Research on Youth Development and Engagement, Keynote Speaker: *Purpose and Health Across the Life Span: A Relational Developmental Systems Perspective*, Half Moon Bay, CA

October 16 – 17, 2016: Organizational meeting, Partnerships for Advancing Character program Evaluation: *Character Development: Lessons from the National Academies of Sciences Meeting, July, 2016*, Atlanta, GA

October 18 – 20, 2016: Science of Learning and Development, Washington, DC

November 16 – 19, 2016: Arizona State University, Academic Program Review—T. Denny Sanford School of Social and Family Dynamics, College of Liberal Arts and Sciences, Tempe, AZ

December 7 – 11, 2016: Association for Moral Education, Cambridge, MA

December 21, 2016: Boy Scouts of America, Connecticut Yankee Council meeting, Milford, CT

February 13 – 14, 2017: West Point meeting, West Point, NY

February 21, 2017: Rumeli Banik meeting – World Bank; Shelly London meeting – Poses Family Foundation, New York, NY

March 8 – 11, 2017: Claremont College: *Character Development among Youth: Implications of the National Academies of Science Meeting of July 2016;* Data Collection for Floppy Eared Rabbits, Los Angeles, CA

March 24 – 26, 2017: Eastern Canada Sport and Exercise Psychology Symposium: *"Positive Youth Development and Coaching" session*; Keynote Address: *"Promoting positive youth development through sport participation: Theory, research, and application,*" Kingston, Ontario (Canada)

April 5 – 9, 2017: Society for Research in Child Development: *Handbook of Adolescent Development and its Impact on Global Policy*, authors meeting; Award Recipient: *Distinguished Contributions to Public Policy & Practice in Child Development, 2017*, Austin, TX

April 19 – 21, 2017: National Science Foundation Review Panel, Washington, DC

April 24 – 25, 2017: Comer Education Campus, Chicago, IL

May 3 – 4, 2017: West Point meetings, West Point, NY

May 31, 2017: Society for Prevention Research Conference, Development and Testing of Interventions symposium: *Prevention and Promotion in the Study of Positive Youth Development: A Relational Developmental Systems Approach*, Washington, DC

APPENDIX 3

ACTIVE GRANTS JULY 1, 2016- JUNE 30, 2017

Arthur Interactive Media (AIM) Buddy Project, *funded by the John Templeton Foundation*

In a three-year research grant from the John Templeton Foundation, we have designed, implemented, and are currently evaluating an innovative social, emotional, and character development program that involves both digital interactive media and cross-age peer mentoring targeting elementary school students. The program is called the Arthur Interactive Media (AIM) program, developed in collaboration with the WGBH Educational Foundation, a leader in educational children's media and the producer of PBS's Emmy award-winning *Arthur* series. The program primarily seeks to encourage meaningful connections and reflective conversations between cross-age peers, or buddies (e.g., 1st and 4th graders, 2nd and 5th graders), as they engage with five digital interactive features (i.e., comics and games) adapted from Arthur episodes and characters, the ultimate goal being to develop children's character virtues (e.g., generosity, humility). The features are digital, collaborative experiences that allow children to truly engage with the content--to explore, make choices, and delve into the thoughts, feelings, and actions of characters, and in turn, to reflect on their own lives.

To test whether children's positive outcomes are a function of the social-emotional and character content in the AIM Program, we have been using both process and impact evaluation tools as part of our mixed-method (e.g., surveys, classroom and buddy observations, interviews) and multi-informant (e.g., students, teachers, and parents) research design. We are comparing children in the AIM program to children in another WGBH Educational Foundation program – the Martha Speaks Reading Buddies Program – that also has buddy-pairing and less interactive media components, but promotes oral vocabulary and literacy in young children. As such, we would be able to examine whether children's character virtues develop as a function of character-specific and interactive media content beyond buddy-pairing. In addition, we are comparing children in schools using either program to other schools operating as usual, and we will use child self- as well as teacher- and parent-reports to get a comprehensive view of children's development within and across all schools.

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

The mission of the United States Military Academy (USMA) at West Point is to promote character and leadership development among cadets through activities that occur within three "pillars" of officer training: academics, military training, and athletics. Currently, USMA focuses on five domains of character: moral, performance, civic, leadership, and social. Given the resources that are invested in

cadets' training and the enormous responsibilities of West Point graduates as United States Army officers, it is critical for USMA to understand which character and leadership development practices are effective for enhancing moral leadership and for predicting job-relevant behaviors and outcomes. Although assessments of cadets' character attributes are conducted by various departments at USMA, data have not been analyzed using change-sensitive methods that best enable illustration of the development of character and leadership at USMA.

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

Connecting Adolescents' Beliefs and Behaviors (CABB) Study, *funded by the Templeton Religion Trust*

The "CABB" 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 purpose of the project is to examine the role that intentional self regulation skills and character exemplars play in the virtuous behaviors of adolescents. Exemplars may demonstrate to others, and particularly to youth in the process of developing their moral identities, how one can regulate or control one's behaviors in manners reflecting character virtues.

This project is a four-wave, cohort-sequential, mixed methods study. In Spring 2015, we collected pilot survey data from about 200 young people in the Boston area, and we also collected data from one of their parents or guardians. We also asked the youth to nominate a staff member at their school who knows them well, and we asked those individuals to complete surveys with questions about the young person. These pilot participants will be contacted three more times over the next two years. In Fall 2015, we will recruit a larger sample (about 600 more young people) and survey them twice more over the two year period. Finally, we will also interview a subsample of young people to learn about their perspectives regarding the roles of self regulation skills and character exemplars in their lives. The key goal of the study is to provide new research findings about the development of virtues and moral behavior in adolescence. As such, this project will provide the evidence base for interventions that may substantially narrow the gap between espoused positive character and enacted virtuous behavior.

Evaluating the Positive Coaching Alliance Model: Developing Competitors of Character, *funded by the John Templeton Foundation*

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 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.

The Girl Scouts of the USA Theory, Measurement, and Research Project: Phase 2, *funded by Girl Scouts USA*

Our collaboration with the Girl Scouts of the USA involves exploring the rich data the Girl Scouts Research Institute have collected over the years regarding how GSUSA programs enhance the skills and thriving of the youth they serve. During the first phase of this collaboration, we assessed the utility of measures previously used by GSUSA, created a conceptual framework for the constructs GSUSA was interested in measuring, and devised measurement scales assessing both individual and contextual characteristics relevant to the Girl Scout experience. In the second phase (currently underway), we are validating measures developed in Phase One with data collected from Girl Scouts ranging in age from 5 to 14 years from four Councils across the USA. Together, results from Phase One and Phase Two have allowed us to explore the positive development of youth in Girl Scouts through empirically-valid measures.

Improving Adult Practice in Character Development to Transform the Culture of Youth Sports, *funded by the S.D. Bechtel, Jr. Foundation*

Positive Coaching Alliance (PCA) strives to train youth sport coaches to create positive and effective team cultures, so as to use sports as an opportunity to promote character development among athletes. PCA's exemplar "Double-Goal Coach (DGC): Winning and Life Lessons" workshop trains coaches to pursue two goals: success on the scoreboard (i.e., winning) and, more importantly, teaching life

lessons through sport. Through support from the S.D. Bechtel, Jr. Foundation, IARYD is collaborating with PCA to conduct a one-year, short-term, mixed-methods longitudinal study to evaluate the impact of DGC workshop on the performance of Little League baseball coaches. From December 2015 to December 2016, we will use self-report survey measures, written open-ended responses, observational assessments, audio recordings, and semi-structured interviews to collect data from participating coaches before and after they attend a DGC workshop. Through the use of a randomized control trial and a triangulated (mixed methods/quantitative-qualitative) evaluation design, the study will assess if and how the different facets of the DGC workshop generate positive changes in coaches. We will use this information to help PCA maximize its efforts to promote character development among athletes, and to inform other youth sport programs about developing athletes of character through positive and effective coaching.

Planning for JTF Network on Character Virtues Development, ***funded by the John Templeton Foundation***

With support from the John Templeton Foundation, this planning grant explored the development of a network of top scholars to promote theoretical integration and innovative and integrative research focused on character virtues development. Character virtues development (CVD) was a fundamental concern of Sir John (e.g., Templeton, 2012) and he believed deeply that the conduct of good science could reveal new spiritual information about the nature and impact of CVD (Templeton, 1995). Indeed, the motto that Sir John created for JTF, "How little we know, how eager to learn," exemplifies his commitment to advance knowledge through systematic empirical inquiry. The proposed scientific network will constitute a unique opportunity to enact Sir John's quest for new spiritual information about CVD with the growing view among educators, youth practitioners, business and professional leaders, and the informed public that, as Sir John believed, character development is essential for enhancing the lives of youth and for preparing them for life success. However, the theoretical and empirical foundations underlying this seeming consensus are relatively weak: the individual efforts of independent researchers have left the science of CVD replete with semantic confusion, poor measurement, weak research designs, and incomplete data analyses. For these reasons, a new approach to pursuing the vision of Sir John is needed.

APPENDIX 4

DONOR LISTING JULY 1, 2016 – JUNE 30, 2017

The Institute for Applied Research in Youth Development wishes to thank the following people for their financial support during the 2016-2017 fiscal year.

Gary Bergstrom*
C. David and Barbara Chase*
Charles Gazarian*
Lawrence and Susan Gianinno*
Ms. Elaine Kasparian and Dr. Robert J. Watson*
Richard M. Lerner*
Lang Ma*

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

APPENDIX 5

A BRIEF HISTORY OF THE BERGSTROM CHAIR IN APPLIED DEVELOPMENTAL SCIENCE

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

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

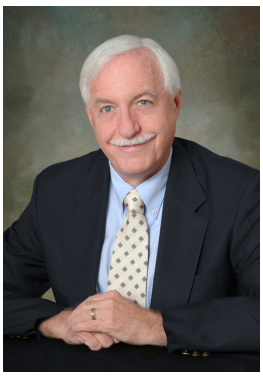
The chair honors five important female mentors from Tufts who inspired Joan Bergstrom's professional career: Evelyn Pitcher, founding chair of the Eliot-Pearson department; Martha Chandler, a former dean; Abigail Eliot, one of the founders of Tufts' child development department; Miriam Lasher, who runs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

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

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

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 700 scholarly publications, including more than 80 authored or edited books. He was the founding editor of the *Journal of Research on Adolescence* and of *Applied Developmental Science,* which he continues to edit.

He was a 1980-81 fellow at the Center for Advanced Study in the Behavioral Sciences and is a fellow of the American Association for the Advancement of Science, the American Psychological Association, and the Association for Psychological Science. He is the 2013 recipient of the American Psychological Association (APA) Division 7 Urie Bronfenbrenner Award for Lifetime Contribution to Developmental Psychology in the Service of Science and Society. He is also the 2014 recipient of the APA Gold Medal for Life Achievement in the Application of Psychology and the 2015 recipient of the APA Division 1 Ernest R. Hilgard Lifetime Achievement Award for distinguished career contributions to general psychology. He is also the 2016 recipient of the International Society for the Study of Behavioral Development Distinguished Scientific Award for the Applications of Behavioral Development, and of the 2017 Society for Research in Child Development Distinguished Contributions to Public Policy and Practice in Child Development Award.

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

Lerner is known for his theoretical work on the mutually influential relations between individuals and their settings as the fundamental basis of life-span human development, and for his use of this approach to developmental theory to describe, explain, and optimize the relations between adolescents and their peers, families, schools, and communities. His work integrates the study of family, school, and community-based programs in the promotion of positive youth development and youth contributions to civil society.

He is married to Dr. Jacqueline V. Lerner, Professor in the Department of Applied Developmental and Educational Psychology in the Lynch School of Education at Boston

College. They live in Wayland, Massachusetts. Their children are Justin, a director and screenwriter, and his fiancé, Sarah, who is a novelist and librettist; Blair, an advertising executive, and her husband, Jamie, a contractor; and Jarrett, a novelist and editor, and his wife, Danni, a personal concierge. Rich and Jackie have four grandchildren, Harper Rose Ramsey, who is 5 years old, Dylan Maxwell Ramsey, who is 3 years old, Bodie Anthony Ramsey, who is one year old, and Isla Terese Lerner, who is five months old.