



Institute for Applied Research in Youth Development

2019-2021 *BIENNIAL* REPORT

OF THE BERGSTROM CHAIR

IN APPLIED DEVELOPMENTAL SCIENCE

Richard M. Lerner

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Institute for Applied Research in Youth Development
Tufts University
26 Winthrop Street
Medford, MA 02155
Phone: 617-627-5558
Fax: 617-627-5596
<http://ase.tufts.edu/iaryd>

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Report from Richard M. Lerner

Bergstrom Chair in Applied Developmental Science

Director, Institute for Applied Research in Youth Development

“THE MORE THINGS CHANGE... they change”

As the Bergstrom Chair in Applied Developmental Science and the Director of the Institute for Applied Research in Youth Development (IARYD), I am charged with writing this introduction to the Annual Report about the work of IARYD, just as I have been charged with writing prior Annual Reports about IARYD since the 1999-2000 academic year. However, some things have changed. One change may be obvious: This Annual Report covers two years in the history of IARYD. It is a biennial report and not an annual report. Why?

On March 7, 2020, six days after Jackie Lerner and I returned from my annual trip to the Vatican to participate in a yearly convening of all members of the Pontifical Academy for Life, or the *Pontificia Accademia per la Vita* (PAV), on which I serve, I received an email from the Vatican saying that someone in my group had been infected by the COVID-19 virus. My primary care physician recommended that Jackie and I self-quarantine until at least 14 days had passed from our returning from Rome. Of course, we agreed. However, in what I thought at the moment was an abundance of caution, I decided that everyone in the lab should work from home until it was certain that neither Jackie nor I was infected by the virus. I left the lab with the hope that Jackie and I were okay and with the expectation that I and other lab members would return to the lab on or about March 15, 2020.

The next time I returned to the Tufts campus – note, please, not to the IARYD offices – occurred on February 11, 2021. On that day I received in Gantcher Center the first injection of the Moderna vaccine. I did visit my IARYD office on March 11, 2021, when I received my second injection of the vaccine. The experience of entering my office after a year absence was surreal. Everything was as I had left it, including to-do notes I had left for myself to remind me to be certain to complete some then seemingly absolutely critical actions that had to be taken before the end of the month.

No calamity has befallen me because these tasks were not completed. Nothing had changed in my life because these tasks were undone.

But yet everything in my life – and the lives of billions of others around the globe – had changed irrevocably. Somehow everyone in my family “bubble” had survived and remained healthy. In fact, my family had grown. My younger son, Jarrett, and his wife, Danni, had a second child, a second daughter – River Rae Lerner – born on October 13, 2020. But hundreds of thousands of people in the United States and

millions of people around the world had died and countless millions more faced lives of loss and sadness because of these losses.

Across the more than one year of working in a virtual lab and meeting with students and colleagues only through the eventually-numbing magic of zoom sessions, IARYD continued to conduct scholarship aimed at enhancing the lives of diverse youth around the world. Yet, on May 25, 2020 George Floyd was murdered in Minneapolis by a then police officer, and the racial reckoning that this killing elicited showed me – and certainly other white people around the United States and world – that we were not doing enough to create and sustain a nation and world free of inequities and injustices; even more, we experienced the realization that we were parts of the problems and not parts of the solutions. The unrecognized dimensions of white privilege had and continues to have pernicious – indeed deadly – implications for people of color and for other marginalized individuals across the United States and world.

As well, my colleagues, students, and I had to traverse steep learning curves about working in a virtual lab in order to maintain our grant writing, manuscript preparation and publication, outreach to communities in the nation and around the world and, of course, teaching and training activities. We were able to maintain our productivity – as evidenced by the quantitative and qualitative data presented in subsequent sections of this report. As such, we have evidence that we continued to make progress in regard to the aim of IARYD: We seek to produce applied developmental science demonstrating that it is possible to promote positive youth development and to enhance the contributions of young people to civil society, social justice, and the institutions and traditions of democracy.

Nevertheless, we were astonished and deeply disheartened to witness the erosion of democracy that, although certainly occurring across the years of the presidency of Donald Trump, became more pronounced and insidious during the time of the pandemic and racial reckoning. A sample of what we witnessed includes:

- Violence enacted by the federal government against citizens exercising their constitutional right to peacefully protest;
- An unprecedented assault on democracy and the evisceration of the national value and tradition of peaceful transitions of power created by the insurrection of January 6, 2021;
- The craven lust for power for power's sake by many leaders of the Republican Party;
- Blatantly unethical and cynical – and often seemingly illegal – actions by elected officials that went ignored, lied about, or even justified;

- Unpatriotic actions condoned in Congress and in collaborating media to spread the Big Lie that the presidential election was stolen from Trump;
- The embracing by large numbers of elected officials and by groups across the nation of absurd, patently counterfactual, and often un-American conspiracy “theories,” that, at least to me, seemed to be thinly-veiled or, often, blatant, attempts to further white supremacy and fascist and authoritarian rule;
- The politicization at all levels of government of public health measures and the creation by politicians and media collaborators of disinformation about the health benefits, as well as the civic duty, of becoming vaccinated; and
- The attempt at all levels of government as well to deny to people of color the most fundamental right of citizens in a democracy – the right to vote.

Together, these events and actions seemed to coalesce in a *zeitgeist* that suggested that academic research that aimed to promote youth contributions to democracy was, at best, too little and too late.

The convergence of the global pandemic, the necessary racial reckoning that is occurring, and the rise of anti-democratic actions, fascism, and authoritarianism mean that the world, the nation, democratic institutions and traditions, higher education, Tufts University, IARYD, and the people in it are all at a perhaps historically unprecedented tipping point, a qualitative change in what it means to be a citizen of the United States and a member of the world community. *The world we lived in prior to the three convergences has largely been erased.*

It is naïve to think that any person can simply go back to live again in that world. It is equally naïve to think that those of us who cherish the values of American democracy, as flawed and fragile as it is now clear they are, will simply acquiesce to a “new normal” marked by the pernicious facets of the convergences. How we live our lives – and how I, as a citizen, husband, father, grandfather, and academic who has aspired to enact scholarship that contributes to the well-being and health of all young people, families, and communities around the world, act in the years ahead – will have to be both unchanged but, as well, reimagined.

The more things change, they stay changed. But as well, the more the tides of the sea changes we have experienced press upon us the unlikelihood of us reaching the shore, I hope, and pray, that my colleagues, students, and I will contribute to a means for everyone to stay free, to stay well, and to get home safely.

**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.

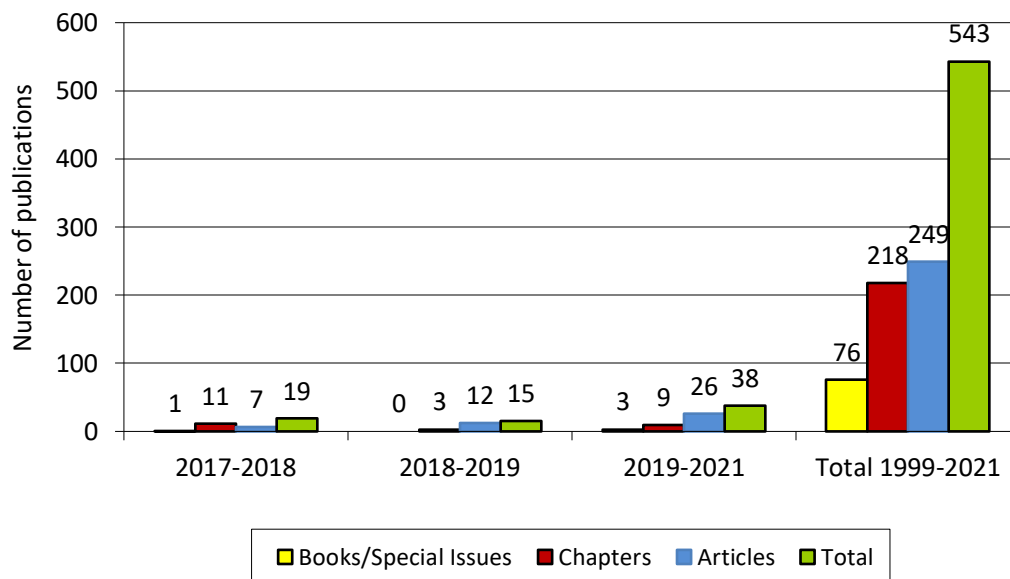
Please note that this report spans two years of our work. Because of the changes in our activities elicited by the need to cope with the vicissitudes of the pandemic, the present document is a biennial report. We hope that, by the time of our next report, envisioned for July, 2022, we can return to creating an annual report once again.

QUANTITATIVE INDICATORS

Publications

The histograms in Figure 1 represent the number of books, chapters, and scholarly articles the Bergstrom Chair published during 2019-2021, and as well, during the prior two academic years. The cumulative total of all published works across the Bergstrom Chair's 22 years at Tufts is noted as well. A footnote to the histogram reports the averages over the 22 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 2019-2021 academic years. A complete list of publications is available upon request.

Figure 1. The Bergstrom Chair's published works ¹



¹ Across the Bergstrom Chair's 22 years at Tufts, 1999-2021, the average per year for books/special issues, chapters, articles, and total number of publications are 3.45, 9.9, 11.32, and 24.7, respectively. Overall, 543 publications have been produced across 22 years.

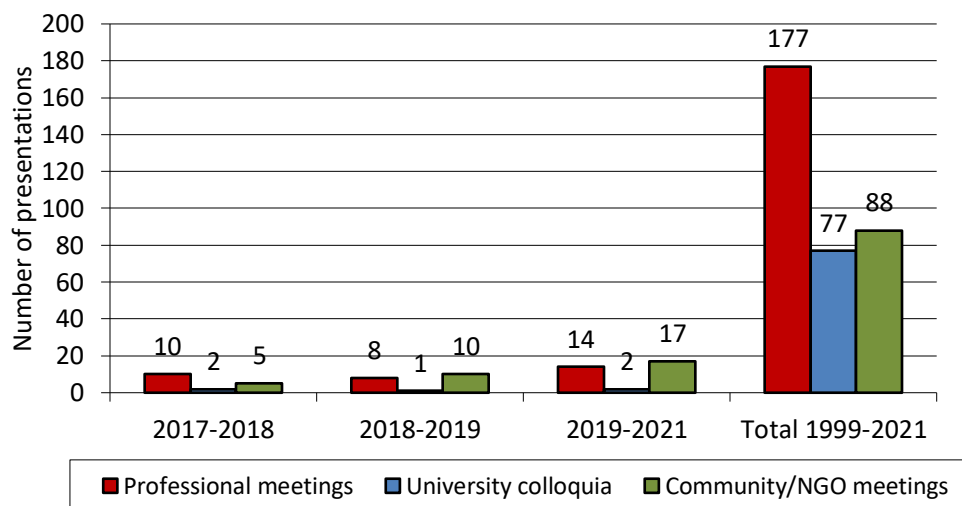
Scholarly Paper Presentations

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 2019-2021 academic years, as well as for the two years prior. Figure 2 also presents a set of

histograms for the 22 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 two academic years, Richard Lerner made 33 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 the addresses, colloquia, and scholarly papers presented by the Bergstrom Chair and as well professional meetings he attended in 2019-2021.

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, 13 grant proposals were submitted during the 2019-2021 fiscal years and seven were funded. In total, the Institute has submitted 89 grant proposals since its inception, 52 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 2019-2021 fiscal years. Additional information about any of the Institute's grant activities is available upon request.

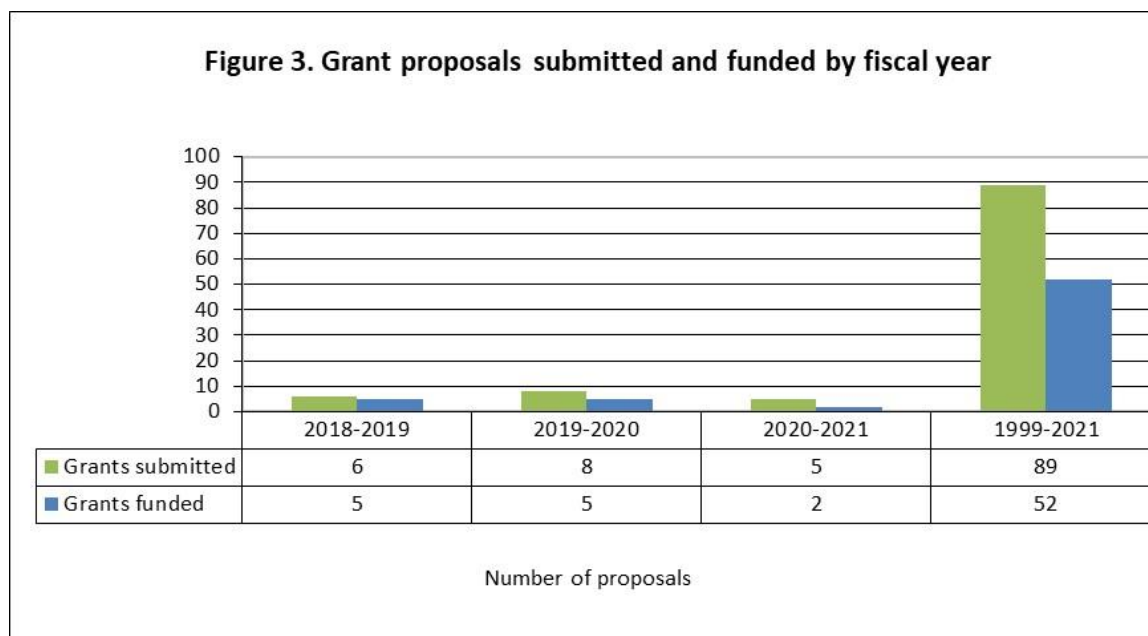
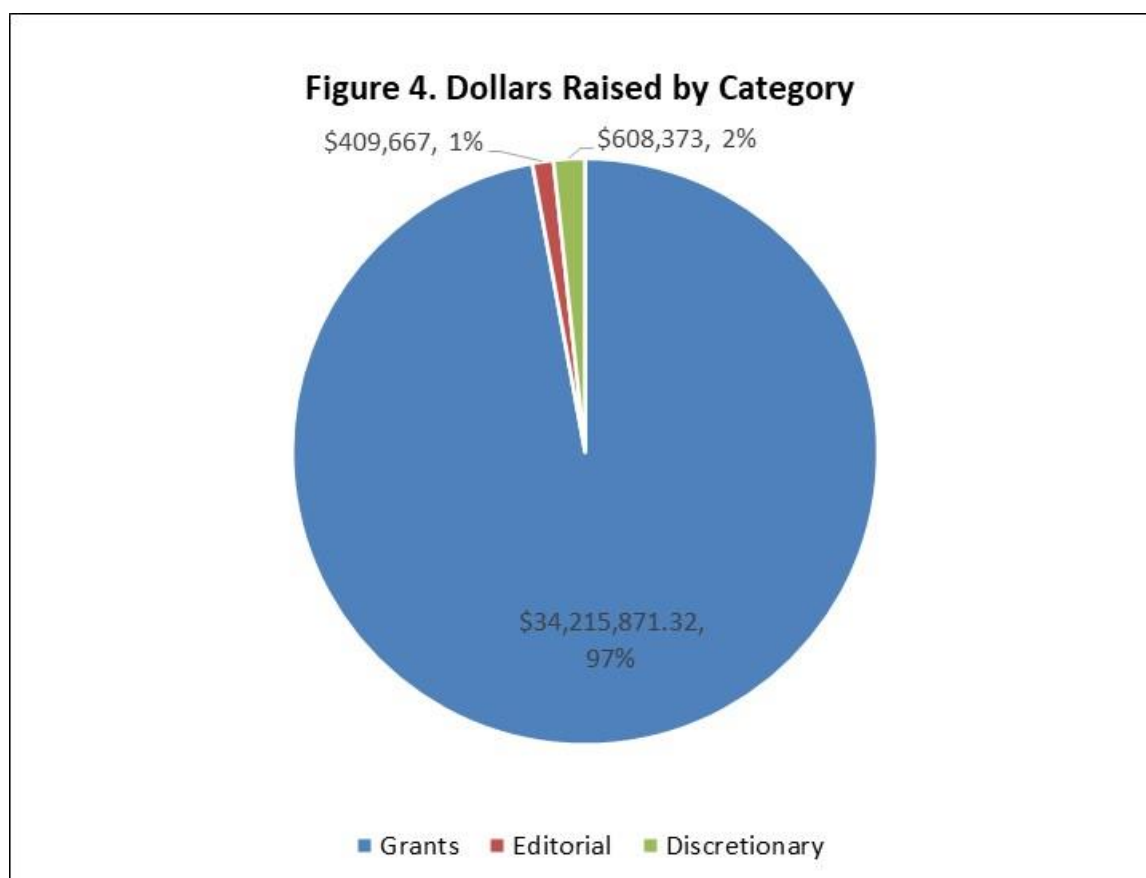


Table 1. Grant Proposals Submitted FY 2018 through FY 2021
2018-2019
1. Proposal to Turnaround for Children, Inc. "Turnaround for Children and IARYD Project" (funded)
2. Proposal to the Chan Zuckerberg Initiative, "SoLD Measures and Methods Across the Developmental Continuum" (funded)
3. Proposal to Community Foundation of New Jersey, "Quandary Research Project," Lacey Hilliard PI (funded)
4. Proposal to LEAP Innovations, "LEAP Innovations and Tufts IARYD Collaboration" (funded)
5. Proposal to Compassion International, "The Compassion International Study of Positive Youth Development" (funded)
6. Proposal to The John Templeton Foundation's Character Intervention Program, "Promoting Character Virtue Development among Majority World Adolescents Through a Spirituality-Based Intervention: A Comparative Counterfactual Assessment of a New Approach to Compassion International," Jonathan Tirrell PI (not funded)
2019-2020
1. Proposal to the Templeton World Charity Foundation, "Creating a Platform for Global Innovation and Capacity Building in the Design, Implementation, and Evaluation of Character Development Programs" (funded)
2. Proposal to Templeton Religion Trust's The Self, Virtue & Public Life project , "Building Youth Resilience and Communal Justice: Forgiveness as a Civic Virtue in Rwanda, " Jonathan Tirrell PI (funded)
3. Proposal to Compassion International, "The Compassion International Study of Positive Youth Development" (funded)
4. Proposal the National 4-H Council, "The 4-H Study of Positive Youth Development (PYD): Reconnection and Replication," (funded)
5. Proposal to the Templeton World Charity Foundation, Inc., "Toward Idiographic Methods and Measures for Evaluating Positive Youth Development Intervention Programs Promoting Chracter Virtues Among Ugandan Youth Living in Poverty," (collaboration with Compassion International, Tirrell, PI) (funded)
6. Proposal to the John Templeton Foundation, "Character Development Among Cadets of the United States Military Academy at West Point: Continuing the Analyses of Data from Project Areta," (not funded)
7. Proposal to the Wallace Foundation, "The Out of School Time Sector," (not funded)
8. Proposal to the Spencer Foundation, "Promoting Civic Leadership and Character Virtues Among College Students: A Multimethod Longitudinal Study," collaboration with Tisch College, (not funded)
2020-2021
1. Proposal to Compassion International, "The Compassion International Study of Positive Youth Development" (funded)
2. Proposal to the Templeton World Charity Foundation, Inc., "Promoting Healthy Development in South African Youth through Thanda's Character Virtues Development Programs," (pending)
3. Proposal to the Chan Zuckerberg Initiative, "SoLD Measures and Methods Across the Developmental Continuum: Phase 2" (funded)
4. Proposal to the Institute of Education Sciences, "Measurement's New Frontier: Assessing Individuality in Context," (not funded)
5. Proposal to the U.S. Department of Defense, "The Road to Civic Engagement: Educating Military Youth and Peers as a Model for the Nation," (pending)

Dollars of Support Generated by Category

As shown in Figure 4, since its inception, the Institute has raised over \$35 million through the end of FY 2020-2021 for its research, outreach, educational, and publishing activities, an average of \$1.6 million a year across the Bergstrom Chair's 22 years at Tufts. Of this total, the Institute raised \$34.2 million through grant proposals, \$409,667 through editorial office grants, and \$608,373 in discretionary dollar donations.

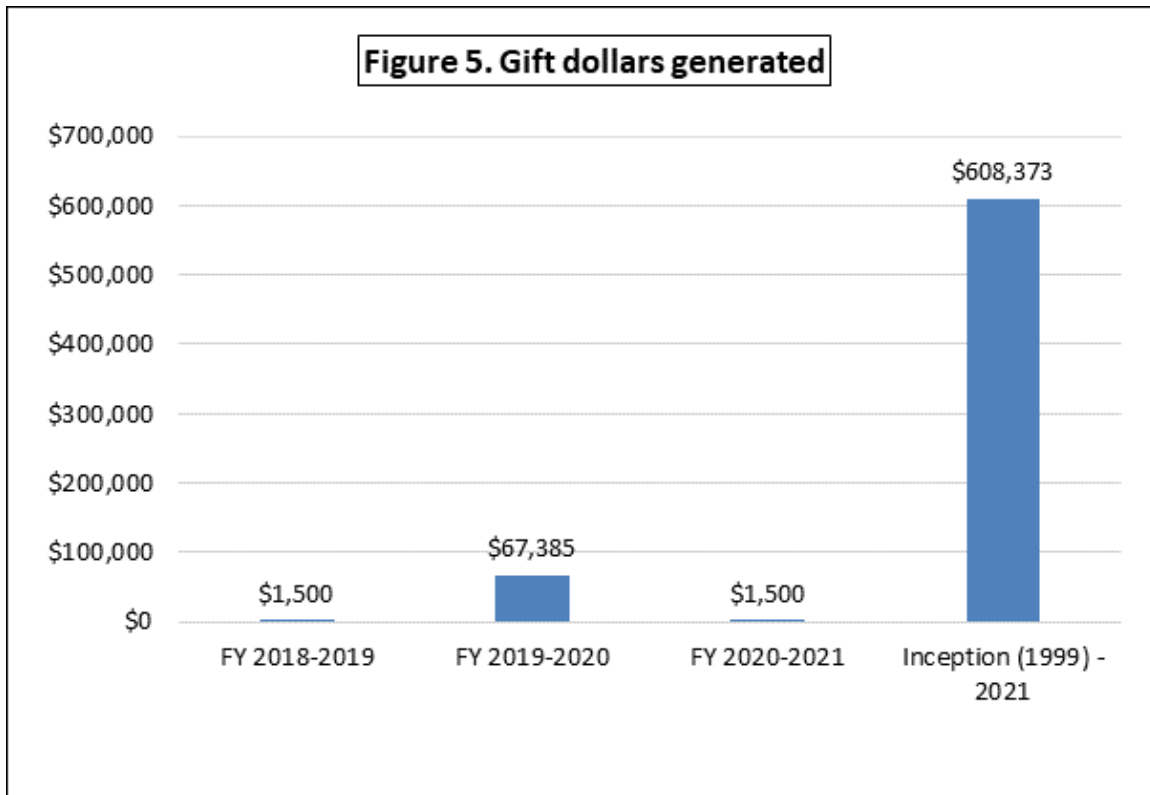


Direct and Indirect Dollars of Grant Support Generated

Of the \$34 million in grant support generated, \$30 million was for direct costs and \$4 million was for indirect cost recovery. The Institute has maintained its commitment to ensuring that each grant that it applies for includes as much support as permitted by the funder for the infrastructure of the Institute.

Gift Dollars Raised

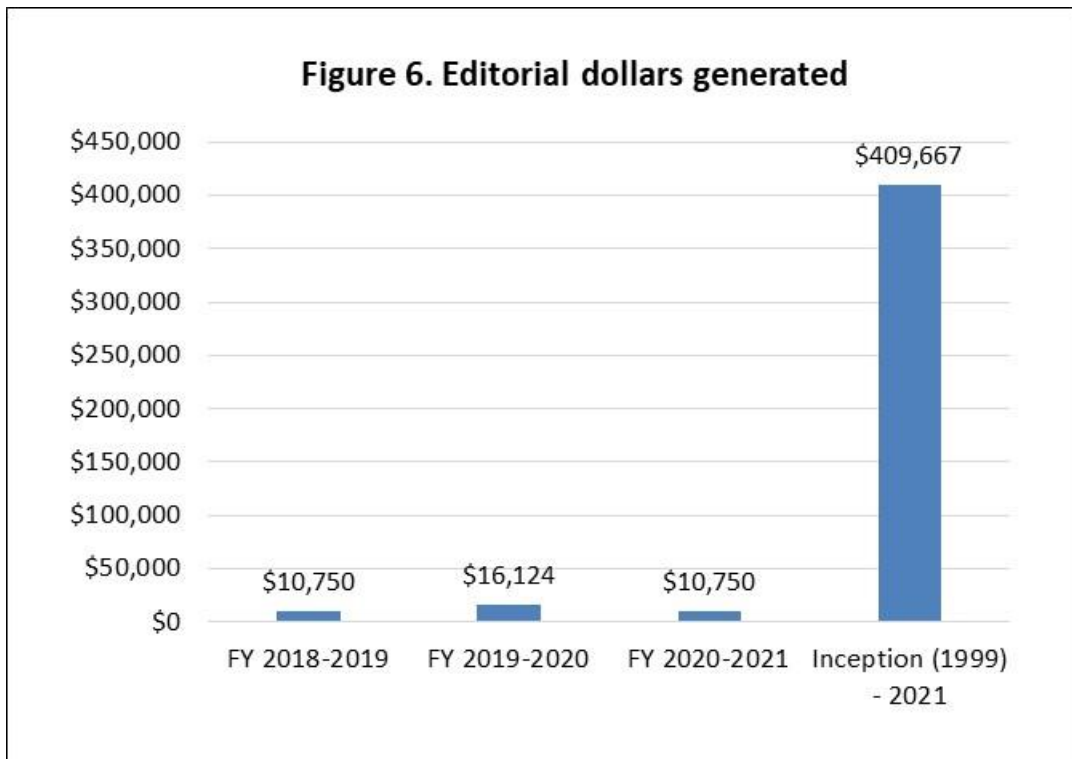
Since its inception, the Institute has raised over \$608,373 in discretionary gift dollars. Figure 5 shows the distribution of gifts across the previous three years as well as the total since the Institute's inception. The money in the discretionary account is primarily used to support meetings and travel 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 the donors during the 2019-2021 fiscal years.



Editorial Account Dollars Raised

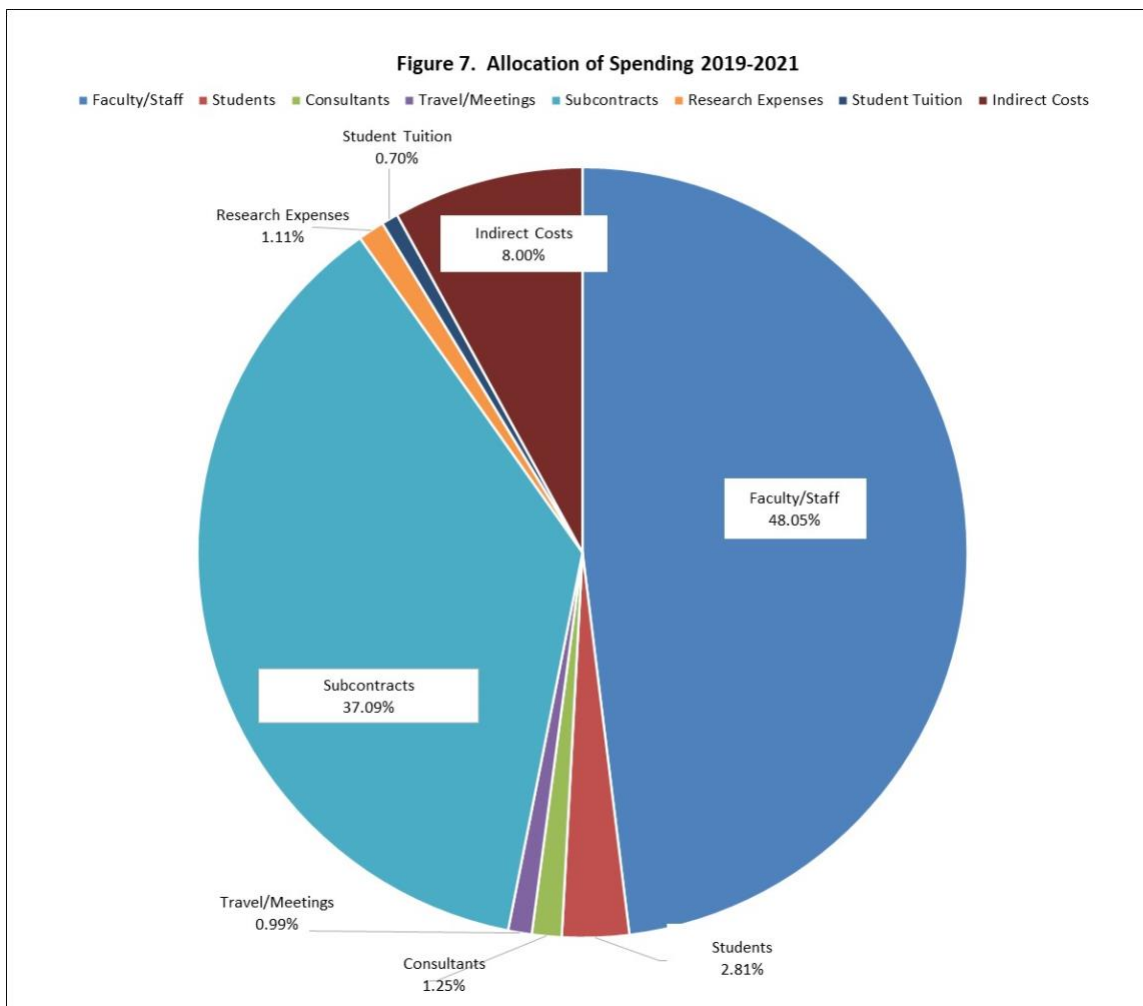
Each year, the Bergstrom Chair receives honoraria for the various books and journals that he publishes. Rather than keep the dollars for himself, he turns the money over to the Institute to support the work of the Publications Program. Over the past 22 years, this allocation has amounted to over \$409,667 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 two years half (51%) of Institute's \$4.5 million budget went to supporting faculty, staff, and students 48% on full-time faculty and staff positions and 3% on graduate research assistants and undergraduate student support. 37% went to subcontracts with research partners.



Travel and meals account for 1% of all costs and is associated with attending meetings and professional conferences. Research expenses account for 1% of spending and include data collection expenses, incentives, computer hardware and software, office supplies, copying, books, mail, and other miscellaneous expenses. Indirect costs total 8% of spending.

QUALITATIVE INDICATORS

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

The Institute for Applied Research in Youth Development Publications Program

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

The following activities comprised the scholarly and outreach publications of the Publications Program between 2019 and 2021. New entries completed or launched during this period include:

Lerner, R. M. (2021). *Individuals as Producers of Their Development: The Dynamics of Person ↔ Context Coactions*. New York, NY: Routledge.

Cantor, P., Lerner, R. M., Pittman, K., Chase, P. A., & Gomperts, N. (2021). *Whole-Child Development, Learning, and Thriving: A dynamic systems approach*. New York: Cambridge University Press.

Lerner, R. M., & Bornstein, M. H. (Eds.). (2021). Enriching the Study of Human Development Through the Use of the Specificity Principle: Theory, Research, and Application. *Journal of Applied Developmental Psychology*.

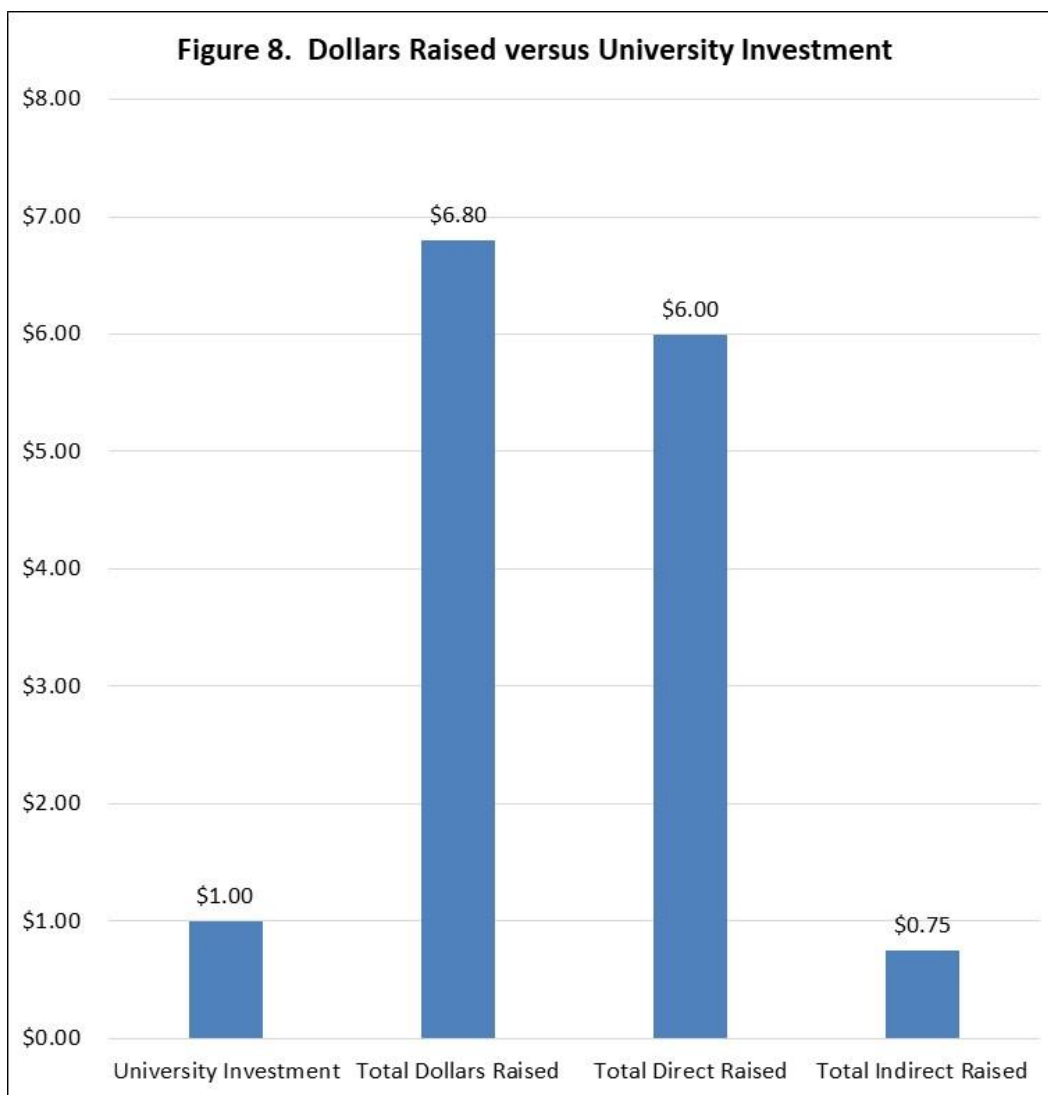
Matthews, M. D., & Lerner, R. M. (Eds.). (In preparation). *Multidisciplinary Handbook of Character Virtue Development* (Two Volumes). London: Taylor & Francis.

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

During 2021-2022, the Institute will continue to work to raise money both through additional grant monies and additional discretionary dollars.

Dollars Raised Compared to University Investment

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



The University has been quite generous in their support of the Institute and has given over \$5 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 \$5 million may be compared to \$34 million in total dollars raised. As shown in Figure 8, for every \$1 of University investment, the Institute has raised \$6.80 in total dollars, \$6 in direct dollars, with the remaining money constituting to indirect cost contributions.

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

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

APPENDIX 1

BOOKS, CHAPTERS, AND ARTICLES PUBLISHED, IN PRESS, AND IN PREPARATION, 2019-2021

BOOKS:

Published

Lerner, R. M. (2021). *Individuals as Producers of Their Development: The Dynamics of Person ⇔ Context Coactions*. New York, NY: Routledge.

Cantor, P., Lerner, R. M., Pittman, K., Chase, P. A., & Gomperts, N. (2021). *Whole-Child Development, Learning, and Thriving: A dynamic systems approach*. New York: Cambridge University Press.

JOURNAL SPECIAL ISSUES:

Published:

Lerner, R. M., & Bornstein, M. H. (Eds.). (2021). Enriching the Study of Human Development Through the Use of the Specificity Principle: Theory, Research, and Application. *Journal of Applied Developmental Psychology*.

CHAPTERS:

Published

Lerner, R. M., & Lerner, J. V. (2019). The development of a person: A relational developmental systems perspective. In D. P. McAdams, R. L. Shiner & J. L. Tackett (Eds.), *Handbook of Personality Development* (59-75). New York: Guilford Press.

Lerner, R. M., & Hilliard, L. J. (2019). A relational developmental systems perspective on parenting. In M. H. Bornstein (Ed.), *Handbook of Parenting, Volume 4: Social Conditions and Applied Parenting* (3rd ed., 3-23). Abington, UK: Routledge.

Lerner, R. M. (2019). Foreword to the International Edition. In S. H. Koller, S. dos Santos Paludo, and N. Araujo de Moraes (Eds.), *Ecological Engagement: Urie Bronfenbrenner's Method to Study Human Development* (pp. vii-ix). Cham, Switzerland: Springer Nature Switzerland AG.

Lerner, R. M., & Chase, P. A. (2020). Hate in Contemporary America: Pathology or Opportunism? In Sternberg, R. J. (Ed.) *Perspectives on Hate: How it originates*,

develops, manifests, and spreads. (pp. 137-160). Washington, D.C.: American Psychological Association.

Lerner, R. M., & Overton, W. F. (2020). Kurt W. Fischer: Developmental scientist extraordinaire! In M. F. Mascolo & T. R. Bidell (Eds.), *Handbook of Integrative Developmental Psychology: Festschrift for Kurt W. Fischer* (pp. 493-505). New York: Routledge.

Callina, K. S., Mueller, M. K., Napolitano, C. M., Lerner, J. V., & Lerner, R. M. (2021). Positive youth development: Relational developmental systems approaches to thriving from childhood to early adulthood. In C. R. Snyder, S. J. Lopez, L. M. Edwards, & S. C. Marques (Eds.), *The Oxford Handbook of Positive Psychology* (3rd ed.). New York, NY: Oxford University Press.

Lerner, R. M. (2021). Foreword: Understanding and Enhancing Human Development among Global Youth: On the Unique Value of Developmentally-Oriented Longitudinal Research. In P. Banati (Ed.), *Sustainable Development Across the Life Course: Evidence from Longitudinal Research* (pp. xxvii-xxxiv). Bristol, UK: Policy Press/Bristol University Press.

In press

Lerner, R. M. (in press). Foreword: A vision for promoting positive development among Roma youth. In R. Dimitrova, D. L. Sam & L. Ferrer-Wreder (Eds.), *Roma Minority Youth across Cultural Contexts: Taking a Positive Approach to Research, Policy, and Practice*. Oxford, UK: Oxford University Press.

Lerner, R. M., Lerner, J. V., & Buckingham, M. H. (in press). Prosocial behavior, positive youth development, and character virtues: A dynamic, relational developmental systems-based model. In T. Malti & M. Davidov (Eds.), *Handbook of prosociality: Development, mechanisms, promotion*. New York: Cambridge University Press.

Lerner, R. M., Chase, P. A., Dowling, E. M., Tirrell, J. M., Buckingham, M. H., Yu, D., Park, Y., Gonçalves, C., & Gansert, P. (in press). Resilience and positive youth development: A dynamic, relational developmental systems-based perspective. In S. Goldstein and R. Brooks (Eds.), *Handbook of Resilience in Children* (3rd ed.). New York: Springer Publications.

Hilliard, L. J., Stacey, D. C., McClain, A. K., Batanova, M., & Lerner, R. M. (in press). Media, technology, and the family: Exploring the "CASIE" model of media use in youth development. In V. P. Jackson, J. M. Holland & J. R. Miller-Arline (Eds.), *Black Women in the Human Sciences: Past, Present, and Future*. Lanham, MD: Lexington Books.

Chase, P. A., Yu, D., Tirrell, J. M., Buckingham, M. H., Gansert, P., Park, Y., Goncalves, C., & Lerner, R. M. (in press). Conceptualizing and measuring character virtues and related attributes through use of the Bornstein Specificity Principle: A relational developmental systems-based perspective. In S. M. Jones, N.K. Lesaux, & S.P. Barnes (Eds.), *Measuring and Assessing Non-Cognitive Skills to Improve Teaching and Learning*. New York: Guildford Press.

Lerner, R. M. (in press). Preface: Back to the Future of the Study of Adolescent Development. In R. M. Lerner & T. T. Foch, (Eds.) (1987/2021), *Biological-Psychosocial Interactions in Early Adolescence*. New York: Routledge.

In preparation

Lerner, R. M., Lerner, J. V., & Buckingham, M. H. (in preparation). Positive youth development in 2020: Diversity, context, and the promotion of social justice. In M. H. Bornstein & P. E. Shah (Eds.), *APA Handbook of Pediatric Psychology, Developmental Behavioral Pediatrics, and Developmental Science*. Washington, D.D.: APA.

ARTICLES:

Published

Lerner, R. M., Tirrell, J. M., Dowling, E. M., Geldhof, J., Gestsdóttir, S., Lerner, J. V., King, P. E., Williams, K., & Sim, A. T. R. (2019). The end of the beginning: Evidence and absences studying PYD in a global context. *Adolescent Research Review*, *4*(1), 1-14. doi.org/10.1007/s40894-018-0093-4

Callina, K. S., Burkhard, B., Schaefer, J. S., Powers, J., Murray, E. D., Kobylski, G., Ryan, D., Kelly, D., Matthews, M. D., & Lerner, R. M. (2019). Character in context: Character structure among United States Military Academy cadets. *Journal of Moral Education*, *48*(4), 439-464.

Lerner, R. M., Geldhof, J. G., & Bowers, E. P. (2019) The science of learning and development: Entering a new frontier of human development theory, research, and application. *Applied Developmental Science*, *23*(4), 305-306. doi.org/10.1080/10888691.2019.1630995

Lerner, R. M., Lerner, J. V., & Chase, P. A. (2019). Towards enhancing the role of idiographic-based analyses in describing, explaining, and optimizing the study of human development: The sample case of adolescent ↔ family relationships. *Journal of Family Theory & Review*, *11*(4), 495-509.

Schaefer, H. S., Yunker, C. A., Callina, K. S., Burkhard, B., Ryan, D., & Lerner, R. M. (2019). Indexing character in the context of sport participation at the United States

- Military Academy: The Character in Sport Index. *Journal of College and Character*, 20(4), 287-309.
- King, P. E., Yoo, Y., Vaughn, J. M., Tirrell, J. M., Geldhof, G. J., Iraheta, G., Williams, K., Sim, A., Stephenson, P., Dowling, E., Lerner, R. M., & Lerner, J. V. (2019). Evaluating the measure of diverse adolescent spirituality in samples of Mexican and Salvadoran youth. *Psychology of Religion and Spirituality*. Advance online publication. <https://doi.org/10.1037/rel0000279>
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APPENDIX 2

ADDRESSES, COLLOQUIA, AND SCHOLARLY PAPERS PRESENTED AND PROFESSIONAL AND COMMUNITY MEETINGS ATTENDED BY THE BERGSTROM CHAIR, 2019-2021

July 22 – 25, 2019: Military Child Education Coalition
Washington DC
Board of Directors meeting/National Training Seminar

August 7 – 10, 2019: APA/LEAP initiatives visit
Chicago, IL

- Symposium:
“Character Development in Early Adulthood- the Sample Case of West Point Cadets”

Meet with LEAP executives

August 27 – 20, 2019: Science of Learning and Development
San Francisco, CA
National Advisory Committee meeting

September 25, 2019: SRCD meeting
Washington, DC

September 26 – 28, 2019: Scotiabank
Toronto, Canada

- Presentation:
“Charitable Giving Application: Determining / evaluating a charity's impact on positive youth development”

November 11 – 15, 2019: 4-H/Texas A&M
College Station, TX
4-H “Chat with Dr. Richard Lerner”

- Presentation
“PYD Goes Global: Lessons Learned from the 5-H Study of Positive Youth Development”

TAMU invited speaker

- Presentation
“Enhancing youth development one adolescent at a time: Theoretical, Methodological, and Applied Implications of the Science of Learning and Development Initiative”

November 20 – 21, 2019: Olympic Coaching
Colorado Springs, CO
Mind, Body, and Whole Child Coaching Convening

December 3 – 6, 2019: Templeton World Charities

Virtual

- Presentation:
“Conceptualizing, Measuring, and Evaluating Character Virtues and their Development: From Jingle-Jangle to Dynamic Developmental Systems”

January 10, 2020: Compassion International

Virtual

CI Study of PYD annual meeting

January 13 – 15, 2020: CZI/MMDC

Menolo Park, CA

- Presentation:
“Whole-Child Development and Thriving: a Dynamic Systems Approach”
- Presentation:
“Measures and Methods Across the Developmental Continuum: Implications for Practice”

February 24 – March 1, 2020: Pontifical Academy for Life

Vatican City, Italy

Annual members meeting,

March 6, 2020: Koch/Turnaround

Virtual

- Presentation:
“Three Key Concepts in Innovative Measurement of Children and Adolescents Across the Tiers of the Building blocks for Learning Framework”

April 27, 2020: Templeton World Charities Foundation

Virtual

- Invited Webinar:
“Contemporary Theories in Human Development”

March 4, 2020: Templeton World Charities Foundation

Virtual

- Invited Webinar
“Finding Conceptual Clarity in Character Education”

March 6, 2020: Science of Learning and Development

Virtual

National Advisory Committee Meeting

May 26, 2020: Templeton World Charities Foundation
Virtual

- Webinar:
"Protecting the Building Blocks of Early Learning"

June 2, 2020: Templeton World Charities Foundation
Virtual

- Invited Webinar:
"The Right Tool for the Job: Finalizing Measures"

June 2, 2020: EdTech
Virtual

- Webinar:
"Disruptive Reconstruction: Making the American Dream Real Again... and for All"

June 4, 2020: Templeton World Charities Foundation
Virtual

- Invited Webinar:
"Undertaking Qualitative Research in Character Education"

June 23, 2020: Templeton World Charities Foundation
Virtual

- Invited Webinar:
"Supports and Interventions for Positive Development"

September 17, 2020: Templeton World Charities Foundation
Virtual

Adolescent Virtual Speaking Series

- Presentation
"Enhancing Youth Development One Adolescent at a Time"

September 21, 2020: Templeton World Charities Foundation
Virtual

- Presentation:
"Thinking Ahead to Impact, Engagement and Dissemination"

September 28, 2020: Templeton World Charities Foundation
Virtual

Global Initiatives in Character Development Initiative

- Webinar: "Instrument Development/Adaptation"

October 5, 2020: Science of Learning and Development
Virtual

National Advisory Committee Meeting

October 22, 2020: Templeton World Charities Foundation
Virtual

- Webinar: "From Data to Decisions"

December 2, 2020: Science of Learning and Development
Virtual

National Advisory Committee Meeting

December 10, 2020: Templeton World Charities Foundation
Virtual

GICD webinar:

- Presentation:
"Building Programs to Promote Human Flourishing in LMICs: Unasked Questions and Welcomed Answers"

January 20, 2020: Military Academy at West Point
Virtual

Invited class speaker: Character and Leadership

- Presentation:
"Understanding Character and Leadership Development Cadets at the United States Military Academy at West Point"

February 16, 2021: Pontifical Academy for Life
Virtual

Seminar: Life, Fraternity, Common Home

March 2, 2021: Science of Learning and Development
Virtual

National Advisory Committee Meeting

May 7, 2021: Military Academy at West Point
Virtual

Invited Speaker: National Honor Society in Psychology, Induction Ceremony

- Presentation:
"The Developmental PATHS of Character Development Among USMA Cadets"

May 11, 2021: National 4-H educators
Virtual

- Keynote Address:
"Promoting Positive Youth Development: The Meaning of Models and the Modeling of Measures"

May 26 – 27, 2021: APS

Virtual convention

Invited speaker – 2020 Cattell Award acceptance

- Presentation:
“Promoting Positive Youth Development: Plasticity, Specificity, Non-Ergodicity, and Contributions to Social Justice Among Global Youth”

APPENDIX 3

ACTIVE GRANTS JULY 1, 2019 - JUNE 30, 2021

The Compassion International (CI) Study of Positive Youth Development, funded by Compassion International and Templeton World Charity Foundation (TWCF)

IARYD partners with Boston College and Fuller Theological Seminary to conduct The Compassion International Study of Positive Youth Development. Funded by CI and TWCF, the project is a three-nation, comparative longitudinal study of the use of the Lerner and Lerner model of Positive Youth Development (PYD) for understanding the bases of PYD among some of the world's poorest youth enrolled in CI's child development centers. CI is a faith-based child-sponsorship organization that partners with over 7,500 churches to promote thriving in over 2.1 million children living in poverty in 25 countries located in Central and South America, the Caribbean, Africa, and Asia.

At this writing, the project includes both quantitative (in El Salvador, Rwanda, and Uganda) and qualitative (in El Salvador) research studying the development of youth involved in CI's programs.

The quantitative work involves a longitudinal study of the development of youth using a counterfactual causal modeling design to compare the development of CI program participants to youth who are not participating in CI's programs. This design enables the researchers to identify specific facets of the CI program that work, with specific children, in specific contexts, over specific time periods. The identification of such specific findings is enhanced by our measure-development work. We undertake theory-predicated, measurement invariance testing of the constructs involved in the Lerner and Lerner PYD model including constructs related to faith and spirituality. These constructs are emphasized as key strengths in the lives of youth in CI's theory of change as well as in the model of Lerner and Lerner. We measure spirituality through use of measurement development by Professor Pamela Ebstyn King and her colleagues at Fuller Theological Seminary.

The qualitative work explores cultural and local meanings about beliefs and experiences related to PYD, thriving, spiritual development, and features of effective youth development programs (termed the Big Three), and to gain greater insight into concepts that have arisen since the start of our work with CI (e.g. joy, purpose, known and loved, mattering) in the context of CI programming in El Salvador.

SoLD: MMDC Project, funded by the Chan Zuckerberg Initiative DAF, an advised fund of Silicon Valley Community Foundation

The Science of Learning and Development (SoLD) Measures and Methods across the Developmental Continuum (MMDC) project, funded by the Chan Zuckerberg

Initiative, is exploring the individual (idiographic) components of developmental trajectories among Grade K-12 students. In partnership with researchers at the American Institutes for Research, Oregon State University, and Turnaround For Children, we are seeking to understand individual developmental pathways to maximize opportunities to enhance the lives of diverse groups of young people, especially children who have experienced trauma and adversity. This project focuses on essential constructs of the Building Blocks for Learning (BBFL) model—including Self-Regulation, Executive Function, Relationship Skills, and Growth Mindset—to better understand how youth-serving professionals can enhance educational and life successes for the young people they serve.

The ultimate goal of the SoLD MMDC project is to transform classroom and school practices and policies to include the identification of patterns within developmental pathways across the BBFL model, student well-being, and context. The new information about individual development that this project creates will enhance understanding of the personalized (idiographic) pathways that reflect holistic life successes (e.g., involving academic, personal, and social achievements) among diverse groups of youth.

4-H Study of Positive Youth Development: Reconnection and Replication, *funded by National 4-H Council*

In collaboration with Dr. Jacqueline Lerner at Boston College, this 2-year grant aims to extend and replicate the 4-H Study of Positive Youth Development.

From 2002 to 2012, Drs. Lerner and Lerner conducted the nation's and the world's first longitudinal study of the nature and bases of thriving across the adolescent years. The study involved over 7,000 youth across Grades 5 to 12 from 42 states. The main findings indicated that when PYD – defined as Competence, Confidence, Connection, Caring, and Character – was promoted by youth development programs, youth would contribute positively to their communities and, by the end of the high-school years, become active and engaged citizens. These relations were especially true for youth in 4-H programs than in any other youth program. In addition, the relations were particularly stronger for 4-H girls.

The study also identified three key facets of youth programs effective in promoting PYD, *facets that are hallmarks of the 4-H Theory of Change*: 1. Positive and sustained relationships between a young person and an adult; 2. Life-skill building activities; and 3. Opportunities for youth participation in and leadership of valued activities in family, school, or community settings.

Across more than 100 publications and even more talks around the nation and world, Drs. Lerner and Lerner, and their students explained that 4-H was proven to be the exemplar of a youth program that transformed PYD into contributions vital for enhancing families, communities, and ultimately the institutions of civil society

and democracy. They predicted that, as adults, 4-H youth would become leaders of a vibrant America.

With the new 4-H Study, we will try to demonstrate that this prediction is true. The research team will recontact as many of the participants of the original study, who are now young adults, and collect information about work activities, health and well-being, and, especially, the family, community, and national contributions and civic engagement of these young people. In addition, to extend the youth-development leadership of 4-H programs to the current generations of American youth, the research team is conducting a small replication of the original 4-H study.

Creating a Platform for Global Innovation and Capacity Building in the Design, Implementation, and Evaluation of Character Development Programs, funded by Templeton World Charities Foundation

In partnership with the Society for Research in Child Development, IARYD provides capacity-building support to Templeton World Charities Foundation's Global Innovations in Character Development (GICD) grantees from around the world, from the proposal writing phase through implementation, analysis and reporting.

Building Youth Resilience and Communal Justice: Forgiveness as a Civic Virtue in Rwanda

As part of the "Self, Virtue, and Public Life" Initiative based at the University of Oklahoma (directed by Nancy Snow and Darcia Narvaez and funded by the Templeton Religion Trust), this project seeks to explore forgiveness as a civic virtue in post-genocide Rwanda. Led by Dr. Jonathan Tirrell and in collaboration with Drs. Erin Kelly and Lionel McPherson (Tufts Philosophy Department) and Dr. Alistair Sim (Compassion International; CI), the project will build on the ongoing CI Study of Positive Youth Development (PYD), a cohort comparative, counterfactual, longitudinal evaluation of the PYD programs of CI that assesses thriving among youth living in poverty. In Year 1 of the project, qualitative interviews with CI-staff "caregivers" and "forgiveness exemplars" in Rwanda will probe questions related to conflict, justice, and moral repair, and how forgiveness may shape one's identity and contributions to society. Based on the themes that emerge from those interviews, in Year 2 of the project, quantitative measures will be developed to assess, using a fully person-centered (idiographic) approach, the development of forgiveness among adolescents and how it may relate to personalized trajectories of thriving. The project aims to elucidate the roles and processes of forgiveness as a virtue with societal implications by advancing our understanding of justice and human flourishing.

Duty, Honor, Country: A Study of the Development of Leaders of Character at the United States Military Academy, funded by the Templeton Religion Trust

This five-year study (2015-2020) was funded by the John Templeton Foundation.

The study examined the character and leadership development of cadets at the U.S. Military Academy (USMA) at West Point across their four-year training program. Our goal was to better understand which experiences at USMA are most salient for promoting character and leadership. In turn, we also examined whether attributes of character and leadership predict performance outcomes among current USMA cadets, as well as in their roles as U.S. Army officers. Although the study has ended its data collection period, the data set remains active in regard to analyses and publications, which are aimed at helping USMA maximize its efforts to promote character and leadership. The data set is also used to inform other service academies, universities, and other institutions about best practices in developing leaders of character

LEAP Innovations and Tufts IARYD Collaboration: Enhancing the Measurement and Impact of the Programs of LEAP, *funded by LEAP Innovations*

The Tufts IARYD team began its one-year partnership with LEAP Innovations in spring 2019. LEAP Innovations is a national organization based in Chicago that connects innovation and education to transform how students learn. LEAP works with schools to implement personalized learning. IARYD is provided LEAP with research consultation, survey development, and data analysis. Specifically, IARYD worked with LEAP Innovations to establish the degree to which LEAP's current approach to Personalized Learning, as codified through the LEAP Learning Framework and related tools such as its Personalized Learning survey, are related to social and emotional learning.

APPENDIX 4**DONOR LISTING JULY 1, 2019 – JUNE 30, 2021**

The Institute for Applied Research in Youth Development wishes to thank Richard M. Lerner*, Lang Ma*, and Scotiabank for financial support during the 2019-2021 fiscal year.

*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.

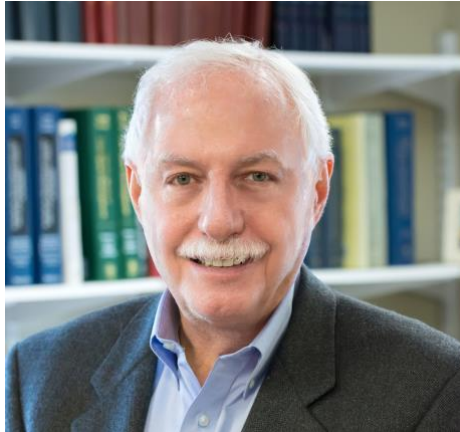
The chair honors five important female mentors from Tufts who inspired Joan Bergstrom's professional career: Evelyn Pitcher, founding chair of the Eliot-Pearson department; Martha Chandler, a former dean; Abigail Eliot, one of the founders of Tufts' child development department; Miriam Lasher, who runs 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 Bergstrom family 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 750 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*. 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 (APA), and the Association for Psychological Science (APS). He is the 2013 recipient of the APA Division 7 Urie Bronfenbrenner Award for Lifetime Contribution to Developmental Psychology in the Service of Science and Society. He is also the 2014 recipient of the APA Gold Medal for Life Achievement in the Application of Psychology and the 2015 recipient of the APA Division 1 Ernest R. Hilgard Lifetime Achievement Award for distinguished career contributions to general psychology. He is also the 2016 recipient of the International Society for the Study of Behavioral Development (ISSBD) Award for the Applications of Behavioral Development Theory and Research, and of the 2017 Society for Research in Child Development (SRCD) Distinguished Contributions to Public Policy and Practice in Child Development Award. The APS named him the 2020 James McKeen Cattell Fellow Award winner for lifetime outstanding contributions to applied psychological research.

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 served on the Board of Directors of the Military Child Education Coalition 10 years and still serves on 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, screenwriter, and producer, and his wife, Sarah, a novelist, screenwriter, and librettist, Blair, an advertising executive, and her husband, Jamie, a contractor, and Jarrett, an author and illustrator of children's books and an editor, and his wife, Danni, an entrepreneur and concierge business owner. Rich and Jackie have five grandchildren, Harper Rose Ramsey, Dylan Maxwell Ramsey, Bodie Anthony Ramsey, Isla Terese Lerner, and River Rae Lerner.