



Institute for Applied Research in Youth Development

2022-2023 ANNUAL REPORT

OF THE BERGSTROM CHAIR

IN APPLIED DEVELOPMENTAL SCIENCE

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July 2023

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Report from Richard M. Lerner

Bergstrom Chair in Applied Developmental Science

Director, Institute for Applied Research in Youth Development

Professor, Eliot-Pearson Department of Child Study and Human Development

WITH HUMILITY AND RESPECT, THE truth OF THE MATTER

I admit that I am hazy about the time and sequences of events in the pre-pandemic world. However, I am pretty certain that somewhere in the mid-1960s to the early-1970s, when I graduated from high school, went to and completed college, and began and earned my Ph.D. degree, I learned that there were people, scientists, who devoted their lives to discovering things about the world, indeed about the universe, that advanced knowledge. Often, they also applied their knowledge to help people and the world itself. Even in the poorest parts of Brooklyn, for instance, Brownsville and East New York, where I grew up, these people were revered for their accomplishments.

The names Albert Einstein, Madame Curie, and Jonas Salk were known to everyone – to my parents, grandparents, to all my relatives and to all my friends, including those that not only did not earn doctoral degrees, but as well to those they did not go to college and even to those that never graduated from high school. Einstein, Sabin, Edison, Curie, Salk, and others were admired for their contributions; and on the admittedly few conversations when their names came up, they were spoken about with reverence, awe, and even gratitude for what they and other scientists had contributed to the small part of the universe constituted by the kids and families of my Brooklyn neighborhood. None of us ever believed (at least out loud) that we could become peers to these scientists and, as far as I know, none of us have. Nevertheless, these icons of accomplishment and contribution were the North Star for those of us who dared to dream about such things.

There was something else that was true in the Brooklyn in which I grew up. It was that everyone in America had freedom of speech. Everyone had the right to believe what they wanted and to speak freely about their beliefs. These conversations happened quite often and, because of the history of the Holocaust that had engulfed at least half of my uncles, aunts, and cousins of my grandparents' generation, the emphasis on our rights as citizens in this U.S. occurred when my parents or grandparents wanted to pivot in the conversation from the darkness of the recent past of our family to our place in the U.S. The pivot typically came when, after, a deep breath, one of them would begin a sentence about our rights with the phrase, "But here ...".

Our parents and our teachers also warned us that this freedom did not mean that we could *falsely* yell “fire” in a crowded theater. This qualification to our freedom was explained to mean that our speech had to reflect the truth as we saw it AND that we could not use our freedom to silence or harm other people. Our lesson was that everyone has a right to their own opinion. We were taught that to be a real (or exemplary) person – a *mentsch*, in the argot of the streets of the Brooklyn of my childhood and adolescence – we had to be truthful, tolerant, and respectful to others.

As old-fashioned and naïve as this socialization may seem to the jaundiced eyes of today’s cynical and separated Brooklynites, Bostonians, or people of our nation more generally, I have carried all of these life lessons with me through the ensuing six decades of my life. I see myself as a social and behavioral scientist who continues to dedicate myself to discovering things about the development of children, adolescents, families, and communities that can be applied to improve their lives and the world within which they live. I view my work through the lens of humility, recognizing that – as is the case of all science, whether it be the grand work of Einstein, Salk, or Fauci and their colleagues, or the small contributions of a Lerner, our research is generating truths with a small “t;” all research – all good science – recognizes its limitations and moves only asymptotically to truth with a capital “T.” As the late Harvard University biologist, Stephen Jay Gould, explained, the magisterium of Science exists along with the magisterium of Religion, and humility is needed because both are valid ways of knowing what is true.

I have lived my life humbled by the knowledge that others within my magisterium, within the other magisterium, or in neither would likely hold different beliefs about what is true, and that I had to aspire to be a *mentsch* in regard to any knowledge I might possess. I have believed that I have to speak truth as I know it, and that I have to be humble about my truths and respect the truths of others. I have lived by this approach to the world while growing up in Brooklyn, and it worked well because almost everyone I encountered in that world lived at least implicitly by the same rules.

In addition, and true to the adage that you can’t take the Brooklyn out of the boy, I have been guided by this approach through my personal and professional life. Simply, the approach comes down to having a character marked by a commitment to truth, personal and professional humility, and respect for all people. At this writing, this commitment has extended to my mid-70s.

However, I am faltering in my belief about the implicit generalizability of my code of conduct in a post-pandemic world that I find I am living in. I am certain that I need not detail the litany of ills that beset the world at this writing, and so I will be brief:

- Our planet is being threatened by the rapidly-increasing presence of catastrophic global climate change;

- A war of choice continues to rain death and destruction on the people of Ukraine, and there is no end in sight;
- Gun violence is the leading cause of death for U.S. children and adolescents, and mass shootings occur daily across the country;
- Racially-motivated marginalization, physical attacks, and even murder of people of color continues seemingly unabated;
- Coupled with the growth of hate crimes and the unprecedented surge in the U.S. of anti-Semitism, imposition of fascist laws and actions and the threat of still others are deteriorating freedom of speech, of the press, of voting freedom, and of the rights of at least half the people in our nation to govern their own bodies and their own health;
- The rights of all people to love whom they love and to have the identities they want to have are under attack and equality under the law is being threatened; and
- Most disheartening of all is the fact that a person regarded in Brooklyn and in fact in all boroughs of New York City to be a self-aggrandizing liar, cheat, and criminally-culpable grifter, racist, and misogynist, and who was perhaps best known in the City as a fool that was rapidly becoming a member of the Howard Stern radio program Whack Pack, Donald Trump, is dominating daily news and has become a cult-like leader of what was once a political party dedicated to the institutions of democracy and to the rule of law.

Frankly, in a context wherein truth, humility, and respect, if not rejected completely, are matters of debate and even more, politically attacked, I am forced to ask myself how applied developmental science can be enacted in a meaningful way for the benefit of knowledge and its evidence-based used for application. How do I pivot from the bleakness of this set of existential threats to our democracy and convince myself and my students and colleagues that the strength-based, positive approach to youth still makes sense as a scientific enterprise worthy of pursuing? Is there a “But here...” sentence I can say (to myself and others) to keep pursuing the admittedly values-based scholarship that the people of IARYD have pursued for almost a quarter-century?

I asked this question to Jackie Lerner, who is my wife and also an eminent developmental scientist and professor at Boston College. She told me some things I know to be true and that I need to remember will be true as my students, colleagues, and I try to find a way forward in pursuing truths that will advance science **and** the lives of all youth.

Jackie explained that what I am saying about the current context of our world and nation are accurate but, as well, it is also the case that there are things about which it is appropriate to be hopeful. First, she talked about numbers. She said that perhaps a majority of the people associated with Republican Party are actually part of the MAGA movement but, in reality, and despite the fact they are getting center stage in the media and in the House of Representatives, their beliefs represent

roughly a quarter of the people in the U.S. It is the vast majority of the people of our nation who want what scientific entities, including IARYD, have to offer.

Jackie also said that social and behavioral scientists at large do not put aside facts. The believers in the Big Lie, the anti-vaxers, and other non-fact believers exist beyond the bounds of science and far outside the values and beliefs of the majority of society; they choose not to interact with the truth but there are others that do choose to follow the truth and want to see it prevail. There are also people, she said, who are doing good and who want to use sound evidence to frame and improve their efforts.

Jackie reminded me that these people are relying on me and scholars like me to get at the core of the truth of human development, even if those truths are hard to apply in an unjust world. The majority of people in future generations will not ignore the truth, and will be grateful that people, scientists, perhaps not like Einstein, Curie, and Salk, but good scientists nevertheless, who will make valuable contributions to their lives and to the lives of their children and grandchildren.

Finally, Jackie advised that I should not see my work as trying to convince people who do not accept truth to believe it. She said, "Direct your work and seek to make progress for the people who accept scientific truth and will use your findings now and, in the future, to improve the lives of others. Make this group your focus within the turmoil that we all see. Do not lose the forest because of a few trees. Continue to think of all the youth who have benefitted from the applied developmental science of IARYD and who will continue to be on the receiving end of good science. It is to these youth, families, and communities, across the nation and globally, who will continue to need the work of IARYD".

It is very fortunate when a man has a spouse who is smarter and wiser than him. I am indeed fortunate to be so blessed. Because of her wisdom, I am able to say that, yes, the world is replete with existential threats and, as citizens of the world we have to engage in a process that will heal the world (*Tikkun Olam*). However, in the face of people who deny the truth of what is needed to nurture *all* children to have healthy and fulfilled lives, we can also say" **But here, in IARYD, we enact good science in the service of truth.**

Report from Elizabeth M. Dowling

Research Professor in the Department of Child Study and Human Development

Deputy Director, Institute for Applied Research in Youth Development

I am honored and humbled by the opportunity to write for the IARYD Annual Report. My new positions, as both a Research Professor in the Eliot Pearson School of Child Study and Human Development and Deputy Director of the IARYD, are truly dreams come true for me. As an alumna of the doctoral program at E-P (Class of 2004) and having been mentored and trained by Richard Lerner at IARYD (which was then called ADSI, the Applied Developmental Science Institute), I am right at home, working with incredible people and brilliant minds, all for the purpose of improving the lives of young people around the world.

I have always had profound appreciation and admiration for the research, mentorship, and collegiality with which I associate both E-P and IARYD. Since rejoining the lab in 2016, what I am likely most proud of is our lab's deep commitment to and engagement with our program partners, focused intently on ensuring that the work we do not only contributes to equitable research practices but also contributes to efforts to more deeply understand, uplift, and empower the voices and lives of vulnerable youth (and their families) as well as youth whose lives have been impacted by inequality in the U.S. and internationally.

The Reconnection and Replication of the 4-H Study of Positive Youth Development study has been particularly fascinating to me as the original 4-H Study of Positive Youth Development started 20 years ago, when I was a doctoral student! The Reconnection Study has allowed us to reconnect with participants from the original study, who are now young adults, and to explore the role of 4-H in their lives today. We have learned that these young adults are active and engaged citizens in their communities, leading lives of purpose, and feeling connected to the people in their lives. As adults, 4-H youth are leaders who are doing well for themselves and for the world around them. In addition to the Reconnection Study, we have assessed the PYD of youth currently participating in 4-H and youth not involved in 4-H. Preliminary findings indicate that 4-H continues to play a crucial role in the lives of youth, as 4-H youth report having high hope for the future. These results and the work of program partners such as 4-H bring me hope!

I am also very proud and inspired by IARYD's research and capacity building work in the international youth development space. Along with our partners, we are part of a movement and effort to see PYD research and programming "go global," impacting children and youth in the majority world. Through our partnerships, we have expanded our own understanding and invested deeply in building the knowledge and understanding of our partners as related to theory, measures, and methods. As we look forward to continuing this work, we also seek to expand and deepen our partnerships in the coming years. In Rwanda, for example, Dr. Tirrell's research on forgiveness,

peace, and justice has garnered interest beyond the initial Compassion International partnership. Aegis Trust—a non-profit that curates the Kigali Genocide Memorial and is dedicated to preventing genocide and ending crimes against humanity—has partnered with IARYD for two forthcoming projects: One, to plan and host a conference/convening for Aegis Trust to launch a global Peace Institute; and another, to do mixed-methods research on the Aegis peace-and-values education programs, which have been adopted nationally in Rwanda, and are intended to be scaled globally through the planned Peace Institute. IARYD will be the research partner with Aegis Trust to develop and evaluate their theory of change and evaluation and scaling strategy. In South Africa, we seek to build on our work with our research partner Thanda who seeks to take a holistic approach to development, investing at the neighborhood/community level to foster a return to the ubuntu-philosophy that the community says they have lost and, in so doing, engage Thanda and community stakeholders together in promoting PYD.

Another aspect of our work and lab that brings me a great sense of purpose and joy is the mentoring we do with and for each other. This year, my colleague, Dr. Jonathan Tirrell, and I had the opportunity to take two of IARYD's first-year doctoral students, Kirsten Olander and Margaret Mackin, with us to conduct a data collector training in South Africa, to work with a program partner, Thanda. Being able to participate in that mentorship experience was and continues to be a gift to me, one modeled so well by Richard Lerner. Being witness to the students' exposure to and absorption of the incredible place that is Thanda is something I will never forget. How fortunate we all are to be able to engage in such important research, with an always intentional lens to conducting good and rigorous science. Learning about the culture and experience for young people growing up in KwazuluNatal, South Africa (or in Uganda, Rwanda, and El Salvador through our partnership with Compassion International), from the words of the people in the communities and programs that are the focus of our research, impacts us all. Spending time with our partners in this way enriches not only our lives and hearts but most importantly, perhaps, our research. Great appreciation goes to our partners and funders, including Templeton World Charity Foundation and Compassion International, for understanding and appreciating the value of working in close partnership and the time needed to do so.

With excitement and appreciation for our existing partnerships and research, I look forward to opportunities to expand not only our own learning but also the influence IARYD and E-P can have on the field of human development and the youth, families, and communities we serve, both domestically and internationally.

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

QUANTITATIVE AND QUALITATIVE INDICATORS

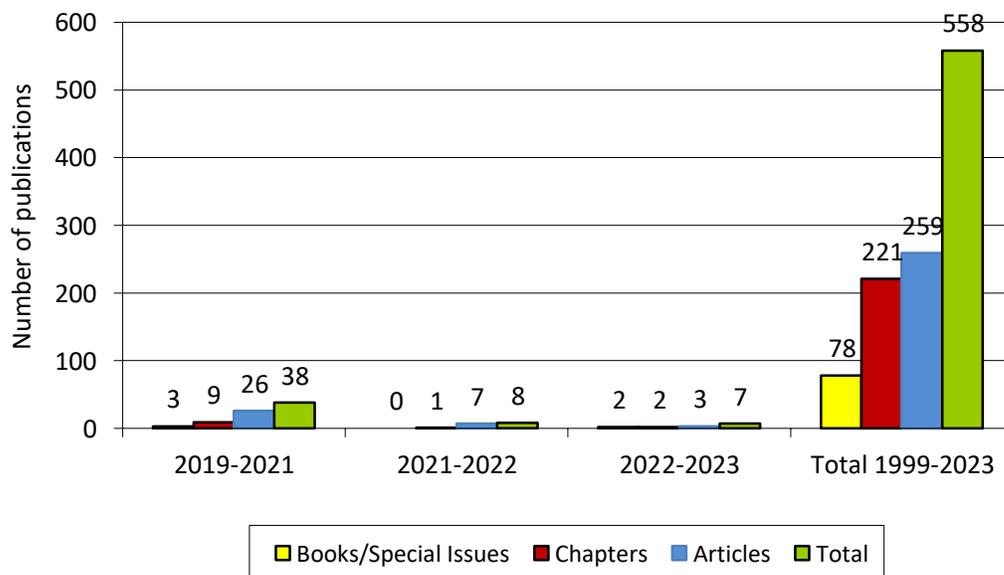
Several indicators may be used to evaluate the progress and current status of the Institute and the performance of the Bergstrom Chair. Quantitative indicators pertain to publications, professional presentations, grant proposals submitted and funded, direct and indirect dollars of grant support generated, 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 2022-2023, and as well, during the prior three years. The cumulative total of all published works across the Bergstrom Chair's 24 years at Tufts is noted as well. A footnote to the histogram reports the averages over the 24 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 2022-2023 fiscal 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 24 years at Tufts, 1999-2023, the average per year for books/special issues, chapters, articles, and total number of publications are 3.25, 9.2, 10.8, and 23.25, respectively. Overall, 558 publications have been produced across 24 years.

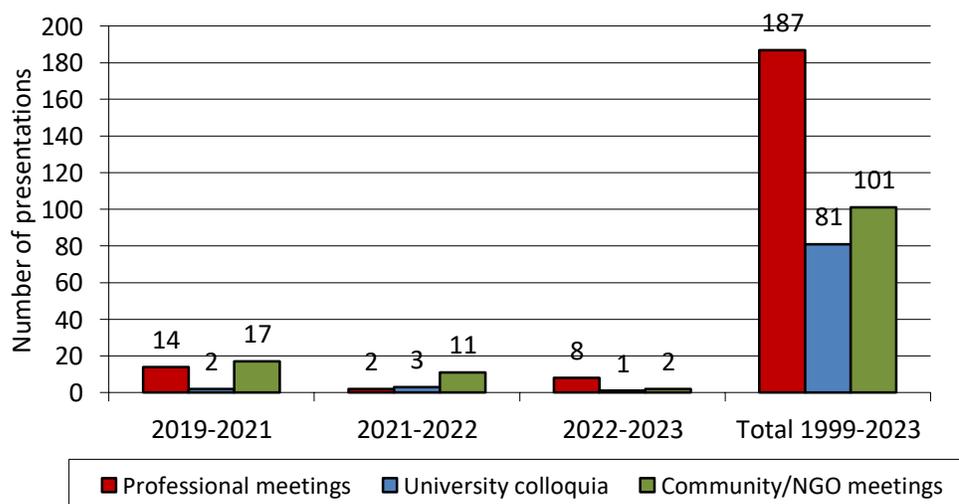
Scholarly Paper Presentations

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 2022-2023 fiscal year, as well as for the three years prior. Figure 2 also presents a set of

histograms for the 24 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 fiscal year, Richard Lerner made 11 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 2022-2023.

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, six grant proposals were submitted during the 2022-2023 fiscal year and two were funded. In total, the Institute has submitted 101 grant proposals since its inception, 57 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 2022-2023 fiscal year. Additional information about any of the Institute's grant activities is available upon request.

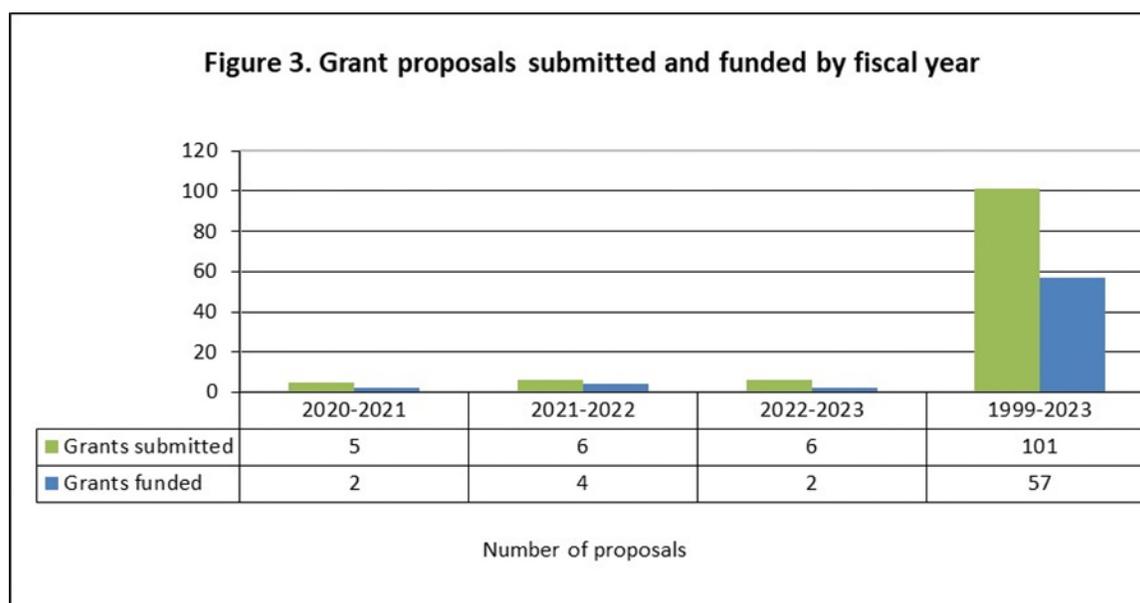
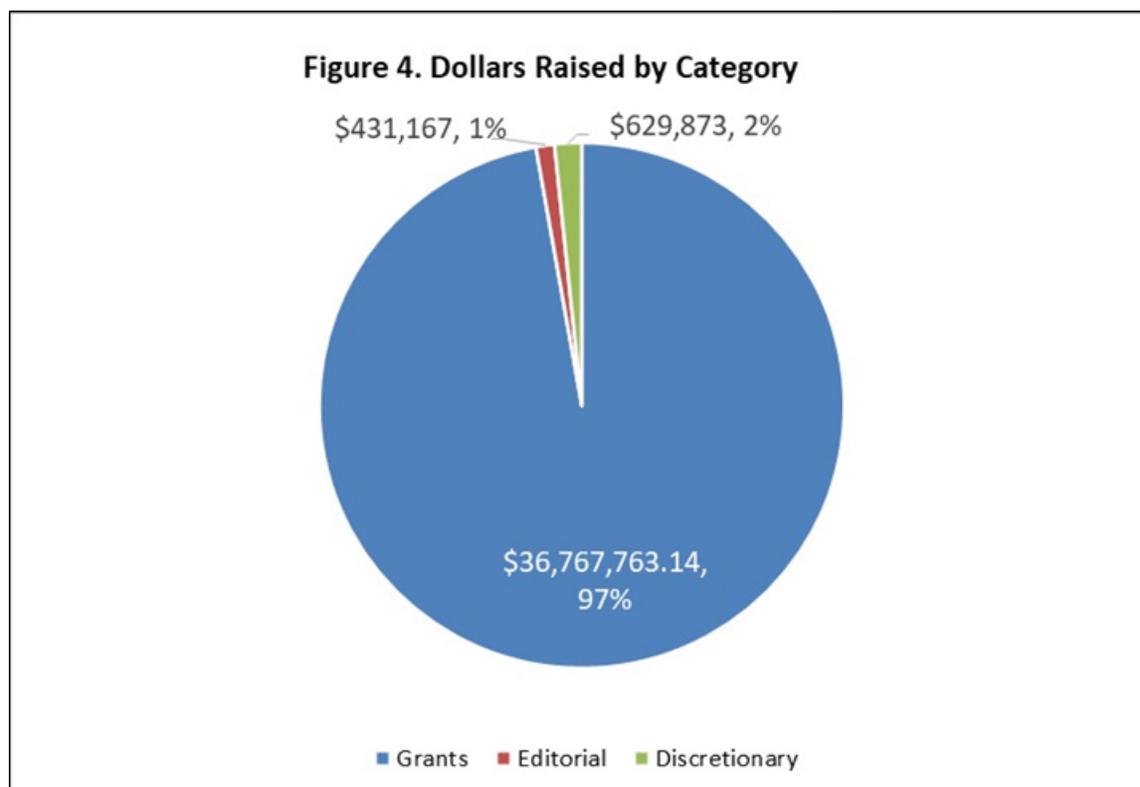


Table 1. Grant Proposals Submitted FY 2020 through FY 2023
2020-2021
1. Proposal to Compassion International, "The Compassion International Study of Positive Youth Development" (funded)
2. Proposal to the Templeton World Charity Foundation, Inc., "Promoting Healthy Development in South African Youth through Thanda's Character Virtues Development Programs," (funded)
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," (not funded)
2021-2022
1. Proposal to Templeton World Charity Foundation, "Global Innovations for Character Development - Character Platform, Phase 2" (funded)
2. Proposal to Turnaround for Children, "Tufts IARYD and Turnaround for Children Collaboration" (funded)
3. Proposal to Cajon Valley Union School District, "Cajon Valley Union School District Extended Learning Opportunities" (not funded)
4. Proposal to Compassion International, "The Compassion International Study of Positive Youth Development" (funded)
5. Proposal to Templeton World Charity Foundation, "The Early Emergence and Development of Human Flourishing: First Steps to Advancing a Developmental Science of Character Strengths" (funded)
6. Proposal to John Templeton Foundation, "Forgiveness, Gratitude, Resilience, and Justice: A Mixed-Methods Study of Conflict and Character Virtue Development in Post-Genocide Rwanda" (Tirrell, PI not funded)
2022-2023
1. Proposal to Templeton World Charity Foundation, "From Resolving Conflicts to Building Peace: Applying Lessons from Post-Genocide Rwanda to Develop and Test a Character-Virtue and Restorative-Justice Model of Depolarization" (Tirrell PI, not funded)
2. Proposal to the Spencer Foundation, "Towards the Transformation of Educational Measurement of African American and Latinx Middle School Youth: An Intensive Longitudinal Study" (pending)
3. Proposal to Templeto World Charity Foundation, "Global Innovations for Character Development Character Platform, Phase 2 Supplement" (funded)
4. Proposal to Templeton World Chairty Foundation, " Landscaping Regional Research and Leadership Capacities for the Study of Human Flourishing" (Dowling PI, not funded)
5. Proposal to Templeton World Chairty Foundation, " Landscaping Regional Research and Leadership Capacities for the Study of Human Flourishing" (Dowling PI, not funded)
6. Proposal to Templeton World Charity Foundation for subcontract with Aegis Trust, "Forgiveness: A Pathway to Peace, Justice, and Strong Institutions from Rwanda to the World" (Tirrell PI, pending funding)

Dollars of Support Generated by Category

As shown in Figure 4, since its inception, the Institute has raised over \$37 million through the end of FY 2022-2023 for its research, outreach, educational, and publishing activities, an average of \$1.6 million a year across the Bergstrom Chair's 24 years at Tufts. Of this total, the Institute raised \$36.7 million through grant proposals, \$431,167 through editorial office grants, and \$629,873 in discretionary dollar donations.



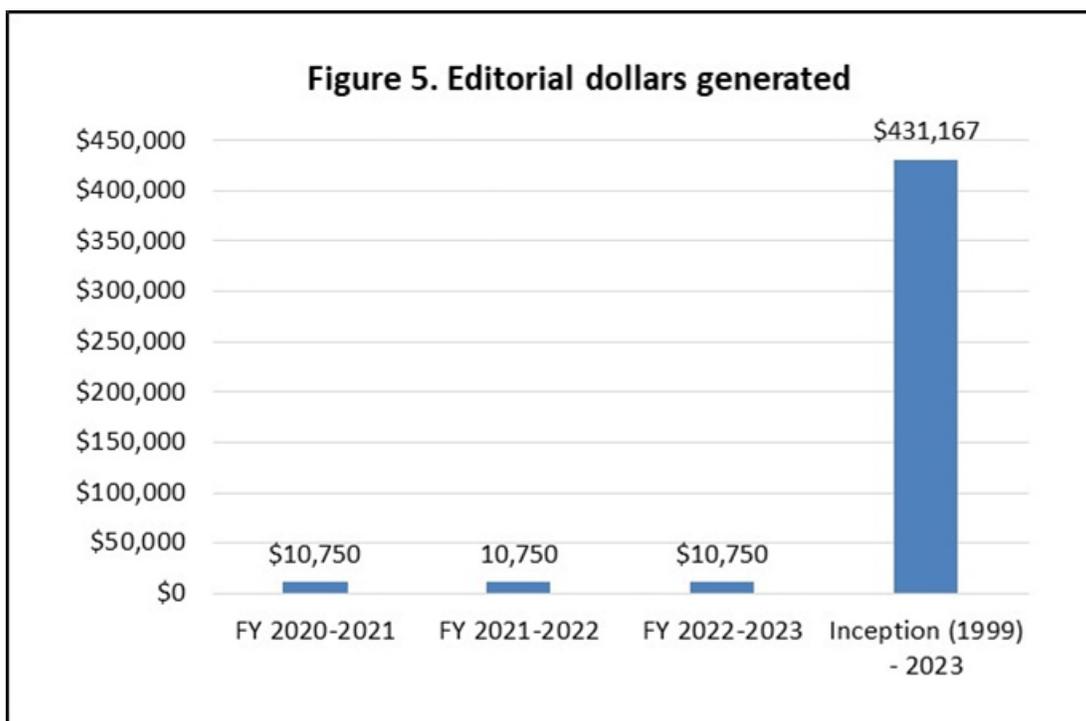
Direct and Indirect Dollars of Grant Support Generated

Of the \$36 million in grant support generated, \$31.5 million was for direct costs and \$4.5 million was for indirect cost recovery. The Institute has maintained its commitment to ensuring that each grant that it applies for includes as much support as permitted by the funder for the infrastructure of the Institute.

Editorial Account Dollars Raised

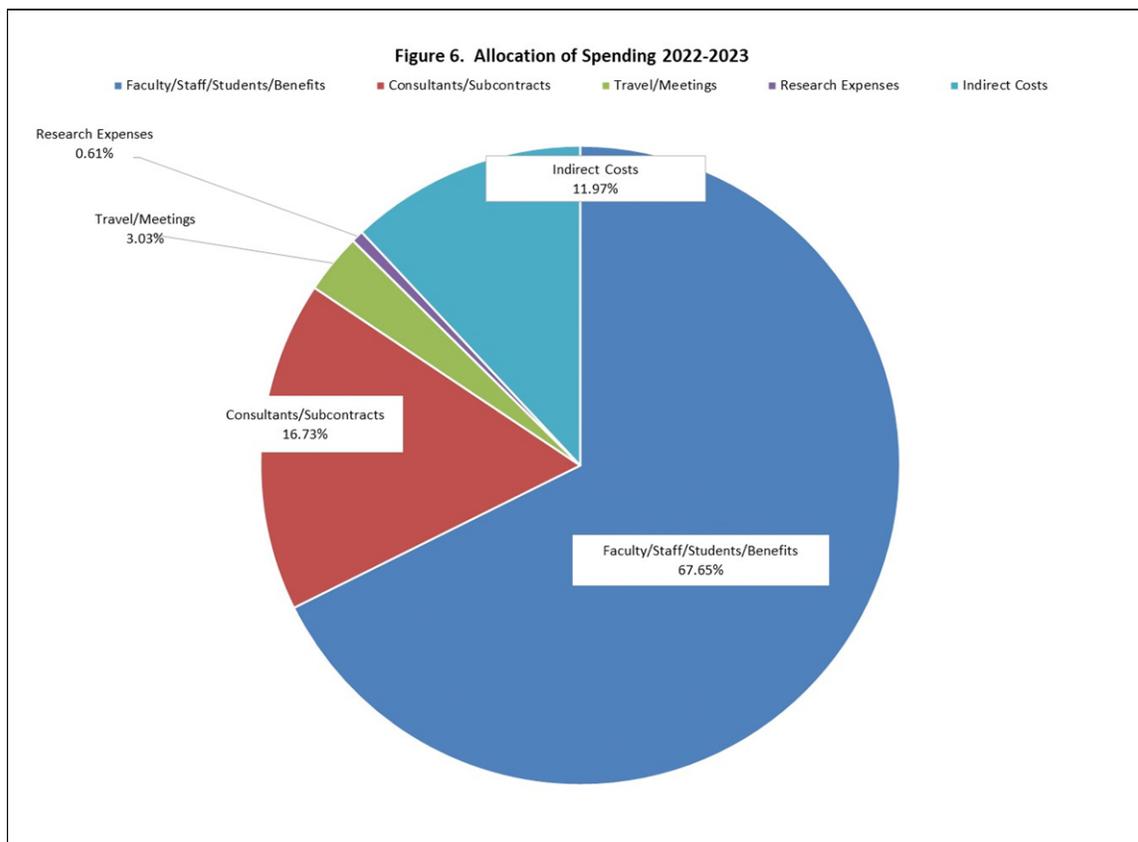
Each year, the Bergstrom Chair receives honoraria for the various books and journals that he publishes. Rather than keep the dollars for himself, he turns the money over to the Institute to support the work of the Publications Program. Over the past 24 years, this allocation has amounted to over \$431,167 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 6, during the last year more than half (68%) of Institute's \$1.4 million budget went to supporting faculty, staff, students and benefits. 17% went to subcontracts with research partners.



Travel and meals account for 3% of all costs and is associated with attending meetings and professional conferences. Research expenses account for .6% of spending and include data collection expenses, incentives, computer hardware and software, office supplies, copying, books, mail, and other miscellaneous expenses. Indirect costs total 12% 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.

APPENDIX 1

BOOKS, CHAPTERS, AND ARTICLES PUBLISHED AND IN PRESS, 2022-2023

BOOKS:

In press

Matthews, M. D., & Lerner, R. M. (Eds.). (In press). *Multidisciplinary Handbook of Character Development. Volume 1*. New York, NY: Routledge.

Matthews, M. D., & Lerner, R. M. (Eds.). (In press). *Multidisciplinary Handbook of Character Development. Volume 2*. New York, NY: Routledge.

CHAPTERS:

Published

Chase, P. A., Yu, D., Tirrell, J. M., Buckingham, M. H., Gansert, P., Park, Y., Goncalves, C., & Lerner, R. M. (2022). Conceptualizing and measuring character virtues and related attributes using 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* (pp. 126-146). New York: Guildford Press.

Lerner, R. M., Lerner, J. V., & Buckingham, M. H. (2023). The development of the developmental science of adolescence: Then, now, next – and necessary. In L. Crockett, J. E. Schulenberg, & G. Carlo (Eds.), *APA Handbook of Adolescent and Young Adult Development* (pp. 723-741). Washington, D.D.: APA Publications.

Lerner, R. M., Chase, P. A., Dowling, E. M., Tirrell, J. M., Buckingham, M. H., Yu, D., Park, Y., Gonçalves, C., & Gansert, P. (2023). 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., pp. 337-349). New York: Springer Publications.

In 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., Dowling, E. M., Abbasi-Asl, R. (in press). The Development of Positive

Character: A Relational Developmental Systems Perspective. In L. Nucci, T. Krettenauer, & W. C. Thompson (Eds.). *Handbook for Moral and Character Education* (3rd ed.). Routledge.

ARTICLES:

Published

Lerner, R. M., Bornstein, M. H., & Jervis, P. (2022). The Development of positive attributes of character: On the embodiment of specificity, holism, and self-system processes. *Human Development*, 66(1), 34-37. DOI: 10.1159/000521583

Yu, D., Goncalves, C., Yang, P.-J., Geldhof, G. J., Michaelson, L., Ni, Y., & Lerner, R. M. (2022). Does prior night's sleep impact next day's executive functioning? It depends on an individual's average sleep quality. *Journal for Person-Oriented Research*, 8(1), 10-23.

Bornstein, M. H., Cluver, L., Deater-Deckard, K., Hill, N. E., Jager, J., Kruitkova, S., Lerner, R. M., & Yoshikawa, H. (2022). The future of parenting programs: I Design. *Parenting: Science and Practice*, 22(3), 201-234.

Tirrell, J. M., Dowling, E. M., Kibbedi, P., Namurinda, E., Iraheta, G., Dennis, J., Malvese, K., Abbasi-Asl, R., Williams, K., Lerner, J. V., King, P. E., Sim, A. T. R., & Lerner, R. M. (2022). Being known and loved and positive youth development: Cross-national findings from Rwanda and El Salvador. *Child & Youth Care Forum*. <https://doi.org/10.1007/s10566-022-09725-6>

Tirrell, J. M., Kelly, E. I., Gasasira, J. G., Namurinda, E., Dowling, E. M., Dennis, J., Malvese, K., Rollman, E., Namurinda, E., Lerner, R. M., & Sim, A. T. R. (2023). "That is when justice becomes complete." Exemplars' perspectives on forgiveness as a civic virtue in post-genocide Rwanda. *Journal of Moral Education*, 52(1), 67-82. <https://doi.org/10.1080/03057240.2022.2094903>

In press

Agans, J. P., Ettekal, A. V., Melton, T. N., & Lerner, R. M. (in press). It's not how many sports you play, it's how you play the game: An exploration of adolescent character and youth sport. *Journal of Character Education*.

In preparation

Hay, S. W., Lerner, J. V., Lerner, R. M., Tirrell, J. M., & Dowling, E. M. (under review). Spirituality as a Key Asset in Promoting Positive Youth Development: Advances in Research and Practice. *Archives for the Psychology of Religion*.

- Hay, S. Tirrell, J. M., Lerner, J. V., Dowling, E. M., Sim, A. T. R., King, P. E., Vaughn, J. M., Iraheta, G., & Lerner, R. M. (under review). "We are protected." Examining youth perceptions of safety within a faith-based positive youth development program in El Salvador."
- Gastmans, C., Sinibaldi, E., Lerner, R., Yanez, M., Kovacs, L., Palazzani, L., Pegoraro, R., & Vandemeulebroucke, T. (under review). Christian anthropological considerations on healthcare robotics.
- Dowling, E. M., Lerner, R. M., & Tirrell, J. M. (under review). Towards promoting peace, social justice, and equity in education: Replacing colonialist developmental science with an empowerment model of community-practitioner-researcher research and evaluation.
- Lerner, R. M., Dowling, E. M., & Kind, P. E. (under review). On being human: Ontological convergences between Christian anthropology and the science of human development – Embodiment, holism, specificity of individual ⇔ context relations, and accompaniment

APPENDIX 2

ADDRESSES, COLLOQUIA, AND SCHOLARLY PAPERS PRESENTED AND PROFESSIONAL AND COMMUNITY MEETINGS ATTENDED BY THE BERGSTROM CHAIR, 2022-2023

July 2022

- July 16, 2022
Choice Filled Lives conference

"Promoting Positive Youth Development, One Child At A Time: Towards A Model of Researcher ↔ Practitioner ↔ Community Collaboration"

Virtual Keynote Address

- July 19, 2022
Military Child Education Coalition – Global Summit

"Understanding and Enhancing the Life of Each Military Child: New Models and Methods"

Virtual invited presentation

September 2022

- September 30 – October 2, 2022
SRCDC Special Topics Conference
St. Louis, MO

"PYD Goes Global: Contributions of the Compassion International Study of Positive Youth Development to Building an International Developmental Science Focused on PYD"

In-Person Referred Presentation

December 2022

- December 2-3, 2022
University of Chicago
Dr. Margaret Beale Spencer: Retirement Symposium
Chicago, IL

"Margaret Beale Spencer: The Moral Compass of Developmental Science"

In-Person Invited Presentation

January 2023

- January 17, 2023
GICD Webinar: Character Education

"The Developmental Science Approach to Measurement in Global Research and Evaluation About Character Development"

Virtual webinar

February 2023

- February 1, 2023
United States Military Academy at West Point

"Understanding Character and Leadership Development Among Cadets at the United States Military Academy at West Point"

Invited Virtual Presentation

- February 10, 2023
Gordon Seminar on Assessment
Discussant

Virtual

- February 20-23, 2023
Pontifical Academy for Life
Vatican

Attendee

March 2023

- March 24, 2023
SRCD
Salt Lake City, Utah

"PYD Goes Global, and Person-Specific: Contributions of the Compassion International Study of Positive Youth Development to Building an International Developmental Science Focused on PYD and on the Individual"

Virtual Presentation

- March 30-31

United States Naval Academy
22nd Annual McCain Conference: Moral Character – Development and Assessment

*“Measuring Character Development: A Developmental Approach to
Assessment and Education”*

Invited In-Person Keynote Presentation

APPENDIX 3

ACTIVE GRANTS JULY 1, 2022 - JUNE 30, 2023

The Compassion International (CI) Study of Positive Youth Development (PYD), funded by Compassion International

The CI Study of PYD is a three-nation, 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. Youth are enrolled in Compassion's child development centers. Compassion International (CI) is a faith-based child-sponsorship organization that partners with over 8,000 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.

The project, which includes Fuller Theological Seminary and Boston College as research partners, 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 in Rwanda and El Salvador) 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 IARYD's 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 measures developed by Professor Pamela Ebstyne 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 (where effectiveness is operationalized by what are termed the Big Three features of PYD programs, i.e., positive-adult-youth relationships, skill building activities, and opportunities for participation in and leadership of valued activities or programs). This work seeks to gain greater insight into concepts that have arisen since the start of our work with CI (e.g., joy, purpose, being known and loved, mattering, and perceived sense of safety) in the context of CI programming in El Salvador. Boston College, whose work on the project is led by Dr. Jacqueline V. Lerner, provides leadership for mixed methods analyses. The analyses explore youth contribution and the role of the Big 3 features of effective programs in more detail and the relation between spirituality and

perceived safety. As we approach the end of Year 7 of the project, several manuscripts have been published, are in press, or are nearing completion.

Evaluating Positive Youth Development Intervention Programs Promoting Character Virtues Among Ugandan Youth Living in Poverty: Innovations using Idiographic Methods and Measures
Funded by Templeton World Charity Foundation

This project builds on the ongoing CI Study of Positive Youth Development (PYD). After delays from the COVID-19 pandemic, data collection successfully began in April 2022, after Drs. Elizabeth Dowling and Jonathan Tirrell traveled to Uganda with members of the CI research team to train data collectors and pilot the youth survey, which includes measures of character virtue development (CVD) and PYD. The first wave of data collection of 600 Ugandan youth in CI programs, ages 9 to 16 years, is complete. The IARYD and CI teams worked collaboratively to develop measures that are specific and sensitive to the Ugandan culture and context. Data cleaning and preliminary analyses began in Summer, 2022. The second phase of the project involves an idiographic (person-specific) “burst” design, in which a subsample of 200 Ugandan youth in CI program, ages 14 to 16 years, are assessed once a week for 15 weeks. Data collection was complete by the end of the summer, 2022. Taken together, our approach combines conventional, variable-centered assessments and idiographic, “burst” design measurements. Using statistical analysis tools including Dynamic structural equation modeling (DSEM), we will assess if and how idiographic CVD pathways among adolescents compare with larger samples of adolescents studied in variable-centered assessments. Results will provide heretofore unavailable data informing CI’s mission to transform their programs in Africa with theory-predicated, evidence-based approaches to fostering positive CVD change, while also building the expertise and capacity of talented Ugandan based staff to rigorously measure CVD. Findings also have the potential to revolutionize youth-development program evaluation worldwide beyond its current variable-centered approach. This project concluded in December of 2023.

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 students in Grades 4 through college. Researchers and practitioners must 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 several constructs within the Building Blocks for Learning (BBFL) model— 26 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.

Preliminary SoLD MMDC data collection (in 2020) was partially disrupted by the beginning of the COVID-19 pandemic. However, the preliminary data from students in Grades 4 through 12 served as a proof of concept, and as a basis for early empirical, idiographic exploration of BBFL constructs among diverse students across the country. The SoLD MMDC study is currently collecting weekly data from diverse high school students in Gary Comer College Prep High School, which is located on the south side of Chicago, IL, and daily data from Tufts Undergraduates. Once data collection is complete, we will conduct DSEM and other person-specific analyses to explore the dynamic relations of BBFL measures, well-being, and the academic context.

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. The new information about individual development that this project creates will enhance understanding of the personalized (idiographic) pathways that may contribute to holistic life successes (e.g., involving academic, personal, and social achievements) among diverse groups of youth. This project concluded in August 2023.

The 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 strong for 4-H girls.

The study also confirmed the presence in 4-H youth development programs of the Big 3 facets of youth programs effective in promoting PYD; these 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. Lerner and Lerner predicted that, as adults, 4-H youth would become leaders of a vibrant America.

With the new 4-H Study, we are extending the original 4-H Study by reconnecting with both 4-H and non-4-H, who are now young adults, to 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. This project concludes in July 2023.

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*

Phase 2 of the Global Innovations for Character Development (GICD) initiative of the Templeton World Charity Foundation (TWCF) extends and enhances capacity building support for GICD grantees. Managed by, the Jubilee Centre for Character and Virtues (JCCV), University of Birmingham, UK, the GICD Platform is a collaborative partnership with the Institute of Applied Research in Youth Development (IARYD), Tufts University, and the Institute for Research on Youth Thriving and Evaluation (RYTE), Montclair State University, USA. Bringing together these three platform teams from Phase 1 of the GICD, as well as internationally renowned external consultants, the project builds on the work already undertaken by the three teams to ensure program-specific and culturally-sensitive support for GICD grantees, as well as broadening the grantees' knowledge and theoretical, substantive, and methodological expertise within the field of character development.

Promoting Healthy Development in South African Youth through Thanda's Character Virtues

IARYD is partnered with Thanda (www.thanda.org), a child- and youth development organization working in the Umzumbe Municipality in KwaZulu-Natal, South Africa. Due to poverty and negative parenting practices, children and youth in Thanda's programs suffer from multiple health challenges, including chronic stress and "failure to thrive," both physically and emotionally. We are conducting a three year longitudinal study of the impact of Thanda's After-School (AS) programs on character virtue development (CVD) and health of the children and youth it serves. In order to identify what are likely to be nuanced relations between CVD program participation, changes in stress, and indicators of health, IARYD will build from our prior measure-development work (e.g., Yu et al., 2020, 2021) and use person specific (idiographic) methods in a "burst design" assessment of a randomly selected subsample of Thanda children and youth and a matched sample of non- 28 Thanda youth, once a week for 15 consecutive weeks. Saliva samples will be used to index cortisol stress-hormone levels, which will measure biological concomitants of

psychological stress levels (which will also be assessed by survey measures) over the course of the intervention. IARYD will administer traditional (variable-centered) surveys of CVD to all youth in Thanda's AS programs to provide information about the comparative usefulness of traditional data analytic approaches versus person specific approaches to data analysis in helping practitioners understand how CVD may change the course of health outcomes among youth experiencing the stressors of poverty. The results will inform program design and implementation regarding the ways in which CVD may lessen stress and its deleterious impacts on health and overall thriving. The IARYD team traveled to South Africa in July of 2022 and March 2023 to collect data.

Collaboration with Turnaround for Children
Funded by Turnaround for Children

Turnaround for Children is a national organization providing resources to school leaders and classroom teachers. Turnaround provides professional development training for educators and tools to assess and advance equitable, whole-child learning, development, and thriving. Founded by Pamela Cantor, M.D., an internationally renowned child and adolescent psychiatrist, who is now the chief science advisor, Turnaround's President and CEO is Brigid Ahern. The strategic partnership between IARYD and Turnaround is an active relationship of exchange and collaboration to enhance the work of the data team at Turnaround and develop a strategic agenda for measurement and data analysis to support the mission of Turnaround. IARYD provides expertise in measurement enhancement and development, data analysis, and data interpretation to develop a foundation for Turnaround's journey and story of impact; to validate and improve tools and services; and to make informed decisions to deliver outcomes to support the organization's goals and to serve Turnaround's mission.

APPENDIX 4

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.

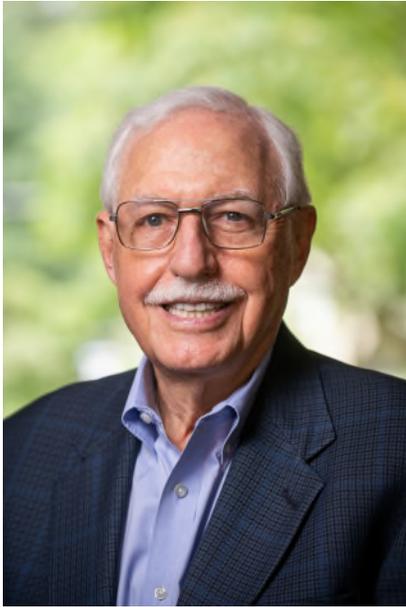
Joan earned an undergraduate degree in child study at Tufts in 1962, a master's degree from the University of Michigan, and a doctorate in education from the University of Massachusetts. Dr. Bergstrom was a professor and director of the Center for International Education and Leadership at Wheelock College. 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 5

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 85 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. In 2021, the Society for the Study of Human Development gave Lerner its Distinguished Lifetime Career 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 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. Pope Francis reappointed Lerner to a second five-year term in 2023.

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 six grandchildren, Harper Rose Ramsey, Dylan Maxwell Ramsey, Bodie Anthony Ramsey, Isla Terese Lerner, River Rae Lerner, and Soleia J Lerner.