2008-2009 ANNUAL REPORT
OF THE BERGSTROM CHAIR
IN APPLIED DEVELOPMENTAL SCIENCE

Richard M. Lerner

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We judge quality in regard to 10. Ratings of athletic performance, beauty, and talent, or evaluations of the quality of performance in the arts, are often assigned a number between one and 10 to characterize their degree of excellence. For virtually any human endeavor, describing someone’s performance as a “Perfect 10” fills the recipient of this assessment with pride and elicits respect and even at times awe among observers of such a performance.

Academicians are not typically given ratings of from one to 10. But imagine if they were. Imagine that the faculty of the College of Arts and Science at Tufts would, at the end of the year, line up in alphabetical order and walk in single file across the quad in front of the Dean, Provost, and President, who are seated together on a reviewing stand under the pillars of Ballou Hall. As each faculty member passed, the administrators would successively hold up placards with their respective ratings of each professor’s performance. Imagine further that there was media coverage of this event by an academic equivalent to ESPN. As the faculty filed by, the commentator would breathe dramatically into the microphone and say in a hushed and studied, serious tone something akin to

“And here’s Professor Kepesh coming by now… he is walking slowly, the tassel on his rakishly tilted cap is blowing horizontally across his forehead… his academic gown is flowing slowly in the breeze… he stops, acknowledges the administration with a brief nod of his head and a raised left eyebrow… and now he is moving slowly on, past the review stand… the crowd is hushed… and here it comes: There is a 9.5… and another 9.5 goes up … and now a perfect 10!”

As exciting and attractive as such a scenario might actually be, professors don’t receive such ratings and certainly there are no crowds waiting in silent anticipation of the evaluations they do get: Letters of congratulation about their annual performance from their chairs and from the dean, welcomed documents that become more appealing when, as is sometimes the case, they are accompanied by news of a merit raise; or observations about their teaching on students’ course evaluations; and, occasionally, comments by graduating seniors about memories of the faculty member’s influence, helpfulness, or enthusiastic teaching. Every little iota of an accolade helps make a professor feel that it is all worthwhile, that his or her work had had meaning to others beyond himself or herself. Nevertheless, although it is not used with university faculty, the standard of 10 remains out there, a number by which we can easily communicate to others – those inside and outside of academe – about how well we have done and, perhaps, about what we have done might mean. Are academics in deficit, then, at least insofar as providing easily understandable numbers about their performance?
Perhaps not. If we cannot receive ratings from one to 10 then, perhaps, we can use 10 in some other way. Things are easily divisible by 10 and we can divide chunks of our life by it to communicate how, on average, we are doing.

In fact, perhaps I can do just such a division, having now completed, coincidentally, 10 years of service at Tufts as the Bergstrom Chair in Applied Developmental Science, and as Professor and Director of the Institute of Applied Research in Youth Development, both within the Eliot-Pearson Department of Child Development. By dividing my decade at Tufts by 10 I may be able to describe my prototypic performance in regard to such quantitative indicators of performance as grants dollars generated; articles, chapters, or books published; invited addresses delivered; doctoral students graduated; or course evaluations received. Of course, “dividing by 10” may not be as helpful an algorithm in regard to documenting the qualitative facets of a decade of service. Nevertheless, some sense of the impact of one’s work on the culture and climate of one’s lab, department, collegial network, and perhaps even the larger university and community contexts can be judged for consistency or continuity across the span of a decade.

In large part, this annual report uses 10 to make these assessments. Throughout the subsequent sections of this Annual Report I present the quantitative and qualitative indicators of my performance across the decade I have served on the faculty of Tufts. Totals across the decade can easily be transformed into an annual average by merely moving a decimal one space to the left. It is not for me to say whether my average or overall performance merits the sorts of scores that appeared on placards held up in the imaginary evaluation of Professor Kepesh.

However, what is for me to judge is the assessment of what I have experienced across my decade here. I can assess the impact of Tufts and its faculty and students on me and, as well, on my family.

I have been given not only a career-enhancing opportunity to enter into the most productive 10 years of my professional life but, even more important to me, as I am now on the threshold of my middle 60s, I have been able to become a part of a caring and generous community, one in which I have made friends whom I feel are life-long companions – although how could they be in only so few years and in this portion of my life?!

But, they are. They are colleagues who have become friends that I cherish. They are students who have become colleagues whom I admire, value, and deeply respect. And they are community members – from Medford, Somerville, Cambridge, and Wayland, and throughout Boston, Massachusetts, and New England – who have become parts of the Lerner household’s regular visitors and enduring companions.

Indeed, my family has been transformed. Two of my children, Blair (A&S, 04) and Jarrett (A&S, 09) have received a Tufts education and have, in their young adulthood, shown clear reflections of their time here; they are kind, civically engaged, passionately caring, generous, and loving young people. My other child, Justin, although a graduate
of another university, has nevertheless been taken into the Tufts family and has been
given advice and mentorship in his film making-career by several Tufts faculty and
alumni. My wife, Jackie, although a member of the faculty at another university, has
been treated as a valued colleague and friend by everyone at Tufts. In fact, when she
accompanied me in 2006 to Talloires, during the summer I taught there, she and I formed
friendships with Tufts colleagues that have become some of the most meaningful
relationships in our adult lives.

How do I thank the Tufts community for the gift of the last 10 years? I have tried every
year to express my growing gratitude to Drs. Joan and Gary Bergstrom and their family
for giving me the opportunity to join Tufts; but words are insufficient to express my
appreciation to and affection for them. Their generosity has been boundless.
Words are also insufficient to express my gratitude to:

- Nancy Pare, Heidi Johnson, and Erin Phelps, my colleagues in the Institute who,
every day, make my work not only manageable but enjoyable and productive;

- My Eliot-Pearson and Tufts University colleagues more generally, for their
stimulation, encouragement, and support;

- The gifted and selfless administrators – the deans, Provosts, and Presidents,
during whose tenures I have been fortunate to serve – for all that they have done,
and for all they continue to do to enable me to thrive at Tufts;

- The colleagues and organizations that have so generously supported my
scholarship – Don Floyd and his colleagues at the National 4-H Council; Jack
Templeton, Arthur Schwartz, Kimon Sargeant, and their colleagues at the John
Templeton Foundation; Bob and Dottie King and Carol Gray at the Thrive
Foundation for Youth; Rick Little and his colleagues at the Imagine Nations
Group; Brigitte Mohn, Liz Mohn, and Johannes Meier at the Bertelsmann
Stiftung; Bill Reese and his colleagues at the International Youth Foundation;
Dennis Cheek, Margo Quiriconi, and E.J. Reedy at the Kaufmann Foundation;
and Christian Jacobs, Bernd Ebersold, Simon Sommer, and their colleagues at the
Jacobs Stiftung;

- The friends who have so generously given resources, expertise, and wisdom to
support the Institute for Applied Research in Youth Development – William
Alberts, Joyce and Paul Barsam, David and Barbara Chase, Joan Cohn, Nancy
Hoit, Gerald and Jane Katcher, Jon and Randi Lapidus, Jon Leven, Dottie Weber,
and again of course Joan and Gary Bergstrom; and

- The scores of developmental scientists across the nation and world who have
embraced my research at Tufts and made my work here and their work at their
own institutions inextricably bound.
And of course there are my students. If I were asked to select among all the benefits bestowed on me by my 10 years at Tufts the one that has been most exhilarating and extraordinary, I would point to the privilege I have had in teaching at Tufts. From past and current doctoral and master’s students through the scores of undergraduate advisees I have had, to the still larger numbers of students in my classrooms, I have been enriched by the exceptional abilities of these students and by their unflagging commitment to use their skills and burgeoning scholarly abilities to make a positive and sustained difference in the lives of diverse children, families, and communities. If my scholarship has prospered during my 10 years at Tufts, it is because I have had a singular opportunity to work with this legion of gifted and passionate young people. I am certain they will bring their talents into the world and make it a better place. I know they have made me a better scholar and, as well, a better person.

There is no way I can divide by 10 to capture the prototypic impact made on me by the Tufts community. And while I don’t know what scores would appear on the placards of the administrators when Lerner, following Kepesh, filed in front of the reviewing stand, I can imagine me pulling a board from beneath my robe and, turning to the crowd of people who had been assembling across my decade at Tufts, and my then holding it up to show them my evaluation of what they have meant to me and to my family:
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 2008-2009, and as well, during the prior two academic years. The cumulative total of all published works across the Bergstrom Chair’s ten years at Tufts is noted as well. A footnote to the histogram reports the averages over the 10 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 2008-2009 academic year. A complete list of publications is available upon request.
Figure 1. The Bergstrom Chair's published works

![Bar chart showing publications by year and category for 1999-2009.]

1 Across the Bergstrom Chair’s 10 years at Tufts, 1999-2009, the average per year for books/special issues, chapters, articles, and total number of publications are 4.6, 13.3, 8.7 and 26.6, respectively.

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 2008-2009 academic year, as well as for the two years prior. Figure 2 also presents a set of histograms for the ten years of data combined since the inception of the Bergstrom Chair. A footnote to the histogram reports the averages over the 10 years.

This figure indicates that the Bergstrom Chair has consistently worked to present his work in person to a range of audiences. During the last academic year, Richard Lerner made 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 all addresses, colloquia, and scholarly papers presented by the Bergstrom Chair and as well professional meetings he attended in 2008-2009.
Across the Bergstrom Chair’s 10 years at Tufts, 1999-2009, the average per year for professional meetings, University colloquia, Community/NGO meetings and total presentations are 6.7, 4, 1.9 and 12.6, respectively.

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, nine grant proposals were submitted during the 2008-2009 fiscal year. Two proposals were funded, one is still pending, while the others were not funded. In total, the Institute has submitted 38 grant proposals since its inception, 20 of which were funded, a 10 year average that is a bit better than 50%. Please see Table 1 for a listing of grant proposals submitted over the last eight years. Appendix 3 provides a brief description of active Institute grants during the 2008-2009 fiscal year. Additional information about any of the Institute’s grant activities is available upon request.

Figure 2. Scholarly and professional presentations

Figure 3. Grant proposals submitted and funded by fiscal year
Table 1. Grant proposals submitted from FY 2001-2002 through FY 2008-2009

<table>
<thead>
<tr>
<th>Year</th>
<th>Grant Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>1. Proposal to the Innovation Center for Community and Youth Development for a clearinghouse related to PERC (funded)</td>
</tr>
<tr>
<td></td>
<td>2. Competitive renewal grant for Overcoming the Odds to the W.T. Grant Foundation (funded in FY 2002-2003)</td>
</tr>
<tr>
<td></td>
<td>3. Proposal to the Search Institute for the Thriving Indicators Project (funded in FY 2002-2003)</td>
</tr>
<tr>
<td></td>
<td>2. Proposal to Search Institute for additional funding for the Thriving Indicators Project (funded)</td>
</tr>
<tr>
<td></td>
<td>3. Proposal to the Innovation Center for additional Clearinghouse funding (funded)</td>
</tr>
<tr>
<td></td>
<td>4. Proposal to the 484 Phi Alpha Foundation for an evaluation of the Tutoring Plus program (funded)</td>
</tr>
<tr>
<td></td>
<td>5. Proposal to CIRCLE to study spirituality and civic engagement (not funded)</td>
</tr>
<tr>
<td></td>
<td>6. Sub-contract proposal to TERC for NICHD grant on building math ability (not funded)</td>
</tr>
<tr>
<td></td>
<td>7. Proposal to Waitt Family Foundation for additional PERC funding (not funded)</td>
</tr>
<tr>
<td></td>
<td>2. Proposal to SSHRC (Canada) to partner with Canadian researcher on brain research and PYD</td>
</tr>
<tr>
<td>2004-2005</td>
<td>1. Proposal to the John Templeton Foundation for a three year pilot study of the role of spiritual development in growth of purpose, generosity and psychological health in adolescence (funded)</td>
</tr>
<tr>
<td>2005-2006</td>
<td>1. Proposal to the WT Grant Foundation for extension of the 4-H Study of Positive Youth Development (not funded)</td>
</tr>
<tr>
<td></td>
<td>2. Proposal to NIH as subcontractor for OTO grant (not funded)</td>
</tr>
<tr>
<td></td>
<td>3. Proposal to NIH (Nida) for extension of the 4-H Study of Positive Youth Development (not funded)</td>
</tr>
<tr>
<td></td>
<td>4. Noncompetitive transfer of Robert Roesser WT Grant Foundation Scholar award (funded)</td>
</tr>
<tr>
<td></td>
<td>5. Noncompetitive grant to Larry Gianinno for Youth Economic Understanding Study, WT Grant Foundation (funded)</td>
</tr>
<tr>
<td>2006-2007</td>
<td>1. Proposal to National 4-H Council for a two year extension of the 4-H Study of Positive Youth Development (funded)</td>
</tr>
<tr>
<td></td>
<td>2. Proposal to the John Templeton Foundation for a three year study on positive purpose (not funded)</td>
</tr>
<tr>
<td>2007-2008</td>
<td>1. Proposal to the John Templeton Foundation for a one year extension of current grant (granted)</td>
</tr>
<tr>
<td></td>
<td>2. Proposal to the LEGO Foundation for a 5-year study on engineering education as a means to promote STEM and SOC (not funded)</td>
</tr>
<tr>
<td>2008-2009</td>
<td>1. Proposal to the Thrive Foundation for a 2 year grant “Promoting the Thriving Journey for America’s Adolescents: Igniting the Sparks for PYD through Enhancing SOC” (funded)</td>
</tr>
<tr>
<td></td>
<td>2. Proposal to the National Science Foundation for a one year grant “The Role of Intentional Self Regulation in Achievement in Engineering” (funded)</td>
</tr>
<tr>
<td></td>
<td>3. Proposal to the Department of Education for a grant entitled &quot;Maximizing Academic Success: Optimizing the Development of Intentional Self Regulation and Positive Youth Development” (pending)</td>
</tr>
<tr>
<td></td>
<td>4. Proposal to the National Institutes of Health for a grant entitled &quot;PYD: A Sequential Longitudinal Study” (not funded)</td>
</tr>
<tr>
<td></td>
<td>5. Proposal to the National Institutes of Health for a grant entitled &quot;Linking Developmental Systems Theory with Econometric Methods” (not funded)</td>
</tr>
<tr>
<td></td>
<td>6. Proposal to the Robert Wood Johnson Foundation for a grant entitled &quot;Promoting the Selection and Optimization of Healthy Life-Style Behaviors Among Diverse Adolescents” (not funded)</td>
</tr>
<tr>
<td></td>
<td>7. Proposal to the University of Notre Dame/Templeton Foundation Science of Generosity Program to for a grant entitled &quot;Ecological and Individual Bases of Generosity and Positive Development among Adolescents” (not funded)</td>
</tr>
<tr>
<td></td>
<td>8. Proposal to the NIH Challenge Grant program for a grant entitled “Selecting and Optimizing Healthy Life-Style Behaviors Among Diverse Adolescents” (not funded)</td>
</tr>
<tr>
<td></td>
<td>9. Proposal to the Spencer Foundation for a grant entitled &quot;Ecological and Individual Bases of Civic Contributions and Positive Development Among Adolescents” (not funded)</td>
</tr>
</tbody>
</table>
Dollars of Support Generated by Category

As shown in Figure 4, since its inception, the Institute has raised $11.2 million through the end of FY 2008-2009 for its research, outreach, educational, and publishing activities, an average of $1.1 million a year across the Bergstrom Chair’s 10 years at Tufts. Of this total, the Institute raised $10.6 million through grant proposals, $255k through editorial office grants, and $281k in discretionary dollar donations.

Figure 4: Dollars Raised by Category

Direct and Indirect Dollars of Grant Support Generated

Of the $10.6 million in grant support generated, $9.4 million was for direct costs and $1.2 million was for indirect cost recovery. The Institute has maintained its commitment to ensuring that each grant that it applies for includes as much support as permitted by the funder for the infrastructure of the Institute.

Gift Dollars Raised

Since its inception, the Institute has raised a total of $281k in discretionary gift dollars. Figure 5 shows the distribution of gifts across the previous three years as well as the total since the Institute’s inception. The money in the discretionary account is primarily used to support meetings and travel in the pursuit of additional grants or donations, as well as other expenses that cannot be specifically covered by one of our grants. Appendix 4 contains a listing of all donors during the 2008-2009 fiscal year.
Editorial Account Dollars Raised

Each year, the Bergstrom Chair receives honoraria for the various books and journals that he publishes. Rather than keep the dollars for himself, he turns the money over to the Institute to support the work of the Publications Program. Over the past ten years, this allocation has amounted to over $255k in donations by the Bergstrom Chair to the Institute.

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

As shown in Figure 7, during the last fiscal year the majority (70.9%) of Institute spending went to supporting faculty, staff, and students. During fiscal year 2008-2009, in addition to the Bergstrom Chair’s position as Director of the Institute for Applied Research in Youth Development, approximately 51.8% of spending was on full-time faculty and staff positions and 19.1% on graduate research assistants and undergraduate student support.

Figure 7. Allocation of IARYD Spending
FY 2007-2008 and FY 2008-2009

Consultants, honoraria, and awards (10.2% of spending) goes to supporting the Scientific Director for the 4-H Study of Positive Youth Development, statistical consultants, data collectors, and speakers. Other expenses account for 6.5% of spending and include computer hardware and software expenses, Tufts Catering and Facilities IDR, office supplies, furniture, copying, printing, books, mail, telephone, photography, and other miscellaneous expenses, including the printing and scanning of questionnaires used in research. Indirect costs total 10.4% of spending. Travel and meals account for 2.1% of all costs and is associated with attending meetings, conferences, etc.

The Institute continually strives to keep its infrastructure costs low while still supporting a large number of students. See Appendix 5 for a comparison of revenues and expenses between the 2007-2008 fiscal year and the 2008-2009 fiscal year.
Theoretical Foundations Course Taught by the Bergstrom Chair and Course and Instructor Evaluations

During the 2008-2009 academic year, the Bergstrom Chair taught one course in applied developmental science. In Fall 2008, he taught CD 285 “Applied Developmental Science: Theoretical Foundations”. The course received high ratings. As one student commented: “This class was a lot of work, but I learned a number of skills that will be very useful to me in the future.” Another wrote: “Professor Lerner is a very clear thinker and his lectures are refreshingly cogent and precise. He manages to define difficult concepts with unusual clarity.”

In Spring 2009 Dr. Lerner was on sabbatical and therefore did not teach any courses.

QUALITATIVE INDICATORS

Several qualitative indicators demonstrate the growing productivity and 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 Applied Developmental Science Publications Program

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

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

Applied Developmental Science (ADS)

ADS is a quarterly journal published by Taylor & Francis. The journal is co-edited by Richard M. Lerner, Celia Fisher of Fordham University, and Lawrence Gianinno of the Institute for Applied Research in Youth Development and Eliot-Pearson. The focus of ADS, which completed its thirteenth volume year in 2008-2009, is the synthesis of research and application to promote positive development across the life span. Within a multidisciplinary approach, ADS stresses the variation of individual development across
the life span—including both interindividual differences and within-person change—and the wide range of familial, cultural, physical, ecological, and historical settings of human development. The audience for *ADS* includes developmental, clinical, school, counseling, educational, and community psychologists; life course and family sociologists; demographers; health professionals; family and consumer scientists; human evolution and ecological biologists; and practitioners in child and youth governmental and non-governmental organizations.

*Developmental Psychology*

The Bergstrom Chair served his sixth year as an Associate Editor of the journal *Developmental Psychology*, edited by Cynthia Garcia Coll of Brown University and published by the American Psychological Association. The Bergstrom Chair handles all submissions to the journal that are related to the field of adolescence.

*Research in Human Development (RHD)*


*The Handbook of Developmental Science, Behavior, and Genetics*

*The Handbook of Developmental Science, Behavior, and Genetics: A Handbook in Commemoration of the Scientific Contributions of Gilbert Gottlieb* is edited by Kathryn E. Hood (Penn State University), Carolyn Tucker Halpern (University of North Carolina), Gary Greenberg (Wichita State University), and Richard M. Lerner, and will be published by Blackwell. The *Handbook* will commemorate the historically important and profound contributions made by Gilbert Gottlieb across a scholarly career spanning more than four decades. Gottlieb was preparing this handbook when his untimely death in 2006 brought his work on this project to a halt. However, with the permission and support of the Gottlieb Family, the editors of this work have decided to complete Gottlieb’s “last book,” which was designed to bring together cutting-edge theory, research, and methodology that afford modern scientific understanding of the role of genes in the developmental system.
Handbook of Adolescent Psychology, 3rd edition

The Handbook of Adolescent Psychology, 3rd edition is edited by Richard M. Lerner and Lawrence Steinberg (Temple University) and was published by Wiley in early 2009. The study of adolescence in the field of psychology has grown tremendously since the last edition of the Handbook, necessitating a comprehensive and up-to-date revision of this seminal work. This multidisciplinary handbook, with contributions from leading researchers, reflects the latest theoretical contributions and the empirical growth of the field.

The Handbook of Life-Span Development

The Handbook of Life-Span Development is edited by Richard M. Lerner, Willis Overton, Michael Lamb, and Alexandra M. Freund. This two-volume work is to be published by Wiley in 2010. The handbook will be framed by perspectives about human development that encompass the life span and will be the first such scholarly resource of its kind.

Advisory Board Memberships in 2008-2009

Rich Lerner began serving on the Governing Council of SRCD in Fall 2009 and will continue in that role through Fall 2015. He was also invited to serve on the Civic Engagement Research Board of CIRCLE/Tisch College. In addition, during the last year he was invited to serve on the Scientific Committee of the European Conference of Developmental Psychology. He also continues to serve in various capacities for the following organizations: Board of Advisors, John Templeton Foundation; Advisory Council, Youth Policy Initiative, Boston Foundation; Advisory Council, The LEAGUE; Board of Advisors, Massachusetts Children’s Trust Fund Program Committee; Board of Trustees of the Milton S. Eisenhower Foundation; Mount Sinai Adolescent Health Center Evaluation and Research Expert Group; National Task Force on Children’s Safety; National Mentoring Partnership's Research and Policy Council; Adjunct Faculty Member for Tisch College of Citizenship and Public Service at Tufts; Child Trends Applied Research Roundtable; Research Advisory Council for America’s Promise Alliance; and Chair of the Board of Advisors for the Center for Applied Developmental Science at Friedrich-Schiller-Universität, Jena, Germany.
THE FUTURE GROWTH OF THE INSTITUTE FOR APPLIED RESEARCH IN YOUTH DEVELOPMENT

During fiscal year 2009-2010, the Institute will continue to work to raise money both through additional grant monies and additional discretionary dollars.

As shown in Appendix 6, we anticipate an operating budget in FY 2009-2010 of approximately $1.4 million in direct and indirect costs. As shown in Figure 8, 60% of next year’s budget will be used to support faculty, staff, and students. Travel expenditures make up an additional 4% of the planned budget and indirect costs will account for 13% of the budget. Consultants and other expenses will each account for 23% of the budget.

![Figure 8. Expected Allocation of Spending FY 2009-2010](image)

For the coming year we are able to maintain our current employee roster by funding portions of salaries from various accounts, as well as through the donation of Editorial grants that Richard Lerner receives and donates to the Institute.

Supporting the Institute’s infrastructure over time continues to be a major concern. We continue to seek both grant and donor resources. We will continue to support graduate and undergraduate students, as well as offer unpaid internship opportunities on the several research projects we undertake.

Dollars Raised Compared to University Investment

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

The University has been quite generous in their support of the Institute and has given $2.21 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 (73% of his total salary and benefits). Past support has also included staff salary and benefit support as well as infrastructure support.

The University contribution of $2.21 million may be compared to $10.6 million in total dollars raised – which involves $9.4 million in direct dollars raised and $1.2 million in indirect dollars raised. As shown in Figure 9, for every $1 of University investment, the Institute has raised $4.79 in total dollars, $4.23 in direct dollars, and 56 cents in indirect dollars.

**Figure 9. Dollars Raised versus University Investment**

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

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

For additional information related to the Bergstrom Chair and the Institute for Applied Research in Youth Development, Appendices 7 and 8 present a brief history of the Bergstrom Chair and a biography of Richard M. Lerner.
APPENDIX 1

BOOKS, CHAPTERS, AND ARTICLES PUBLISHED, IN PRESS,
AND IN PREPARATION, 2008-2009

BOOKS

Published


In Press


In Preparation


CHAPTERS

Published


In Press


In preparation


ARTICLES

Published


**In Press**


**In Preparation**


**JOURNAL SPECIAL ISSUES**

**Published**


**In Preparation**


APPENDIX 2

ADDRESSES, COLLOQUIA, AND SCHOLARLY PAPERS PRESENTED BY THE BERGSTROM CHAIR, 2008-2009

August 28 - September 5, 2008: Carl Bertelsmann Prize conference “All Kids are VIPs” in Gutersloh, Germany

September 10, 2008: 4H/Gallup Poll meeting, Washington, DC

October 13, 2008: John Templeton Foundation Advisory board meeting, Beijing, China

October 21, 2008: South Shore Youth Health Connection, Hingham, MA

October 27, 2008: Tufts School of Medicine Grand Rounds, “A New Vision of Youth Development: What Clinicians, Researchers, and Educators Need to Know”


March 4, 2009: Guest on the Today show, NBC, New York, NY

March 19, 2009: Strategic Education Research Partnership(SEROP) Motivation meeting, Washington, DC

March 27, 2009: Guest on the Today show, NBC, New York, NY

April 19, 2009: Jacobs Foundation Conference on “Capitalizing on Migration: the Potential of Immigrant Youth,” Zurich, Switzerland

April 27, 2009: Academic conference, University of Zurich, Switzerland

June 8, 2009: Best Buy Advisory Board Meeting, Richfield, MN
**June 10th, 2009:** Keynote speaker, North American Society for the Psychology of Sport and Physical activity (NASPSPA) conference, Austin, TX

**June 21, 2009:** Keynote speaker, National Institute of Child Health Summer Institute training, Potomac, MD
APPENDIX 3

ACTIVE GRANTS JULY 1, 2008 - JUNE 30, 2009

4-H Study of Positive Youth Development

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

The Role of Spiritual Development in Growth of Purpose, Generosity, and Psychological Health in Adolescence

The project is a John Templeton Foundation funded study designed to be both “field building” and “field defining” in the study of spirituality and positive development during adolescence. The project consists of three different phases: 1. the assembly of a national group of scholars interested in studying spirituality and youth development who collaborate in defining the measures and methods relevant to such a study; 2. conducting a collaborative, cross-sectional research study spanning the second decade of life; and 3. disseminating findings and preparing for the launch of a national longitudinal study of spirituality and youth development. Through this project we aim to enlarge the scholarly community directly involved in the study of spirituality and human development. Our work will elucidate the links among neural growth, generosity, purpose, and exemplary healthy development during adolescence.
Culture, Identity and Economic Socialization: A Study of Lebanese Christian and Muslim Immigrant Parents and Their Children

Helping children develop the skills to function effectively in today’s global economic world is an increasingly important challenge for parents and teachers. Given the widespread absence of school curricula addressing economic and financial literacy, this challenge may be particularly difficult for immigrant parents. The Tufts University research project, “Culture, Identity and Economic Socialization,” investigates the ways in which culture, ethnicity, and religion may influence the economic socialization of immigrant children, and seeks to identify family and community-related experiences that contribute to the development of effective economic values and practices. The overall program of study being undertaken is the first to systematically examine the relationship that culture, ethnicity, and religion may have in shaping the economic values and practices of children of immigrants. Critical to this effort is the selection of immigrant groups whose strategies in adapting to, and preparing their children for, the economic environment in this country may serve others as a set of models for successful economic socialization. According to the most recent U.S. Census, the Lebanese are among those immigrant groups that tend to adapt especially well to economic challenges in this country. Thus, the first phase of the planned program of study, which is funded by the William T. Grant Foundation, involves research on Lebanese Muslim and Christian immigrant families who have at least one child between the ages of 8 and 14. In this first phase of the program, we also intend to include other economically successful immigrant groups (e.g., South Asian Indian Hindus, Muslims, and Christians), and to follow their children through high school, contingent on our receiving additional financial support for this project. The project’s ultimate goal is to collaborate with school teachers, after-school program providers, curriculum specialists, and others to apply the research findings to the development and/or improvement of curricula focused on the economic and financial literacy of the children of immigrants.

Promoting the Thriving Journey for America’s Adolescents: Igniting the Sparks for Positive Youth Development through Enhancing Selection, Optimization and Compensation

The Institute has joined forces with the Thrive Foundation to create a two-year plan to develop and test strategies and assessment rubrics, anchored to exemplars, that will increase the capacity of mentors to assist youth in the growth of SOC (selection of goals, optimization of choices and compensation). The work will capitalize on the Institute’s past thriving/SOC research and Thrive Foundation efforts – by framing tool development efforts within the Foundation’s “Theory of Change” and by augmenting and measuring the impact of the Thriving Conversation Aid.

Collectively, this effort will provide tools to mentors that will introduce youth to a discussion of his/her sparks; the importance of a commitment to positive growth (i.e. “growth mindset”); the identification of positive purposes/goals; and the importance of goal management, through selection, optimization and compensation (SOC) actions and
strategies; in order to successfully undertake a thriving journey that attains the development of the Cs (competencies, confidences, connections, character, caring and contribution) – proven indicators of reaching one’s optimum potential.

The Thrive Foundation’s goal is to help youth live up to their potential and move on track towards a hopeful future. They look at the nature of thriving: what’s worth strengthening in youth, what tools are available to track and support conditions of thriving, and who’s out there for young people.

The Role of Intentional Self Regulation in Achievement in Engineering

This collaborative engineering education research grant was awarded to the Institute and Northwestern University. The question being asked is: Are such soft skills of particular importance to engineers as they develop their knowledge base and launch their careers?

The proposed research is a first-ever assessment of the relations among
1. Engineering achievement among male and female beginning through advanced undergraduate engineering students (as indexed by GPA for engineering courses);
2. The status of their “hard” (intellectual) skills (indexed by SAT scores and GPAs for science and math courses); and
3. The “soft” (life, motivational, or pragmatic) skills that have been identified in developmental research to be linked significantly to school achievement and life success.

The study will use a cross-sectional design to assess at the end of the academic year a random sample of 200 undergraduate engineering students on the above-noted sets of measures. In addition, the same assessments will be made with a matched comparison sample of 200 male and female, freshman through senior arts and sciences students, with non-math/science majors (i.e., with majors in the social sciences or in the humanities).

The intellectual merit of the proposed research lies in the attention paid to the role that soft skills play in successful engineering education. The results of this research will provide to engineering educators, to policy makers, and to business and industry leaders heretofore unavailable scientific information about how to assess and integrate key features of the development of the “whole person” – his or her cognitive, motivational, emotional, and behavioral characteristics – in promoting engineering achievement across the college years.

The broader impacts resulting from the proposed research include providing a model for future engineering education and education research and a baseline against which future educational innovations may be measured. It will also help faculty better balance the hard (science and math) and soft skill sets in the undergraduate curriculum.
APPENDIX 4

DONOR LISTING JULY 1, 2008 – JUNE 30, 2009

The Institute for Applied Research in Youth Development wishes to thank the following people for their financial support during the 2008-2009 fiscal year.

Joan Bergstrom*
Richard M. Lerner‡

‡Donor has given multiple gifts of support since Institute’s inception
### APPENDIX 5


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<th>2008-2009</th>
<th>2007-2008</th>
<th>Change</th>
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<td>Carry Over from Previous Fiscal Year</td>
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<td>Revenues Received</td>
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<td>Faculty</td>
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<td>Students</td>
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<td>Indirect Costs</td>
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### APPENDIX 6

**PROJECTED INSTITUTE BUDGET FY 2009-2010**

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<td>Revenues Expected FY 2009-2010</td>
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**Carry Over to FY 2010-2011**

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APPENDIX 7

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, 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 is a professor and director of the Center for International Education and Leadership at Wheelock College. She is 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 has appeared on more than 80 TV and radio shows, including "Good Morning America" and the "CBS Evening News." She is 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 have been 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 have chosen 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.
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 525 scholarly publications, including 72 authored or edited books. He was the founding editor of the *Journal of Research on Adolescence* and of *Applied Developmental Science*, which he continues to edit.

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

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

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

He is married to Dr. Jacqueline V. Lerner, Professor and Chair of the Department of Applied Developmental and Educational Psychology in the Lynch School of Education at Boston College. They live in Wayland, Massachusetts. They have three children, Justin, 29, a director and screen writer living in Los Angeles, Blair, 27, an advertising executive at Media Contacts in Boston, and Jarrett, 23, a Tufts graduate deciding what to do next.
APPENDIX 9
INSTITUTE PERSONNEL

Back row left to right: Wei Zhang, Aerika Brittian, Yibing Li, Jackie Lerner, Michelle Boyd, Heidi Johnson

Middle row left to right: Jarrett Lerner, Ed Bowers, Selva Lewin-Bizan, Kristin Fay, Chris Napolitano, Nancy Pare, Rich Lerner

Kneeling: Amy Alberts Warren, Kristina Schmid, Megan Kiely, Alicia Lynch

Missing from Photo: Mona Abo-Zena, Marie Pelletier, Jon Zaff, Larry Gianinno