

Defining and Measuring Character and Character Education: A Workshop

Committee

Deborah Vandell

Chair

Deborah Lowe Vandell is a professor of education and founding dean of the School of Education at the University of California, Irvine. Her research focuses on the effects of developmental contexts (early child care, K-12 schools, after-school programs, families) on children's social, behavioral, and academic functioning. She has been elected to the National Academy of Education and to the Governing Council for the Society for Research in Child Development. She is a fellow of the American Educational Research Association, American Psychological Association, and American Psychological Society. She has served on numerous advisory boards for the National Academy of Sciences, National Institutes of Health, and U.S. Department of Education. She started her career as an elementary school teacher while earning her master's degree in education at Harvard University and later received a Ph.D. in psychology from Boston University.

Catherine P. Bradshaw

Member

Catherine Bradshaw is a professor and the associate dean for research and faculty development at the Curry School of Education at the University of Virginia. Prior to her current appointment, she was an associate professor and the associate chair of the Department of Mental Health at the Johns Hopkins Bloomberg School of Public Health. Her primary research interests focus on the development of aggressive behavior and school-based prevention. She collaborates on research projects examining bullying and school climate; the development of aggressive and problem behaviors; effects of exposure to violence, peer victimization, and environmental stress on children; and the design, evaluation, and implementation of evidence-based prevention programs in schools. She works with the Maryland State Department of Education and several school districts, and she collaborates on many federally funded research grants. She is an associate editor for the Journal of Research on Adolescence and the editor of Prevention Science. She is a coeditor of the Handbook of School Mental Health. She holds a doctorate in developmental psychology from Cornell University and a master's of education in counseling and guidance from the University of Georgia.

Lucy N. Friedman

Member

Lucy Friedman is founding president of The AfterSchool Corporation (TASC) (now known as ExpandedED Schools), a not-for-profit organization established in 1998 to enhance the quality and availability of after-school programs in New York and beyond. Prior to joining TASC, she was the founder and executive director of Victim Services (now known as Safe Horizon) for 20 years. She led a study group for Mayor David Dinkins, which recommended the creation in schools of Beacon programs that operate after school and on weekends. She serves on several boards, including the Afterschool Alliance, Leadership Enterprise for a Diverse America, and Bryn Mawr College. She is cochair of the New York State Afterschool Network, chair of the executive committee of the Coalition for Science After School, and cochair of the Study Group on Supplementary Education. She holds a Ph.D. in social psychology from Columbia University and was a Peace Corps volunteer in the Dominican Republic.

Ellen Gannett

Member

Ellen Gannett is director of the National Institute on Out-of-School Time (NIOST) at the Wellesley Centers for Women at

Wellesley College. Her work ranges from system building for afterschool and youth development to professional development and creating evaluation systems. She currently serves as one of the technical assistance providers for the Wallace Foundation's Next Generation Afterschool System Building Initiative. She is the principal investigator for the Robert Bowne Foundation Afterschool Matters Initiative and is project director for the Massachusetts Department of Elementary and Secondary Education technical assistance and training initiative for 21st Century Community Learning Center grant recipients. She also serves as senior project advisor on NIOST's Afterschool Program Assessment System. She is a founding member of the Health Out-of-School Time Coalition and was a national board member of the American Camp Association and is a past co-chair of the Next Generation Youth Work Coalition. She received her B.S. from the University of Massachusetts Amherst, and her M.Ed. from the Lesley College Graduate School of Education.

Stephanie Jones

Member

Stephanie Jones is the Marie and Max Kargman associate professor in human development and urban education at the Harvard Graduate School of Education. Her research focuses on the longitudinal effects of poverty and exposure to violence on social, emotional, and behavioral development from early childhood through adolescence. Much of her recent work has focused on exploring noncognitive factors across the developmental spectrum, with an emphasis on conducting rigorous scientific research while also creating translational and applied products for the early and middle childhood practitioner and policy communities. Jones serves on numerous national advisory boards and expert consultant groups related to social-emotional development and child and family anti-poverty policies. She has experience conducting large-scale literature reviews; creating multidisciplinary, integrative conceptual frameworks; and translating research into accessible content. She received the Grawemeyer Award in Education for her work with Zigler and Walter Gilliam on *A Vision for Universal Preschool Education*, and the Joseph E. Zins Early-Career Distinguished Contribution Award for Action Research in Social and Emotional Learning, from the Collaborative for Academic, Social, and Emotional Learning. She holds a doctorate in developmental psychology from Yale University.

Richard M. Lerner

Member

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 was the founding editor of the *Journal of Research on Adolescence* and of *Applied Developmental Science*, which he continues to edit. He was a fellow at the Center for Advanced Study in the Behavioral Sciences and is a fellow of the American Association for the Advancement of Science, American Psychological Association, and Association for Psychological Science. He 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. He attended New York City public schools through his Ph.D., completing his doctorate at the City University of New York in developmental psychology.

Velma McBride Murry

Member

Velma McBride Murry is the Lois Autrey Betts chair in education and human development and professor of human and organizational development in Peabody College at Vanderbilt University. Her work has focused on the significance of context in studies of African American families and youth, particularly the impact of racism on family functioning. This research has elucidated the dynamics of this contextual stressor in the everyday life of African Americans and the ways in which family members buffer each other from the impact of the external stressors. Prior to joining the Vanderbilt faculty in 2008, she was professor of child and family development and co-director of the Center of Family Research in the Institute for Behavioral Research at the University of Georgia. She received a Ph.D. in human development and family studies from the University of Missouri, Columbia.

Jennifer B. Urban

Member

Jennifer Brown Urban is an associate professor in the Department of Family and Child Studies at Montclair State University. She was a Society for Research in Child Development/American Association for the Advancement of Science Executive Branch policy fellow at the National Institutes of Health Office of Behavioral and Social Sciences Research. She currently directs the Developmental Systems Science and Evaluation Research Lab at Montclair State. She is trained as a developmental scientist with specific expertise in youth development and program evaluation. She has published on the application of systems science methodologies to developmental science questions and on the role of program evaluation and planning in research-practice integration. She is the co-principal investigator on the National Science Foundation-funded project, A Phase II Trial of the Systems Evaluation Protocol for Assessing and Improving STEM Education Evaluation. She holds a B.A. in psychology and child development from Tufts University, an M.A. in human development from Cornell University, and a Ph.D. in human development with a minor in program evaluation and planning from Cornell University.