

## Evidence of Quality Contributions in the Capacity of Professional Service

Similar to my research goal to explore contexts that support children, **my general emphasis for professional service is to support community organizations, agencies and individuals that promote the welfare of children and families.** Consistent with this goal, I have engaged in a variety of activities with organizations and agencies in east central Indiana. In every single meeting with individuals in these settings, I am extremely sensitive to the fact that I am a representative of Ball State University and Teachers College. The nature of my interactions with community members and leaders has important consequences not only for my reputation, but for the reputation of Ball State University. My involvement has included grant writing and board membership and office of secretary in Supporters of Educational and Emotional Development (SEED), a group of professionals interested in children's mental health issues in Muncie/ Delaware Co. Additional professional service has included reviewing articles and conference submissions, membership on student dissertation committees, and membership on both university and departmental committees.

### Grant Writing

I have cherished any opportunity that I am offered to collaborate with community organizations. Given my research design background, this collaboration tends to involve grant submissions. Last spring, I wrote a CAPE grant for Randolph County that involved the Community Foundation of Randolph County and Randolph Community Schools (Exhibit 1). Through several meetings with local community and school leaders, it was determined that the grant should focus on early learning. **The community leaders in Randolph County were thrilled to have a representative from Ball State to help with their grant.** Although the grant was not funded, this experience was invaluable concerning working with community schools and agencies. Most importantly, I formed relationships with people who share a common concern for the welfare of children and families (Exhibit 2). Although we did not get any funding, we continue to talk about ways to help with citizens of Randolph County.

On a smaller scale, during the calendar year of 2004, I helped two non-profit organizations write evaluation plans: Birth-to-Five (Richmond, IN) and Motivate Our Minds (Muncie, IN). For the Birth-to-Five project, I wrote an evaluation plan for this organization that they might use in future grants (Exhibit 3). For Motivate Our Minds, I worked with Sharon Collis, Director, and provided her with feedback on their application and an evaluation plan for an application to the Barbara Bush Foundation for Family Literacy (Exhibit 4). During 2002, I also served as an evaluation consultant on the I-READ (Indiana Reading Excellence Action Demonstration Program) for Randolph Community Schools. This program was funded through the Indiana Department of Education. My responsibilities included statistical analysis and interpretation.

In summary, it is my hope that future opportunities to collaborate with local schools, organizations and agencies continue. This hope has motivated me interested in proposing a new service learning course (see Teaching Section) as well as continuing my collaborations with faculty in Elementary Education.

### Supporters of Educational and Emotional Development (SEED)

During the past two years (2004-2006), **I have served as a board member and secretary for SEED, an organization of professionals in the Muncie community interested in mental health issues related to children and their families** (Exhibit 5). Through this organization, I have become familiar with many organizations in the Muncie community to aid children and families. In fact, my involvement in this organization enhanced my desire to increase my collaborations with community organizations. I also served as chairperson for the conference committee that organizes a conference on children's mental health each year. The conference is aimed at mental health professionals, educators, social workers, caregivers and other individuals who worked with children and adolescents in different settings.

Last year, the conference was held at Ball Memorial Hospital and the topic was *Autism Spectrum Disorders* (Exhibit 6). The conference in 2005 on autism attracted about 270 people from east central Indiana. I am in charge of organizing the conference for February of 2006 entitled, *Risk-taking and Addiction in Adolescents* (Exhibit 7). For the first time, the conference will be held in the Student Center at Ball State University for the first time. Organization of this conference is an important service to people in east central Indiana (Exhibit 8). It is my hope that the conference will be successful and continue at Ball State University. In doing so, this conference would add to the many ways that Ball State University is engaged with the local community.

### Professional Organizations and Reviewer Responsibilities

In the field of developmental psychology, there is one national organization, *Society for Research in Child Development*, focused on child development. I have been a member since 1998. This organization has a conference every other year and no special issue groups (although this may be changing). Attendance at these conferences is estimated at around 5,000. There are no regional or statewide organizations for individuals who specialize in developmental psychology to my knowledge. For many years, I attended the Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, a smaller conference of researchers interested in mental retardation. As such, I know many of these researchers on a personal level and we continue to collaborate (e.g., Keri Weed, University of South Carolina -Aiken). I continue to search for productive ways to network with faculty at other universities to increase my involvement with professional organizations and journal reviewing opportunities.

Requests for me to review articles and conference submissions increased in 2004 and 2005. In 2004, I reviewed abstracts for the Conference on Human Development (Exhibit 9) as well as an article for *Psychology in the Schools* (Exhibit 10) and an article for *Early Education and Development* (Exhibit 11). In addition, I reviewed a master's thesis for the Midwestern Association of Graduate Schools 2005 Distinguished Master's Thesis Award Committee (Exhibit 12).

To date, my most prestigious review opportunity was **my invitation to serve on a National Institute of Child Health and Human Development Special Emphasis Panel to review grant applications for the request for proposals** entitled, *Early Childhood Education and School Readiness Planning Grants* (Exhibit 13). This meeting was extremely exciting and informative and I meet many researchers interested in children's

early learning. In fact, it was at this review that I meet Elaine Reese who I recruited to help write the *Developmental Review* article. I was invited to review grants the following year, a sign that the NIH scientific review personnel were pleased with the quality of your reviews and participation in the review discussions. However, with only one month notice, I was unable to attend.

#### Committee Membership

Currently, I am serving as a member on four doctoral student dissertation committees: two in the Department of Educational Psychology (Developmental Cognate Representative) and two in the Department of Elementary Education (Research Cognate Representative). Katherine Ballard, a doctoral student in School Psychology, has completed her qualifying process and the other students are approaching this process. One pleasing aspect of my work with undergraduate students on research projects has been the number of my students who were accepted into well-respected doctorate programs (see full curriculum vitae). Two of the three undergraduate students I worked with went into doctoral programs in education and psychology (University of North Carolina – Chapel Hill, and University of Massachusetts, Amherst). **I value my collaborations with students and I make every effort to include their names on presentations and publications and encourage them to make separate presentations** (see full curriculum vitae). I have also served on 7 different departmental committees and two different university committees (Exhibit 14 and 15). This departmental and university service has helped me to gain insightful perspectives on the workings of the university and Teachers College.

In summary, **I view my primary role for professional service to use my educational and research knowledge to engage in collaboration with the community organizations.** Such collaborations are likely to enhance the welfare of children and families, particularly for those families who face financial and personal difficulties.