

LYNN E. PELCO, PH.D.

Curriculum Vita

January 2019

Associate Vice Provost for Community Engagement, Division of Community Engagement
Director, Service-Learning Office, Division of Community Engagement
Affiliate Professor, School of Education
Virginia Commonwealth University, Richmond, VA 23284
lepelco@vcu.edu

EDUCATION

Ph.D.	1986	The Pennsylvania State University	School Psychology
M.S.	1983	The Pennsylvania State University	School Psychology
B.S.	1981	The Pennsylvania State University	Elementary Education

Post-Doctoral Fellowship

Certificate 1986 Johns Hopkins University School of Medicine, Department of Behavioral Psychology and Pediatrics, The Kennedy Institute, Postdoctoral Fellowship.

ACADEMIC AND CLINICAL APPOINTMENTS

2009 Affiliate Professor, School of Education, Virginia Commonwealth University.
2008 Sharpe Professor for Civic Engagement, Endowed Chair, College of William and Mary.
2006 Professor, Tenured, College of William and Mary, School of Education, School Psychology.
1999 Associate Professor, Tenured, College of William and Mary, School of Education, School Psychology.
1992 Assistant Professor, College of William and Mary, School of Education, School Psychology.
1990 Assistant Professor, Pennsylvania State University College of Medicine, Department of Psychiatry, Hershey, Pennsylvania.
1988 Lecturer (equivalent to Assistant Professor). Flinders University of South Australia, Discipline of Psychology, School of Social Sciences, Adelaide, South Australia
1988 Clinical Child Psychologist, Adelaide Children's Hospital, Department of Psychiatry, Adelaide, South Australia.
1986 Assistant Professor, Bucknell University, Department of Education, Program in School Psychology, Lewisburg, Pennsylvania.
1985 Postdoctoral Fellow, The Kennedy Institute for Handicapped Children, Johns Hopkins University School of Medicine, Applied Behavior Analysis, Disabilities, and Behavioral Pediatrics, Baltimore, Maryland.

ADMINISTRATIVE APPOINTMENTS

2017-2018 Interim Director for Faculty Development, Office of the Provost and Vice President for Academic Affairs, Virginia Commonwealth University, Richmond, Virginia.
2012-pres. Associate Vice Provost for Community Engagement, Division of Community Engagement, Office of the Provost and Vice President for Academic Affairs, Virginia Commonwealth University, Richmond, Virginia.
2008-pres. Director, Service-Learning Office, Division of Community Engagement, Office of the Provost and Vice President for Academic Affairs, Virginia Commonwealth University, Richmond, Virginia.
2014-2015 Acting Director, ASPiRE Living-Learning Program, Division of Community Engagement, Office of the Provost and Vice President for Academic Affairs, Virginia Commonwealth University, Richmond, Virginia.
2010-2012 Special Project Director, ASPiRE (Academic Scholars Program in Real Environments) Living-Learning Program Development, Office of the Provost and Vice President for Academic Affairs, Virginia Commonwealth University, Richmond, Virginia.

- 1999-2008 Co-Chair, School Psychology Graduate Program, School of Education, College of William and Mary Williamsburg, Virginia.
- 1988-1991 Program Controller for the Masters of Psychology (School) Program, Flinders University of South Australia, Discipline of Psychology, School of Social Sciences, Adelaide, South Australia.

SELECTED ADMINISTRATIVE ACTIVITIES AND ACCOMPLISHMENTS

2017-2018 Interim Director for Faculty Development, Office of the Provost and Vice President for Academic Affairs, Virginia Commonwealth University, Richmond, Virginia.

- Provide strategic leadership for and direct the suite of faculty development initiatives offered through the Office of the Provost.
- Develop, launch and evaluate a university-wide, cross-disciplinary faculty mentoring program, including authoring the program handbook.
- Collaborate with other campus units to coordinate faculty development initiatives.
- Supervise faculty fellows.
- Support and coordinate faculty awards and recognitions nominations and events.

2012-pres. Associate Vice Provost for Community Engagement, Division of Community Engagement, Office of the Provost and Vice President for Academic Affairs, Virginia Commonwealth University, Richmond, Virginia.

- Provide strategic leadership for university-wide community engagement initiatives, including strategic planning as well as developing and monitoring strategic plan metrics.
- Create, implement, and evaluate a comprehensive suite of faculty development initiatives that build capacity for community-engaged teaching, research, and service.
- Oversee and coordinate the development of tenure and promotion support resources related to the evaluation of community-engaged research for use by the Provost's Office, community-engaged faculty, department chairs, and promotion and tenure review committee members.
- Provide strategic leadership for communications and evaluation related to university-community engagement.
- Support faculty in scholarly writing activities related to community-engaged teaching and research.
- Serve on university committees as university-community engagement expert.
- Develop, implement and lead community engagement focused programs and services that positively and measurably impact faculty and student success as well as provide mutual benefit to off-campus communities.

2008-pres. Director, Service-Learning Office, Division of Community Engagement, Office of the Provost and Vice President for Academic Affairs, Virginia Commonwealth University, Richmond, Virginia.

- Provide strategic vision and oversee the operations of the VCU Service-Learning Office, which builds campus capacity for university-community partnerships that support high-quality community-engaged teaching and learning across the disciplines.
- Increased student enrollment in service-learning from 2,000 to more than 4,000 students per year, with service-learning student annually outpacing non-service-learning students in retention/graduation rates by 10% to 15% points.
- Lead evaluation and research projects related to faculty, student, and university-community partnership success.
- Create and oversee the implementation of a suite of faculty development initiatives for supporting high-quality community-engaged teaching for novice, experienced, and expert instructors.
- Oversee annual Service-Learning Office budget of approximately \$300,000.
- Supervise a five-person staff that includes 2 full-time assistant directors, 2 part-time faculty fellows, and 1 undergraduate work-study student.

2010-2015 ASPiRE Acting Director and Special Project Director, Office of the Provost and Vice President for Academic Affairs, Virginia Commonwealth University, Richmond, Virginia.

- Chaired Provost-appointed work group through a two-year process (2010-2012) to create curricular,

administrative, and physical space framework for VCU's first comprehensive living-learning program, ASPIRE.

- Stewarded the academic curriculum for the newly created living-learning program through the university undergraduate curriculum committee approval process.
- Oversaw the ASPIRE program staffing, student recruitment, and program launch.
- Acted as ASPIRE Program Director, supervising 5 full-time staff members and providing stewardship for the annual program budget of approximately \$600,000.
- Recruited approximately 200 ASPIRE students each year, with the ASPIRE Program enrolling more than 60% underrepresented minority groups students and ASPIRE students outpacing matched comparison students in retention by an average of 4% to 5% points.

HONORS, PRIZES AND AWARDS

- 2018 Outstanding Leader in Experiential Education: Higher Education Award. National Society for Experiential Education.
- 2014 Outstanding Education Video, Executive Producer. The Telly Awards names VCU's *Service-Learning at VCU* video as a Bronze winner in the 35th Annual Telly Awards. There were nearly 12,000 entries from all 50 states and numerous countries.
- 2014 Outstanding Practitioner for Contributions to Service-Learning in Higher Education. Regional award presented by the Gulf-South Summit for Service-Learning and Community Engagement, Auburn, Alabama.
- 2007 Sharpe Professor for Civic Engagement, Endowed Professorship, College of William & Mary.
- 2001 Finalist (one of six) for the University Excellence in Teaching Chair (2001), College of William and Mary.
- 1999 William & Mary Society of the Alumni Alumni Fellowship Award "to recognize outstanding young members of the faculty who are particularly outstanding as teachers and who ensure that the high academic standards of the university are retained."
- 1996 Kappa Delta Pi. Outstanding Educator Award.
- 1986 Association for Behavior Analysis. Outstanding Poster Award in the area of behavioral community psychology in developmental disabilities.

COURSES TAUGHT

CMST 691: Supervision of Service-Learning Graduate Teaching Assistants' Program (2014-present, VCU)

CMST 300: Foundations of Community Engagement (2014, VCU Online Course).

CMST 301: ASPIRE Service-Learning Seminar (2014, VCU).

EDUS 641: Supervision of Service-Learning Graduate Teaching Assistants' Program (2008-2014, VCU).

HONR 492: Supervision of the Service-Learning Teaching Assistants' Program (2008-2010, VCU).

HONR 399: Orientation to the Service-Learning Teaching Assistants' Program (2008-2010, VCU).

ED150W: Disability in the U.S: A Freshman Seminar Service-Learning Course (W&M).

EDV91/491: Education in the Caribbean: An International Service-Learning Course (W&M).

ED638: Prevention and Intervention in Public Schools (W&M).

ED626: Seminar in Professional School Psychology Ethics and Legal Issues (W&M).

EDP24: Practicum in School Psychology (W&M).

ED659: Internship in School Psychology (W&M).

ED662: Assessment of Preschool-Aged Children (W&M).

EDP20A & P20B: Psycho-educational Assessment for School Psychologists (W&M).

Other Courses/Programs Taught

Curriculum Developer. Developed Honors 160: Introduction to Community Engagement (2016-2017).
Developed a new one-credit required course for first-year VCU Honors College students and supervised the pilot implementation year (10 sections, 200 students).

Director & Instructor, January service-learning abroad, St. Vincent & the Grenadines (2002 - 2006).

Instructor, Summer study abroad, Bath, England (2005).

Director & Instructor, Summer study abroad, Adelaide, South Australia (2000).

FELLOWSHIPS AND GRANTS

Grants

Pelco, L. (2015-2016). Co-investigator. Monroe Park Campus Garden Project. VCU Council for Community Engagement Grant, \$6,000.

Pelco, L. (2013-2014). Co-investigator. VERDE: A service-learning program for science majors to work on energy conservation projects in Spanish-speaking immigrant communities in Richmond, VA and Cordoba, Spain. VCU Global Education Office, total grant \$20,000.00, competitive grant award.

Pelco, L. (2009-2011). Co-investigator. GreenSTEM@VCU. Corporation for National and Public Service, total grant \$595,853.00, competitive grant award.

Pelco, L. (2006). Principal investigator. The Bequia Literacy Project. McGraw-Hill Publishing Company, \$5,000.00 in-kind grant.

Pelco, L. (2004). Principal investigator. The Bequia Literacy Project. McGraw-Hill Publishing Company, \$5,000.00 in-kind grant.

Pelco, L. (2001-2002). Child temperament and personality across contexts. National Science Foundation Planning Grant. \$100,000. (I served as one of 12 collaborators on this nation-wide planning grant).

Pelco, L. (2001). Principal investigator. The Bequia Program: Identity, Education, Disability, and Culture. Borgenicht Identity and Transformation Grant. \$6,010.

Pelco, L. & Ries, R. (1995). Co-investigator. Teacher attitudes towards family-school partnership. SURN (School University Research Network), Williamsburg, VA. \$5,500.

Pelco, L. (1990). Principal investigator. The interaction of temperament and contextual demands on the development of young children: A validation study of a goodness-of-fit model. Australian Research Council. \$13,459.

Pelco, L. (1989). Principal investigator. The interaction of temperament and contextual demands on the development of young children: A validation study of a goodness-of-fit model. Australian Research Council. \$14,259.

Pelco, L. & Sawyer, M. (1989). Co-investigator. Prospective study of the cognitive and psychosocial sequelae of head injury in children. Julia Farr Foundation. \$13,200.

Summer Grants/Faculty Research Assignments from William & Mary

Pelco, L. (2006-2007). Impact of service-learning on college student development. College of William and Mary Faculty Research Grant.

Pelco, L. (2000-2001). Preschool temperament and adjustment in elementary school: Empirical relationships for children with significant developmental delays. College of William and Mary Faculty Research Grant.

Pelco, L. (Spring, 1999). Temperament and other protective factors as predictors of resilience in young children. William & Mary School of Education Small Grants Award Program.

Pelco, L. (Summer, 1998). Temperament and the 5-factor personality model: Relationships and structure within a referred school-aged sample. William & Mary School of Education Pre-Tenure Research Support.

Pelco, L. (1994). Temperament as a predictor of academic achievement in regular and special education students. School of Education Minigrant.

Pelco, L. (1994). Developmental assessment of young children with physical disabilities: Investigation of the concurrent validity of the Mayes Motor-Free Test. College of William and Mary Summer Research Grant.

Pelco, L. (1994). A survey of personality assessment techniques used by Virginia State school psychologists. College of William and Mary, School of Education Small Grant Awards Program.

SCHOLARSHIP

Refereed Publications in Periodicals

Pelco, L. E. & Ball, C. (2018). Identity status, service-learning, and plans for the future. *Journal of Higher Education Outreach and Education, 22*(2), 103-125.

Smith, J., **Pelco, L. E., & Rooke, A.** (2017). The emerging role of universities in collective impact initiatives for community benefit. *Metropolitan Universities Journal, 28*(4), 9-31. DOI:10.18060/21743.

Pelco, L. E. & Howard, C. (2016). Incorporating community engagement language into promotion and tenure policies: One university's journey. *Metropolitan Universities Journal, 27*(2), 87-98. DOI: 10.18060/21129.

LeCrom, C., Lassiter, J., & **Pelco, L. E.** (2016). Faculty feel it too: The emotions of teaching with service-learning. *Journal of Community Engagement and Higher Education, 8*(2), 41-56.

Gendron, T., Welleford, E. A., **Pelco, L. E. & Myers, B. J.** (2014). Who is likely to commit to a career with older adults? *Journal of Geriatrics and Gerontological Education.* DOI: 10.1080/02701960.2014.954042.

Pelco, L. E., Ball, C. T., & Lockeman, K. (2014). Student growth from service-learning: A comparison of first-generation and non-first-generation college students. *Journal of Higher Education Outreach and Engagement, 18*(2), 49-66.

Lockeman, K. & **Pelco, L. E.** (2013). The relationship between service-learning and degree completion. *Michigan Journal of Community Service-Learning, 20*(1), 18-30.

Brown, E. **Pelco, L. E., Kirk, S., Houtz, H., Wright, A., & Speich, J.** (2013). Stone Soup Anyone? Using service-learning pedagogy to promote STEM. *Virginia Journal of Science Education, 5*(1), 44-52. http://www.vast.org/docs/Journal9_FullVersion-1.pdf

Brown, E. B., **Pelco, L. E., & Hise, S.** (2013). Providing peer mentors through a service-learning teaching assistance program. *Lessons from the Field: Weaving Community-Engaged Learning and Peer Mentoring into Developmental Education, 1*(1). Providence, RI: Campus Compact.

Gendron, T., Myers, B. J., **Pelco, L. E., & Welleford, E. A.** (2013). Promoting the development of professional identity of gerontologists: An academic/experiential learning model. *Gerontology & Geriatrics Education, 00*, 1-21.

Gendron, T. & **Pelco, L. E., Pryor, J., Barsness, S. & Seward, L.** (2013). A telephone support program for adult day care center caregivers: Early indicators of impact. *Journal of Higher Education Outreach & Engagement, 17*(1), 47-60.

Pelco, L. E., Wood, M., Aspaas, H.R. & Crawford, E. (2010). Green service-learning across the curriculum: Model courses at an urban research university. *Metropolitan Universities, 21*(1), 88-103.

- Pelco, L. E., Ward, S., Coleman, L. & Young, J. (2008).** Teacher ratings of three psychological report styles. *Training and Education in Professional Psychology, 3*(1), 19-27.
- Pelco, L.E. & Reed-Victor, E. (2007).** Self-regulation and learning-related social skills: Intervention ideas for elementary school students. *Preventing School Failure, 51*(3), 36-42.
- Ward, S. B. & Pelco, L. E. (2006).** An integrated approach to school psychology graduate training in assessment. *Trainers' Forum, 25*(3), 1-6.
- Ball, C. T. & Pelco, L. E. (2006).** Teaching how to do research by doing research, *International Journal of Teaching and Learning in Higher Education, 17*(2), 147-154.
- Pelco, L. E. & Reed-Victor, E. (2003).** Understanding and supporting differences in child temperament: Strategies for early childhood environments. *Young Exceptional Children, 6*(3), 2-11.
- Ball, C.T., Pelco, L. E., Havill, V., & Reed-Victor, E. (2001).** Factor analysis of the Temperament Assessment Battery for Children-Revised: Parent Form, *Journal of Psychoeducational Assessment, 19*, 365-379.
- Pelco, L.E., Jacobson, L., Ries, R., & Melka, S. (2000).** Perspectives and practices in family-school partnerships: A national survey of school psychologists. *School Psychology Review, 29*(2), 235-250.
- Pelco, L.E. & Sarpolis, D. L. (1999).** Concurrent validity of the Mayes Motor-Free Compilation. *International Journal of Disabilities, Development, and Education, 46*(4), 487-492.
- Pelco, L. & Ries, R. (1999).** Teachers' attitudes and behaviors towards family-school partnerships: What school psychologists need to know. *School Psychology International Journal, 20*(3), 265-277.
- Reed-Victor, E. & Pelco, L.E. (1999).** Helping homeless students build resilience: What the school community can do. *Journal for Just and Caring Education, 5*(1), 51-71.
- Ward, S.B., Pelco, L.E., & Landrum, M.S. (1998).** Getting noticed: An alternative multi-component assessment model for identifying gifted preschool learners in at-risk populations. *Journal of At-Risk Issues, 4*(2), 38-44.
- Pelco, L., McLaughlin, V., Korinek, L., & Boerio, L. (1997).** Preparing leaders for special education: The LISSE Project. *CASE in Point, 4*(2), 21-36.
- Pelco, L. E., Harrell, D. R., & Shillito, K. (1997).** Finding new solutions to old problems: A school psychology work - practicum collaborative program. *Trainers' Forum, 16*(1), 8-13.
- Mayes, S.D., Handford, H.A., Schaefer, J. H., Scogno, C. A., Neagley, S.R., Michael-Good, L., & Pelco, L. (1996).** The relationship of HIV status, type of coagulation disorder, and school absenteeism to cognition, educational performance, mood, and behavior of boys with hemophilia. *The Journal of Genetic Psychology, 147*(2), 137-151.
- Chantler, L., Pelco, L., & Merton, P. (1993).** The psychological evaluation of child sexual abuse using the Louisville Behavior Checklist and Human Figure Drawing. *Child Abuse and Neglect, 17*, 271-279.
- Pelco, L, Sawyer, M., Duffield, G., Prior, M., & Kinsella, G. (1992).** Premorbid emotional and behavioral adjustment in children with mild head injuries. *Brain Injury, 6*(1), 29-37.

Mayes, S, **Pelco**, L., & Campbell, C. (1989). Relationships among pre- and post-injury intelligence, length of come and age in individuals with severe closed head injury. *Brain Injury*, 3(3), 301-313.

Rickett, V.I., Sottolano, D.C., Parrish, J.M., Riley, A.W., Hunt, F.M., & **Pelco**, L.E. (1988). Training parents to become better behavior managers; the need for a competency-based approach. *Behavior Modification*, 12(4), 475-496.

Pelco, L., Kissel, R., Miltenberger, R., & Parrish, J. (1987). Behavioral management of oral medication administration difficulties among children: A review of literature with case illustrations. *Journal of Development and Behavioral Pediatrics*, 8, 90-96.

Refereed Conference Presentations

Reiff, J., Shapiro, N., Fisler, J., **Pelco**, L. E., & Musil, C. (2019). Revitalizing higher education's commitment to civic learning for democratic engagement: Three statewide models. Panel presentation at the Association of American Colleges and Universities (AAC&U) National Conference, Atlanta, Georgia.

Norris, K., Mack, H., & **Pelco**, L. E. (2018). What data are you capturing and for what purpose? Panel presentation at the National Campus Compact Conference, Indianapolis, Indiana.

Hall, A., **Pelco**, L. E., Hasley, M., & Nuckols, M. (2017). Transforming the classroom and challenging the status quo: A model for critical service-learning in secondary schools. Paper presented at the Metropolitan Educational Research Consortium, Richmond, Virginia.

Pelco, L. E. & Ball, C.T. (2017). Identity development, service-learning, and clarifying future plans. Poster presented at the International Association for Research on Service-Learning and Community Engagement (IARSLCE), Galway, Ireland.

Everhart, R., Gendron, T., Brown, E., & **Pelco**, L.E. (2017). Enhancing empathy, morality, and professional development in undergraduate and graduate students through service-learning courses. Poster presented at the International Association for Research on Service-Learning and Community Engagement (IARSLCE), Galway, Ireland.

Hall, A. & **Pelco**, L.E. (2017). Transforming the classroom and challenging the status quo: Critical service-learning in secondary schools. Paper presented at the International Association for Research on Service-Learning and Community Engagement (IARSLCE), Galway, Ireland.

Pelco, L. E. & Early, J. (2016). Professional development for community-engaged research and teaching: An integrated model for administrators, instructors, researchers, and community partners. Paper presentation at the 2016 Coalition of Urban and Metropolitan Universities (CUMU) conference, Washington, D.C.

Pelco, L. E. & Rillstone, C. (2016). Into the weeds: Using institutional data to support program improvement across the university. Paper presentation at the 2016 Coalition of Urban and Metropolitan Universities (CUMU) conference, Washington, D.C.

Cavallaro, C., Bowers, E., Distilio, L., Kirtman, L., Janke, E., Larrivee, L. & **Pelco**, L. E. (2016) Institutional change to support and reward faculty as community-engaged scholars. Panel presentation at the 2016 Coalition of Urban and Metropolitan Universities (CUMU) conference, Washington, D.C.

Elliott, K., Everhart, R. & **Pelco**, L. E. (2016). Empathy activators: Strategies for developing empathy in service-learning students. Poster presented at the 2016 International Association for Research on Service-Learning and Community Engagement (IARSLCE), New Orleans, LA.

LeCrom, C. W., **Pelco**, L. E., Lassiter, J. W., & Martin, T. (2016). Hearts on our sleeves: Emotions experienced by service-learning faculty. Paper presented at the 2016 International Association for Research on Service-Learning and Community Engagement (IARSLCE), New Orleans, LA.

Pelco, L. E., Oates, S., Brown, E., Baab, J., Gahagan, J., Yucel, G., & Rillstone, C. (2016). Measuring the impacts of service-learning and other high-impact educational practices on student success: Results from the pilot of a comprehensive institutional assessment model. Paper presented at the 2016 International Association for Research on Service-Learning and Community Engagement (IARSLCE), New Orleans, LA.

Pelco, L. E. & Howard, C. (2015). One size does not fit all: A comprehensive model for faculty development in service-learning. Paper presented at the Engaged Scholarship Consortium Conference, University Park, Pennsylvania.

Hall, A., **Pelco**, L. E., Vernon, T., Morton, R. & Ellis, G. (2014). Growing community-school garden partnerships. Paper presented at the International Association for Research on Service-Learning and Community Engagement, New Orleans, Louisiana.

LeCrom, C., Lassiter, J.W. & **Pelco**, L. E. (2014). The emotions of teaching through service-learning. Paper presented at the International Association for Research on Service-Learning and Community Engagement, New Orleans, Louisiana.

Hofbauer, J., Brown, E., Dolson, T. & **Pelco**, L. E. (2014). Helping instructors deal with difficult classroom discussions. Paper presented at the International Association for Research on Service-Learning and Community Engagement, New Orleans, Louisiana.

Hofbauer, J., Brown, E., Dolson, T. & **Pelco**, L.E. (2014). Is there an elephant in your room? Strategies for transforming difficult dialogues into constructive conversations. Pre-conference workshop presented at the International Association for Research on Service-Learning and Community Engagement, New Orleans, Louisiana.

Erwin, C. & **Pelco**, L. E. (2014). Growth & innovation: When your LLC's are a campus-wide initiative. Paper presented at the annual conference of the Association for College and University Housing Officers – International. Washington, D.C.

Slade, M. & **Pelco**, L. E. (2013). The use of reflective practice to study the impact of community engagement on undergraduate students. Paper presented at the annual conference of the International Association for Research on Service-Learning and Community Engagement, Omaha, Nebraska.

Lockeman, K. & **Pelco**, L. E. (2013). The impact of service-learning on degree completion. Paper presented at the annual conference of the International Association for Research on Service-Learning and Community Engagement, Omaha, Nebraska.

Slade, M. & **Pelco**, L.E. (2013). The impact of a community engagement course on undergraduate students. Paper presented at the annual Gulf South Summit on Service Learning and Civic Engagement through Higher Education, Louisville, Kentucky.

Slade, M., **Pelco**, L. & Gendron, T. (2013). The impact of community engagement as measured through reflective practice. Scholarship of Teaching and Learning (SoTL) Annual Conference, Savannah, Georgia.

Pelco, L. E. & Slade, M. (2013). Community engagement living-learning programs: Build it well and they will come. Presentation at the annual Gulf South Summit on Service Learning and Civic Engagement through Higher Education, Louisville, Kentucky.

Kirk, S., Lockeman, K. & **Pelco**, L. E. (2012). GreenSTEM@VCU: An innovative program for integrating service-learning into middle-school science, technology and mathematics instruction. Poster presented at the International Conference for Service-Learning in Teacher Education (ICSLTE), Duke University, Durham, North Carolina.

- Brown, E. & **Pelco**, L. E. (2012). Bridging the gap: Using service-learning teaching assistants to foster effective university-community partnerships. Paper presented at the annual Gulf South Summit on Service-Learning and Civic Engagement through Higher Education, Hattiesburg, Mississippi.
- Lockeman, K., Kirk, S., **Pelco**, L. E., & Brown, E. (2012). Engaging teachers and students in STEM instruction through service-learning. Paper presented at the annual conference of the Metropolitan Education Research Consortium, Richmond, Virginia.
- Short, A., Dudley, S. & **Pelco**, L. E. (2012) Service-learning in English language courses. Paper presented at the annual conference of the College English Association, Richmond, Virginia.
- Johnston, J., Brown, E., Gray, L. & **Pelco**, L. E. (2011). Collaborative design of meaningful service-learning experiences. Paper presented at the annual International Partnership for Service-Learning and Leadership Symposium, Siena, Italy.
- Pelco**, L. E., Lockeman, K., & Dockery D. (2011). Service-learning impacts on first-generation students: Setting a national research agenda. Paper presented at the annual conference of the International Association for Research on Service-Learning and Community Engagement, Chicago, Illinois.
- Lockeman, K. & **Pelco**, L. E. (2011). Factor structure of the Service-Learning Impact Scale for Students. Poster presented at the annual conference of the International Association for Research on Service-Learning and Community Engagement, Chicago, Illinois.
- Short, A., Wisdom, T., Dudley, S. & **Pelco**, L. E. (2011). Service-learning in intensive English programs. Paper presented at the 2011 Colonial Academic Alliance Global Education Conference, Fairfax, Virginia.
- Davenport, S., Johnston, J. & **Pelco**, L. E. (2011). Integrating service-learning into study abroad. Paper presented at the 2011 Colonial Academic Alliance Global Education Conference, Fairfax, Virginia.
- Pelco**, L. E., Kirk, S., McLeskey, J. T., Wright, A., Speich, J. E., Houtz, H. & Weyer, M. (2011). GreenSTEM@VCU: An innovative program for integrating service-learning into middle-school science, technology and mathematics instruction. Poster presented at the 2011 Gulf-South Summit, Roanoke, Virginia.
- Woleben, C., Brinegar, L., Isringhausen, K., & **Pelco**, L. E. (2011). Service-learning in medical and dental education: Innovative models for school-wide implementation. Paper presented at the 2011 Gulf-South Summit, Roanoke, Virginia.
- Short, A., Dudley, S., Wisdom, T., Davis, A., & **Pelco**, L. E. (2011). Strategies and models for involving international students in service-learning and community engagement. Paper presented at the 2011 Gulf-South Summit, Roanoke, Virginia.
- Pelco**, L. E., Lockeman, K., Dockery, D. & McKelvey, S. (2010). A mixed-methods study of first-generation college students' service-learning experiences. Poster presented at the annual conference of the International Association for Research on Service-Learning and Community Engagement, Indianapolis, Indiana.
- Ward, S. B., **Pelco**, L. E. & Hardinge, G. (2009). A model clinical faculty program emphasizing university-school partnerships. Paper presented at the Annual Conference of the National Association of School Psychologists, Boston, Massachusetts.
- Pelco**, L. E., Bryan, J., & Nevins, R. (2007). A model for predicting school psychologists' involvement in school-family-community partnerships. Paper presented at the Convention of the National Association of School Psychologists, New York City, New York.

- Ward, S. B., **Pelco**, L. E., Young, J., & Coleman, L. (2006). Teacher perceptions of psychological reports. Paper presented at the 2006 Annual Convention of the National Association of School Psychologists, Anaheim, California.
- Pelco**, L. E., Ward, S. B., Young, J. & Coleman, L. (2005). Teacher perceptions of useful psychological reports. Paper presented at the Virginia Association of School Psychologists Convention, Richmond, Virginia.
- Pelco**, L. E. (2005). Service-learning in the Caribbean: A model alternative break program. Paper presented at the National Society for Experiential Education Conference, Philadelphia, Pennsylvania.
- Reed-Victor, E., **Pelco**, L. E., & Myatt, B. (2005). Effortful control dimensions, executive attention, and language development: Relationships in early childhood for diverse children. Paper presented at the European Conference on Developmental Psychology, Santa Cruz de Tenerife, Spain.
- Reed-Victor, E., **Pelco**, L. E., & Victor, J (2005). Executive attention and effortful control: Contributions to personality and early language development. Paper presented at the Annual Convention of the Society for Research on the Development of Children (SRCD), Atlanta, Georgia.
- Ward, S. B., **Pelco**, L. E. & Lamprecht, S. (2005). Theme-based psychological report writing. Paper presented at the annual convention of the National Association of School Psychologists, Atlanta, Georgia.
- Ward, S. B., **Pelco**, L. E., & Lamprecht, S. (2004). Writing theme-based reports that make a difference. Paper presented at the annual convention of the Virginia Academy of School Psychologists, Richmond, Virginia.
- Reed-Victor, E., **Pelco**, L. E., & Victor, J. (2004). Developmental change in effortful control and performance on attention tasks. Paper presented at the European Conference on Personality, University of Groningen, Netherlands.
- Reed-Victor, E. & **Pelco**, L. E. (2003). Parent-rated effortful control and preschoolers' performance on attentional tasks. Paper presented at the European Conference on Developmental Psychology, Milan, Italy.
- Reed-Victor, E., **Pelco**, L. E., & deKruif, R. (2002). Young children's individual differences and teacher-child relationships. Paper presented at the European Conference on Developmental Psychology, Gena, Germany.
- Reed-Victor, E. & **Pelco**, L. E. (2001). Understanding temperament: Strategies to support young children with different behavioral styles. Paper presented at the annual conference of the Council for Exceptional Children Virginia Federation (Tools for Success Conference), Fredericksburg, Virginia.
- Reed-Victor, E. & **Pelco**, L. E. (2001). Child temperament and personality: Contributions to early schooling. Paper presented at the European Conference on Developmental Psychology, Upsala, Sweden.
- Reed-Victor, E., **Pelco**, L. E., Bernheimer, L. P. & Terrill, C. (2001). Child temperament, personality, and adjustment measures: Applications in resilience research and practice. Research roundtable proposal presented at the Annual Convention of the Division of Early Childhood, Council for Exceptional Children, Boston, Massachusetts.
- Pelco**, L. E. & Reed-Victor, E. (2001). Temperament and positive school outcomes: A two-year follow-up of at-risk children. Paper presented at the Convention of the National Association of School Psychologists, Washington, D.C.
- Pelco**, L.E. & Reed-Victor, E. (2001). Understanding your child's temperament. Workshop presented at the 13th annual Families are Special Too! Conference. Sponsored by the Virginia Division for Early Childhood of the Council for Exceptional Children, Williamsburg, Virginia.

Reed-Victor, E., **Pelco**, L. E. & Bernheimer, L. P. (2000). Temperament differences as risk and protective factors in children with developmental delays: Research findings and implications for practice. Research roundtable presented at the Annual Convention of the Division of Early Childhood, Council for Exceptional Children, Albuquerque, New Mexico.

Reed-Victor, E., **Pelco**, L. E. & Hill, K. (2000). Two-year follow-up of young children at developmental risk: Stability and protection of personality factors for school adjustment. Poster presented at the European Conference on Personality, Krakow, Poland.

Pelco, L.E. (2000). Temperament and early intervention: Using temperament constructs to help children learn and develop. Presentation made at the Early Childhood Partnership Conference. Williamsburg, Virginia.

Pelco, L. E., Reed-Victor, E., Hart, J., & Tobin, L. (2000). Temperament, academic aptitude, and academic achievement: Relationships in young children. Poster presented at the Convention of the National Association of School Psychologists, New Orleans, Louisiana.

Reed-Victor, E. & **Pelco**, L. E. (1999). Inventory of children's individual differences: Measuring resilience-related protective factors in young children. Paper presented at the Division of Early Childhood, Council for Exceptional Children, Washington, DC.

Pelco, L. E., Jacobson, L., Ries, R. R. & Melka, S. (1999) Perspectives and practices in family-school partnerships: A national survey of school psychologists. Paper presented at the American Educational Research Association, Montreal, Canada.

Pelco, L. E. & Ball, C. T. (1999). Temperament effects on special education outcomes for young children with developmental delays. Paper presented at the European Conference on Developmental Psychology, Spetses, Greece.

Reed-Victor, E., **Pelco**, L. E., & Carlotti, D. (1999). Parent and teacher ratings of protective factors as predictors of young children's adjustment. Paper presented at the European Conference on Developmental Psychology, Spetses, Greece.

Foster, V.A., **Pelco**, L. E., Morgan, B. & Ancellotti, T. (1998). An interprofessional preparation project in family centered practices. Content session presented at the Southern Association of Counselor Education and Supervision, Montevallo, Alabama.

Pelco, L.E., & Ball, C.T. (1998). Preschoolers with developmental delays: New data on the structure of temperament. Poster presented at the XII Occasional Temperament Conference, Philadelphia, Pennsylvania.

Pelco, L. E. & Sarpolis, D. L. (1998). Concurrent validity of the Mayes Motor-Free Compilation (MMFC) for assessing mental ability in children with physical impairments. Poster presented at the National Association of School Psychologists Annual Conference, Orlando, Florida.

Jacobson, L. J., Ries, R. R., **Pelco**, L. E. & Melka, S. (1998). Family-school collaboration: Perspectives and practices of school psychologists. Poster presented at the National Association of School Psychologists Annual Conference, Orlando, Florida.

Ries, R. R., Jacobson, L. J., **Pelco**, L. E., & Melka, S. (1998). Family-school partnerships: Attitudes and practices of school psychologists. Paper presented at the American Educational Researchers Association Annual Meeting, San Diego, California.

- Pelco, L.** (1996). Effective communication: Working with families and colleagues. Workshop presented at the regional refereed Annual Resource/Collaborating Teaching Symposium. College of William and Mary, Williamsburg, Virginia.
- Pelco, L. & Ries, R.** (1996). Differences between high school and primary school teachers' attitudes towards family involvement in schools. Paper presented at the International Congress of Psychology, Montreal, Canada.
- Ries, R. & Pelco, L.** (1996). School and family partnerships: Teachers' perceptions. Paper presented at the Conference of the Eastern Educational Research Association, Cambridge, Massachusetts.
- Pelco, L., Ries, R., Peterson, J., Trebon, B., & Kidd, H.** (1996). Family-school partnerships: Implications for school psychologists. Poster presented at the Annual Conference of the National Association of School Psychologists, Atlanta, Georgia.
- Pelco, L., Kidd, H., Peterson, J. and Trebon, B.** (1995). Teacher attitudes towards working with families: Strategies for improving family-school partnerships in inclusive settings. Paper presented at the regional refereed symposium Annual Resource/Collaborating Teaching Symposium. College of William and Mary, Williamsburg, Virginia.
- Pelco, L., Cannington, A., Ransome, R. & McLean, M.** (1995). What did you do at school today? Using electronic telephone mailboxes to increase family involvement in preschool education. Poster presented at the Annual National Convention of the National Association of School Psychologists, Chicago, Illinois.
- Pelco, L., & Wilson, O.** (1995). Sociometric assessment of children: Incorporating peer ratings into assessment of children's social/emotional functioning. Paper presented at the Annual National Convention of the National Association of School Psychologists, Chicago, Illinois.
- McLaughlin, V., Pelco, L., McLaughlin, J. & Boerio, L.** (1995). Preparing leadership personnel: A staff development and research project. Paper presented at the Annual National Convention of the Council for Exceptional Children, Indianapolis, Indiana.
- Pelco, L.** (1994). Collaborating with families: Ideas for inclusive schools. Paper presented at the regional referred symposium Fifth Annual Resource/Collaborating Teaching Symposium. College of William and Mary, Williamsburg, Virginia.
- Pelco, L. & Goldman, J.** (1994). Current practices in the assessment of personality and behavior problems: What has changed in the past decade? Paper presented at the annual convention of the National Association of School Psychologists, Seattle, Washington.
- Pelco, L. & Mollner, N.R.** (1993). Best practices for fostering family-school collaboration in preschool special education programs. Paper presented at the Annual Virginia Beach Conference, Children and Adolescents with Emotional or Behavioral Disorders, Commonwealth Institute for Child and Family Studies, Virginia Beach, Virginia.
- Pelco, L., Mayes, S. & Campbell, C.** (1992). Premorbid emotional and behavioral adjustment in children with mild head injuries. Paper presented at the 10th Annual Southwest Head Injury Symposium, Santa Fe New Mexico.
- Pelco, L.** (1991). Identification and management of behavior problems. Invited paper presented at the Pennsylvania State University Symposium on Traumatic Brain Injury (TBI): Deficits and Treatment Approaches for Children, Middletown, Pennsylvania.
- Pelco, L.** (1989). Self-injurious behavior: Motivation-based treatment. Paper presented at the National Conference for the Australian Association for Autism, Adelaide, South Australia.

Pelco, L., Mayes, S. & Campbell, C. (1989). Relationship between pre- and post-injury intelligence, controlled for duration of coma and age, in individuals with closed head injuries. Paper presented at the International Conference for Recovery from Brain Injury, Adelaide, South Australia.

Pelco, L. & Rickert, V. (1986). Training parents to become better behavior managers: The need for a competency-based approach. Paper presented at the annual convention for the Association for the Advancement of Behavior Therapy, Chicago, Illinois.

Pelco, L., Poole, L, Kissel, R., & Stoner, G., (1986). Changing criterion management of short attention span and high activity level in young children. Paper presented at the Convention for the Association for Behavior Analysis, Milwaukee, Wisconsin.

Curriculum Guides and Other Instructional Products

Pelco, L. E., Hall, A., Elliott, K., Rackett, M., & Burke-Brown, E. (2017). *Introduction to community engagement: A foundational curriculum for civic action.* Open access online curriculum for secondary and post-secondary students. Virginia Commonwealth University, Richmond, VA.
<https://rampages.us/intro-to-community-engagement/>

Everhart, R. S., Elliott, K., **Pelco, L. E.,** Westin, D., Briones, R., Peron, E., & associates. (2016). *Empathy activators: Teaching tools for enhancing empathy development in service-learning classes.* Virginia Commonwealth University and University of Richmond, Richmond, VA. Retrieved from Virginia Commonwealth University, Scholars Compass, Division of Community Engagement Resources:
http://scholarscompass.vcu.edu/community_resources/

Hall, A. & **Pelco, L. (2015).** *Preparing future faculty as service-learning instructors: A proposal to integrate instruction in service-learning pedagogy into the VCU Preparing Future Faculty Program.* Division of Community Engagement, Virginia Commonwealth University, Richmond, VA.

Houtz, H., Kirk, S., Wright, A. & **Pelco, L. (2012).** GreenSTEM@VCU=STEM Education + 21st Century Skills + Environmental Awareness. *The Science Educator, 60(3), 12-14.*

Pelco, L. & Reed-Victor, E. (2002). Using temperament constructs to help preschool-aged children learn and develop. Virginia Department of Social Services, Division of Licensing Programs.

Pelco, L. (1995). Positive behavior management case #22. In Leaders for instructional supervision of special education (LISSE). Virginia Department of Education, Project #H029H10034-93.

Pelco, L. (1995). Collaborating with families case #10. In Leaders for instructional supervision of special education (LISSE) Virginia Department of Education, Project #H029H10034-93.

Research reports from grant or contract work

Pelco, L. (2004). The Caribbean Service-Learning Program Annual Report, School of Education, College of William & Mary, Williamsburg, Virginia.

Pelco, L. (2003). The Bequia Program Annual Report, School of Education, College of William & Mary, Williamsburg, Virginia.

Pelco, L. (2002). The Bequia Program Annual Report, School of Education, College of William & Mary, Williamsburg, Virginia.

Pelco, L. (2001). Annual Evaluation Report: School Psychology and Counselor Education 2000-2001, College of William & Mary, Williamsburg, Virginia.

Pelco, L. (2000). Annual Evaluation Report: School Psychology and Counselor Education 1999-2000, College of William & Mary, Williamsburg, Virginia.

Pelco, L. & Ries, R. R. (1996). A research report on family-school collaboration. SURN: School-University Research Network, College of William and Mary, Research Brief No. 2.

Pelco, L., McLaughlin, V., Boerio, L., & Korinek, L. (1995). Leaders for Instructional Supervision of Special Education (LISSE): Year Two Implementation Evaluation Report. Virginia Department of Education, Project #H029H10034-93.

Pelco, L., McLaughlin, V., Boerio, L. & Korinek, L. (1994). Leaders for Instructional Supervision of Special Education (LISSE): Staff development pilot and year one implementation evaluation report. Virginia Department of Education, Project #H029H10034-93.

Invited Scholarly Papers, Talks, and Workshops

Pelco, L. E. (2017). Different tools for different tasks: Strategies for assessing student learning from civic engagement at the student, program, and institutional levels. Paper presented at the State Council for Higher Education for Virginia (SCHEV) Civic Engagement Education and Assessment meeting, Williamsburg, Virginia.

Hofbauer, J., Brown, E., Dolson, T. & **Pelco, L.** (2014). The Elephant in the Room: Microaggressions and difficult classroom discussions. Faculty professional development workshop. University of Richmond, Richmond, Virginia.

Pelco, L., Slade, M., Grohs, J., & Gurka, A. (2013). Living-learning programs across Virginia. VA Engage Annual Conference, Richmond, Virginia.

Pelco, L. & Slade, M. (2012). Live, learn, and engage: VCU ASPIRE. VA Engage Annual Conference, Winchester, Virginia.

Ward, S. B. & **Pelco, L.** (2008). One size does not fit everyone: Academic interventions for students with ADHD. Invited presentation to the Symposium on Professional Collaboration and Inclusive Education, Williamsburg, Virginia.

Pelco, L. (2007). Ethical problem solving for school psychologists. Invited full-day workshop for school psychologists. Portsmouth City Public Schools, Portsmouth, Virginia.

Pelco, L. & Ward, S. B. (2007). Making sense of children's intelligence test results. Invited presentation at the Project HOPE (Virginia's Education Program for Homeless Children and Youth)-Virginia Annual Seminar, Williamsburg, Virginia.

Pelco, L. (2007). Ethical problems in schools. Invited 2-hour workshop for school social workers and school psychologists. Norfolk City Public Schools, Norfolk, Virginia.

Pelco, L. (2005). Thinking through school-based ethical problems. Invited 8-hour, division-wide professional development workshop for Gloucester County Public Schools, Gloucester, Virginia.

Pelco, L. (2004). Identifying and working with students with learning differences. Invited professional development workshop for the faculty of the Williamsburg Montessori School. Williamsburg, Virginia.

Pelco, L. (2004). What am I doing here? The art and science of teaching. Invited professional development workshop for the faculty of Bequia Community High School, Bequia, St. Vincent and the Grenadines, West Indies.

- Pelco, L. & Ward, S. B. (2003).** New theories about ADHD: What's a teacher to do? Invited paper presentation, RCT Conference, Williamsburg, Virginia.
- Pelco, L. (2002).** Bold, Busy, or Bashful: Using temperament constructs to help preschool-aged children learn and develop. Invited staff development workshop presented for the Virginia Department of Social Services, Williamsburg, Virginia.
- Pelco, L. (2002).** Bold, Busy, or Bashful: Using temperament constructs to help preschool-aged children learn and develop. Invited staff development workshop presented for the Virginia Department of Social Services, Richmond, Virginia.
- Pelco, L. (2002).** Bold, Busy, or Bashful: Using temperament constructs to help preschool-aged children learn and develop. Invited staff development workshop presented for the Virginia Department of Social Services, Virginia Beach, Virginia.
- Ward, S. & Pelco, L. (2001).** Parental access to test protocols: Guidelines for school psychologists. Invited article. *School Psychology and Counselor Education Journal*, 2, 2-4.
- Ward, S. & Pelco, L. (2000).** Parent access to test protocols. Invited article. *Virginia Association of School Psychologists Newsletter*.
- Pelco, L. & Ries, R. (1999).** Family-school collaboration: Perspectives and practices of school psychologists. Paper presented at the Academic Festival, School of Education, College of William and Mary, Williamsburg, Virginia.
- Pelco, L. & Ward, S. (1999).** Team Teaching. William & Mary Teaching Enhancement Project Presentation, College of William & Mary, Williamsburg, Virginia.
- Pelco, L. (1998).** Temperament in the classroom. Academic Festival, School of Education, College of William and Mary, Williamsburg, Virginia.
- Pelco, L. (1998).** Family-school collaboration: The role of the school psychologist. Invited NIMH-sponsored talk. Hampton University, Hampton, Virginia.
- Pelco, L. (1996).** Understanding temperament's impact in preschool settings. Invited staff development presentation. Colonial Williamsburg Child Care Center, Williamsburg, Virginia.
- Pelco, L. (1996).** Temperament and your child. Invited talk sponsored by the Williamsburg Parent Cooperative Preschool and the James City County Parks & Recreation Department. Williamsburg, Virginia.
- Pelco, L. (1996).** Play in the preschool curriculum. Invited staff development presentation. Williamsburg Campus Child Care Center, Williamsburg, Virginia.
- Pelco, L. & Ries, R. (1995).** Home-school collaboration: Results of a regional survey of teachers. Invited paper presentation at the School-University Research Network Fall Conference, Williamsburg, Virginia.
- Pelco, L., (1994).** Assessing infants and toddlers with special needs. Invited presentation to psychology students at Christopher Newport College.
- Pelco, L. & Mollner, N. (1994).** Best practices in fostering home-school collaboration. *Virginia Association of School Psychologists Bulletin*, 22(2), pull-out feature article.

PROFESSIONAL SERVICE

Virginia Commonwealth University

2018-present	Member, VCU REAL (Relevant Experiential Applied Learning) Advisory Council
2018-present	Member, VCU Health Hub @ 25th Onboarding Curriculum Committee
2018-2019	Member, VCU Living-Learning Program Review Task Force
2017-present	Member, VCU Curriculum Transformation Task Force
2015-2017	Co-chair, High-Impact Educational Practices (HIPs) Assessment Team. Provost's Office.
2015-present	Team mentor, Grace E Harris Leadership Program.
2017-present	Member, Doctoral Dissertation Committee, VCU School of Education, Students: Kristina Anthony.
2014-present	Member, Sustainability Committee
2014-present	Advisory Board Member for Project KSR, \$1.25 million 5-year grant from U.S. Dept. of Education to prepare early childhood special education personnel for high-needs communities, Dr. Yaoying Xu, VCU School of Education, Principal Investigator.
2014-present	Reviewer, Michigan Journal of Community Service-Learning.
2014-2017	Member, Doctoral Dissertation Committee, VCU School of Education, Student: Amanda Hall & Margaret Pienkowski.
2014-2015	Expert consultant, Council for the Advancement of Standards in Higher Education (CAS), Civic Learning and Democratic Engagement Programs Standards.
2013-2014	Mentor, Center for Teaching Excellence Junior Faculty Mentorship Program.
2013-2014	Member, Doctoral Dissertation Committee, VCU School of Education, Student: Kelly Lockeman.
2013-present	Member, VCU Career Center Advisory Council.
2013-present	Co-chair, VCU Living-Learning Community Faculty Advisory Committee.
2013-2014	Member, VCU University Undergraduate Curriculum Committee (UUC).
2012-2014	Executive Committee Member, VCU Internationalization Task Force.
2012-present	Chair, Richmond Emerging Nonprofit Leaders Program Selection Committee.
2008-present	Member, VCU Council for Community Engagement.
2008-present	Chair, VCU Service-Learning Advisory Council.
2011-2012	Chair, Search Committee for VCU ASPIRE Living-Learning Program Director.
2011-2012	Chair, Search Committee for VCU Division of Community Engagement Research Coordinator.
2008-2010	Member, Community-School Partnership Council, Richmond Public Schools.
2008-2009	Member, VCU Diversity Committee, Student Subcommittee.
2008-2009	Member, Virginia State Latino Pilot Project Planning Committee.
2008-2009	Member, Henrico County Outstanding Youth Volunteer Awards Selection Committee.

College of William & Mary Service

2007-2008	Director, Sharpe Faculty Fellows Program.
2007-2008	Member, William & Mary Research Committee.
2007-2008	Member, William & Mary Service-Learning Curriculum & Coordinating Committee.
2007-2008	Board of Directors, William & Mary Child Care Center.
2002-2004	Member, William & Mary Career Services Advisory Committee.
2002-2004	Member, William & Mary College Research Committee.
2002-2004	Co-Chair, William & Mary College Research Committee Minor Grants Review Panel.
2001	Chair, College-level Search Committee for Campus Child Care Center Director.
1998-2000	School of Education Representative, William & Mary Faculty Assembly.
1998-1999	Member, William & Mary Faculty Assembly Committee on Committees.
1994-2000	Advisory Board Member, William & Mary University Teaching Project.
1994-1995	Member, William & Mary International Studies Committee.
1994-1995	Member, William & Mary International Studies Programs Abroad Subcommittee.
1999-2008	Co-Director, School Psychology Program.
2007	Member, School of Education Search Committee, Director of Development.
2004-2006	Area Coordinator, School of Education, School Psychology and Counselor Education.
2004-2006	Member, School of Education Executive Committee.

2005-2006	Member, School of Education Search Committee, Assistant/Associate Professor of School Counseling.
2004	Member, School of Education Search Committee, Director of Development.
2003-2004	Vice-chair of the Faculty of the School of Education.
2003	Member, School of Education Search Committee, Assistant Professor of School Counseling.
2000-2002	Chair, School Psychology & Counselor Education Clinic Steering Committee.
1999-2002	Member, School Psychology & Counselor Education Clinic Steering Committee.
1999-2002	Member, School Psychology & Counselor Education Professional Development Steering Committee.
1999-2002	Evaluator & Author, School Psychology & Counselor Education Annual Report.
1999-2000	Member, School of Education Search Committee, Full Professor of Educational Psychology.
1997-2000	Member, School of Education, Learning Resource Center Advisory Board.
1996-2008	Member, School of Education, School Psychology and Counselor Education Area Faculty Committee.
1992-1994	Member, School of Education Counseling Program Faculty Committee.
1994-1996	Member, School of Education Executive Committee.
1992-2008	Member, School of Education School Psychology Program Faculty.
2002-2008	School Psychology Consultant, Bequia Community High School, St. Vincent & The Grenadines, West Indies.
2002-2008	School Psychology Consultant, The Sunshine School for Students with Special Needs, St. Vincent & The Grenadines, West Indies.
2000-2001	School Psychology Consultant (1.5 days/week), Williamsburg-James City County Public Schools, Matthew Whaley Elementary School.
1998-2003	School Psychology Consultant, King & Queen County Public Schools, King & Queen County Elementary School and Preschool Programs.
1999-2000	Member, Development Committee, Child Development Resources.
1994-1996	Co-Chair, Executive Committee, Williamsburg Campus Child Care Center— Representative for executive management of the child care center including overseeing personnel decisions, budgeting, enrollments, curriculum, policies and procedures, liaising with College and community officials to improve early childhood educational services to faculty, staff and students of The College of William and Mary.
1994-1999	Member, Campus Child Care Advisory Committee--responsible for overseeing activities of the college community with the Williamsburg Campus Child Care Center. The Advisory Committee is comprised of campus leaders interested in promoting quality early childhood education for the children of William and Mary faculty, staff, and students.

Professional Organization Affiliations:

2018-present	Chair, Faculty Development, VA Engage Network.
2016-2017	Member, ACE Women's Network, The Virginia Network Senior Leadership Seminar.
2015-2018	Chair, VA Engage Network (vaengage.com)
1992-2008	Member, National Association of School Psychologists.
2001-2002	Member, Virginia Psychological Association.
2001-2002	Member, Virginia Academy of School Psychologists.
2000-2003	Member, Council for Exceptional Children.
2000-2003	Member, CEC Division of Early Childhood.
1993-1995	Member, International School Psychology Association.
1994-1995	Member, Virginia Psychological Association.
1994-1995	Virginia Academy of Academic Psychologists.
1994-1995	Virginia Academy of School Psychologists.

Professional Certifications/Licenses:

Certified School Psychologist, Virginia Department of Education, January 1993 to 2008.

Licensed Psychologist, State of Pennsylvania, 1992 to 1997, License #: PS-006291-L.

Certified School Psychologist, Pennsylvania Department of Education, 1983 to 1988.

Registered Psychologist, South Australia Psychological Board, 1988 to 1990.