

Sabbatical Leave Application Checklist
Submit application electronically to Provost Office

*****The SaLe Committee will not consider incomplete applications*****

Cover Sheet -- *Includes the following:*

- | | |
|--|----------------------------------|
| _√ _____ Dates of Proposed Sabbatical | _√ _____ Applicant's Signature |
| _√ _____ Years of Service/Eligibility Points | _√ _____ Dept. Chair's Signature |
| | _√ _____ Dean's Signature |

√ **Curriculum Vitae** -- *Must not be longer than 8 pages.*

Narrative -- *Describe the proposed project using the areas indicated in the application form:*

PLEASE NOTE: Your proposal should be written in clear, correct English that is understandable to an educated layperson.

- _√ _____ Summary of Project (maximum 300 words)
- _√ _____ Tangible Results of the Project (maximum 300 words)
- _√ _____ Description of the Project (maximum 1000 words excluding references)
- _√ _____ Projected Work Plan and Timeline (maximum 250 words)
- _√ _____ Professional Competencies (maximum 500 words)
- _√ _____ Likelihood of completion of project (maximum 200 words)
- _√ _____ Description of meritorious service (maximum 800 words)

_√ _____ **Budget** -- *Where appropriate, to detail expenses for equipment, student support, etc. Please use the budget form included as Appendix 1.*

_√ _____ **Letters of support** -- *Where appropriate, to affirm the significance and feasibility of the project.*

For example, letters might be appropriate

- To document the value and nature of a collaboration or of a location, the availability of resources, or the feasibility of the project;
- To document access to a restricted archive or library or the importance of the work to be undertaken.

_√ _____ Final report(s) of any previous sabbatical leave(s) has/have been filed

_√ _____ **All Required Signatures**

Please see the Sabbatical Leave Policy and form on the Provost's website for further description. For any questions, please contact the Chair of the SaLe Committee: (2021-2022, Katie Morrison, kmorrison@wcupa.edu)



West Chester University of Pennsylvania
APPLICATION FOR SABBATICAL LEAVE
Submit electronically to Provost Office

Name Eleanor Brown Department Psychology Date 8/30/22
1. Sabbatical Request (Select one): [x] 1 year at 1/2 salary 1 semester at full salary
1 year at full salary
(28 unused points of service is required for eligibility)
Sabbatical to begin August 21, 2023 and end May 13, 2024

Eligibility: The general rule of thumb is that you need 7 years of full-time service as a regular (permanent) faculty member for each sabbatical, but, you do not need to wait 7 years between sabbaticals. You cannot, however, apply any earlier than four semesters following the semester in which a previous sabbatical has been taken. To help ensure that you have enough years of service to qualify for a sabbatical, answer the following questions:

- Year and semester you began as a full-time regular (permanent) faculty member in the PaSSHE (Note: policy requires that you have at least five consecutive years of service at WCU) 2005- Fall
Give yourself one (1) seniority point for each semester of service 35*
*I had 4 semesters with 25% family leave which I was told would be counted as the equivalent of one semester off- thus, I have subtracted this semester from my 36 semesters at WCU to reach 35
Subtract 14 points for each sabbatical you have taken (skip this step if you have never had a sabbatical) 21
Divide the remaining number of seniority points by two (2) to convert semesters to years. 10.5 The result must be at least 7 (years) in order to qualify for the minimum number (5) of years of service points (see p. 4 of the Sabbatical Leave Policies and Procedures).

Note: You do not have to wait until you have completed 7 years of service to apply; you do, however, need to make sure that you will have completed 7 years of service before you take the sabbatical. Because applications must be submitted at least two semesters (fall leave) or three (spring leave) semesters in advance, you can count those semesters as part of your required years of service.

For those applying for promotion, see the Promotion Policy III.B.8.II.2 and FAQ (Q.3). You are encouraged to speak to your sabbatical activity in your Promotion Application.

Proposal Submission. The Faculty member is responsible for ensuring that Chairperson's and Dean's comments and signatures are obtained on time, and that the completed proposal (hardcopy) is delivered to the Provost's Office by the published deadline. Incomplete applications or applications received after the published deadlines will not be reviewed by the SaLe Committee.

I certify that the information I have presented is accurate and contains no omission of fact.

[Handwritten signature]

8/30/22

2. Summary of the Project [describe the project and summarize its merit according to the criteria set out in the Sabbatical Policy] (maximum 300 words):

I study the impact of environmental adversity on children and families, with a particular focus on the impact of poverty and racism on child neurophysiology and programs that can support wellbeing in the face of stress and trauma. The proposed project will compare biomarkers from pre- COVID-19 pandemic to late-stage pandemic for children attending Head Start preschools with a goal of understanding the neurophysiological impact of this collective trauma and anticipating potential psychological consequences for this generation of children. This project has merit because there is an urgent need to discern not only the challenges demonstrated now for individuals whose early childhoods have been shaped by this pandemic, but also the challenges they are likely to face across the coming years, and how we can offer support. As one of the only scholars in our nation who has collected data on multisystemic neurophysiological functioning in the context of Head Start preschool, I am uniquely positioned to contribute to addressing these pressing questions for young children facing poverty and racism. Although I have strong expertise to ground this investigation, and although my Early Childhood Cognition and Emotions Lab (ECCEL) has collected rich data across the past several years, I have been externally funded to focus my scholarship on how music and arts-based interventions can alleviate the neurophysiological impact of poverty and racism, and my studies were not designed to examine the impact of a pandemic. A sabbatical leave is needed to gain additional training, recode and analyze data to focus on the impact of the pandemic, and write up and disseminate the results. Products will include: 1 cardiac analysis training station, 2 datasets, 3 conference presentation proposals, 3 scholarly manuscripts, and 3 reports.

3. Tangible Results of the Project (maximum 300 words):

The fall portion of this sabbatical will focus on obtaining expertise and analyzing data to understand the impact of the pandemic and the spring portion will focus on writing up and disseminating results.

Fall activities will result in: (1) a cardiac training station that includes a cardiac analysis manual as well as computer (already in lab) with software for this coding (donated by a collaborator), and deidentified cardiac data that will not only support the present project but also allow future cohorts to learn this methodology; (2) a first dataset combining parent and child data, including on multisystemic neurophysiological functioning from pre-, mid-, and late-stage pandemic that not only will support the present project but also will allow for future faculty and student projects focused on further questions about the impact of the pandemic on child and family functioning; and (3) a second dataset combining pre-, mid-, and late-stage pandemic data for the subset of families who completed interviews about stress and coping across 10 days, and linking these data to child neurophysiological markers (this dataset must be structured differently from the first one that does not include daily data), which similarly will support the present project as well as later faculty and student research projects.

Spring activities will focus on writing up and disseminating results via 3 conference presentation proposals (to submit to conferences at which I have regularly presented (e.g., *Society for Research in Child Development*)), 3 manuscripts corresponding to 3 focal questions (targeted peer-reviewed journals are *Child Development*, *Journal of Family Psychology*, and *Early Childhood Research Quarterly*, respectively, which I have published in multiple times previously, as well as 3 reports tailored to address specific interests of our 3 partner agencies for the original data collection (two Head Start preschools and the National Endowment for the Arts).

4. Description of the Project [including scholarly or professional objectives, significance, and description of methodology, activities, and procedures] (maximum 1,000 words excluding references):

Background: As a clinical psychologist and scholar, I am trained to study the impact of stress and trauma related to poverty and racism on children and families, and interventions to support wellbeing. I have collaborated for 15 years with a Philadelphia Head Start preschool that is a national model for music and arts-based interventions. This community research partnership has resulted in my leading several federally funded investigations of the impact of music and arts interventions for children facing poverty and racism, including two during this pandemic—one with a Coatesville Head Start preschool that has been a partner for just 4 years.

Significance: Although most of my funding has supported the study of arts interventions, this has taken place within a bioecological frame that considers the child's biological functioning, microsystem influences of home and school, and macrosystem influences such as poverty and racism. For this generation of young children, the pandemic is a new macrosystem and chronosystem factor shaping their developmental trajectories. Few if any researchers have data like those I have collected that can elucidate the pandemic's impact on multisystemic neurophysiological functioning within preschool context.

Methodology and procedures: This sabbatical project involves secondary analyses of data collected via investigations approved by the WCU IRB. The participants are approximately 600 children who attended Head Start preschools, and their primary caregivers: Approximately 300 children were studied prior to the COVID-19 pandemic, and approximately 100 in each of these pandemic years: 2019-20, 2020-21, and 2021-22. Of the children, nearly 100% have faced economic hardship, and more than 75% are identified as Black, Indigenous, or People of Color, and have faced systemic racism.

With the assistance of WCU research assistants (RAs), parents have completed informed consent and interviews focused on demographics, stress and trauma, parenting, and parent and child mental health. A subset of parents have completed additional follow-up interviews about family processes (e.g., stress, coping, routines) on 10 different days. All questionnaires are standardized and well validated measures.

RAs have conducted standardized and well validated assessments of children's cognitive, social-emotional, and neurophysiological functioning (i.e., levels of the stress hormone cortisol to measure hypothalamic-adrenal-pituitary (HPA) axis function, levels of the prosocial hormone oxytocin, cardiac data to indicate Parasympathetic Nervous System (PNS) function) at the start and end of the preschool year. As per field standards, neurophysiological assessments have been completed at multiple times of day on multiple days. For example, to capture the diurnal trajectory, the stress hormone cortisol has been measured at 5 times of day on 3 days in fall and spring, resulting in a total of 30 observations of cortisol per child.

The COVID-19 pandemic disrupted some study components. However, we completed remote interviews and assessments in 2020 and resumed some in-person assessments in 2021, resulting in a robust dataset that can meaningfully address child and family functioning pre-pandemic, during the first year when the preschools were remote, and in the late-stage, as the preschools and most families have resumed more typical schedules.

Description of the Project (continued):

Activities and remaining procedures: As described above, I have rich and unique data (thousands of datapoints for each of > 600 hundred children); however, it has been coded to support understanding the impact of music and arts interventions for children facing poverty and racism, rather than the impact of the pandemic.

The fall portion of this sabbatical will focus on obtaining expertise and analyzing data to understand the impact of the pandemic and the spring portion will focus on writing up and disseminating results. More specifically, the fall portion will include: compiling, reviewing, and summarizing literature related to (a) collective trauma; (b) the pandemic; and (c) multisystemic neurophysiological functioning (*using FHG library databases*); studying online course modules for growth mixture statistical modeling (https://www.statmodel.com/course_materials.shtml); training with an expert in neurophysiology and growth mixture modeling (Dr. Steven Holochwost, who previously has analyzed our cardiac data to gauge art's impact); developing a cardiac training station (*writing cardiac analysis training manual, installing Cardiobatch program, storing deidentified data for analysis*); analyzing cardiac data (*using Cardiobatch to derive data for mean heart rate, heart period, and heart rate variability*), and recoding and combining data to facilitate analyzing the impact of the pandemic, for example, by reorganizing to match thousands of variables across datasets for multiple preschools and years, coding variables to control for possible cohort differences beyond the pandemic (e.g., cost of living), and coding and entering pandemic-related variables such as the number of local hospitalizations (*available through public sources e.g.:* <https://www.chesco.org/4497/Coronavirus-COVID-19-Maps-and-Data>, *data coding will be in Microsoft Excel*), and completing preliminary statistical analyses to describe the data (*with IBM SPSS*), as well as core analyses (*with Mplus*) to address three focal questions: (1) the impact of the pandemic on child multisystemic neurophysiological functioning in preschool context; (2) how family daily processes (e.g., stress, coping, routines) might explain (or mediate) and influence (or moderate) this impact; and (3) the potential for preschool arts interventions to alleviate this impact.

Spring activities will focus on writing up and disseminating results via 3 conference presentations and 3 manuscripts corresponding to the 3 focal questions, and 3 reports tailored to interests of our partner agencies for the original data collection: two Head Start preschools and the National Endowment for the Arts (NEA).

Scholarly and Professional Objectives: As a scholar trained to study bioecological child developmental risk, and as the only researcher I know of who has collected robust data like these on children's multisystemic neurophysiological functioning in preschool context, I am uniquely positioned to complete this project and it is likely to be one of my greatest professional contributions. Understanding the neurophysiological impact of the COVID-19 pandemic on young children and opportunities for alleviating this impact is a pressing question for our nation, and for the field of clinical psychology. With this project I will have the opportunity to meaningfully contribute as well as position WCU students, particularly in our Psychology doctoral program (with tracks focusing on children and trauma), to make contributions through their dissertation and further research projects.

5. Projected Work Plan and Timeline [for all activities and/or procedures identified in #4] (maximum 250 words):

Fall Semester: Obtaining expertise and analyzing data to understand the impact of the pandemic

August and September

compiling, reviewing, and summarizing literature (8 weeks)

October

training with an expert in neurophysiology and growth mixture modeling (1 week)

developing a cardiac training station (1 week)

analyzing cardiac data (2 weeks)

November

recoding and combining data to facilitate analyzing the impact of the pandemic (4 weeks)

December

completing preliminary statistical analyses (1 week)

core analyses to address three focal questions (3 weeks)

Spring Semester: Writing up and disseminating results

January

3 conference presentation proposals prepared for submission (3 weeks, target conferences = ones I've presented at previously, e.g., American Educational Research Association (AERA), Society for Research in Child Development (SRCD))

February

Manuscript drafted and submitted for question (1) the impact of the pandemic on child multisystemic neurophysiological functioning in preschool context (4-5 weeks, target journal = *Child Development*)

March

Manuscript drafted and submitted for question (2) how aspects of family daily processes (e.g., stress, coping, routines) might help to explain or mediate and influence or moderate this impact (4-5 weeks, target journal = *Journal of Family Psychology*)

April

Manuscript drafted and submitted for question (3) the potential for preschool music and arts interventions to alleviate this impact (4-5 weeks; target journal = *Early Childhood Research Quarterly*)

May

3 reports tailored to address specific interests of 3 partner agencies: two Head Start preschools and the National Endowment for the Arts (3 weeks)

6. Professional Competencies (maximum 500 words):

[Explain how the project will enhance your professional competencies in relation to your current work assignment and specify the expected benefits for your professional development, the discipline, and the university.]

Teaching and Mentorship: This sabbatical project will enhance my ability to teach my undergraduate and graduate courses and will provide new and meaningful opportunities for students' academic and professional development. The undergraduate and graduate courses I have taught most regularly since my last sabbatical have been ones focused on mentoring student clinical psychology research and fieldwork (e.g., PSY448/449 Field Experience in Psychology, PSY410/510 Research, PSY610 Thesis, and PSY800 Dissertation). This project will enhance my ability to teach those courses by: (1) deepening my expertise in the impact of stress and trauma and broadening my expertise in terms of child neurophysiological functioning and the impact of the pandemic; (2) strengthening the community partnerships with the Head Start preschools that host student research and fieldwork; and (3) resulting in products that will support new training opportunities for future cohorts of students (e.g., the cardiac training station), as well as master's student thesis projects and doctoral student dissertation projects (e.g., the datasets that will support further studies on the impact of the pandemic—a topic on which at least three of my doctoral students would like to focus their dissertations). The project also will enhance my teaching of two other courses I have developed and begun to teach more recently: a doctoral course on Ecological Contexts of Trauma (PSY781), and an undergrad course on Liberation Psychology (PSY/RUX215), which includes focus on arts-based interventions for supporting communities facing collective trauma.

Scholarship: The project will make a significant contribution to the research literature and will position me to contribute to conversations about child neurophysiological functioning for this generation growing up through the COVID-19 pandemic, and interventions to support child wellbeing. The studies on the three focal questions of interest (i.e., impact of the pandemic, role of family processes, arts-based interventions) will provide initial data on these three topics, promoting my potential to secure federal funding for their further study. For example, I have current funding to support a cooperative research lab with the National Endowment for the Arts (NEA) that is eligible for renewal. The question of how arts-based interventions might support wellbeing for children who have faced trauma from the COVID-19 pandemic is an important question, and the sabbatical project would provide initial data to speak to that question and to guide a proposal for the lab's renewal.

Service: Perhaps most importantly, the project will allow my students and me to give back to the communities that have supported our research and fieldwork through this pandemic. During a time when many field and research sites pulled back from hosting students, our Head Start preschool partners went to great lengths to support my students' continued work with children, including during remote learning, allowing more than 100 WCU students to complete coursework that otherwise would not have been possible. To analyze data we collected to address how the pandemic influenced children and families in those preschools and what interventions might be beneficial will be important for these communities and for our ongoing community engaged work.

7. Likelihood of completion of project (maximum 200 words):

I am extremely likely to complete this project. As a child clinical psychologist with scholarly expertise in bioecological risk and intervention, I am well positioned for this project, which will rely on robust data that already have been collected and simply require recoding, reorganizing, and reanalyzing. There are two areas in which I plan to build my skillset (multisystemic neurophysiological functioning- specifically to integrate cardiac data- and growth mixture statistical modeling) and both areas are ones in which my collaborator, Dr. Steven Holochwest is expert and willing to provide training. We have collaborated successfully on multiple federal grant projects and co-authored publications and are well positioned to complete this project jointly. In all other respects, I am already prepared to complete the project and simply need the intensive time required to do so. The conferences targeted for presentations and the peer-reviewed journals targeted for manuscripts are ones that have accepted my research multiple times previously. My successful completion of a prior sabbatical project as well as several external grant projects with AWAs stand as evidence of my ability to plan and execute ambitious research projects such as the one proposed here.

8. Previous sabbatical(s):

<u>Year</u>	<u>Activity</u>
2012-13	Research on child cognition and emotions resulting in 7 scholarly publications

10. Description of Meritorious Service [identify by year since last sabbatical] (maximum 800 words):

UNIVERSITY SERVICE

Psychology Club- Advisor: 2013-22

I enjoy serving as advisor for this popular WCU club which meets biweekly and hosts special events.

Faculty Senate: 2013-18

My greatest leadership has been via Faculty Senate which has included the following roles:

Ex Officio Executive Committee Member, 2015-18,

Senate Liaison to Council of Trustees, 2014-17,

Senate Liaison to President's Cabinet, 2014-16,

Immediate Past President, 2014-15,

President, 2012-14 (2012-13 was service during my last sabbatical, and 2013-14 was following)

During my time on the Executive Committee of Faculty Senate, we identified the role of Senate as one focused on issues of campus climate. During my Presidency, we held focus groups and conversations that resulted in advocating to create a position for a Chief Diversity Officer- a position which Dr. Tracey Robinson now holds. As a result, I was asked by President Fiorentino to serve on the following:

Ad-Hoc Chief Diversity Officer Committee: 2016-17

This committee drafted the description for this position, a draft ad, and draft rubrics for screening applicants.

My commitment to issues of diversity, equity, and inclusion (DEI) also has resulted in the following service:

Campus Climate Intervention Team (CCIT)- Faculty Representative: 2014-present

United to End Racism (UER)- Co-Facilitator: 2015-present

Notable contributions of my service to the CCIT and UER have included offering trainings and listening forums around ending racism around the 2016 Presidential election and in the wake of publicized killings of unarmed Black persons including George Floyd and helping the CCIT to draft written responses to such events.

Community Engaged Learning Faculty Workgroup: 2013-present

Since my last sabbatical, I have worked with this group to expand community-engaged teaching and learning on our campus and for WCU to apply for and successfully receive the Community Engagement Classification from the Carnegie Foundation. I also have worked with this group on the establishment of a community-engaged Gen Ed pathway. This is closely related to my community-engaged research, teaching, and service.

SERVICE TO COMMUNITY AND FIELD

Establishment of Community-Engaged Partnerships 2013-present

The contributions to service that have been most meaningful to me have been through my establishment and continued development of community research and service partnerships. These partnerships are with organizations serving children and families facing economic hardship, including the Head Start preschools that have collaborated on the studies that facilitate this sabbatical project: Settlement Music School's Kaleidoscope Preschool (a partnership I established in 2006, and have maintained and further developed since that time) and The CCIU Head Start (which I established a partnership with in 2017 and have maintained and further developed). These partnerships have allowed me to work with hundreds of WCU students to gain valuable experience with psychology-related work while contributing to community wellbeing. Benefits for community partners have included: receipt of high-quality psychology services for thousands of children and families facing economic hardship; program evaluation, development, and funding; and advances in scientific understanding of child development, with an emphasis on promoting equity for children facing poverty and racism.

Service as a Research Advisor 2013-present

My students, community partners, and I have published based on our community-engaged work 20 peer reviewed scholarly journal articles, 5 book chapters, and more than 25 scholarly presentations at national or international conferences. Governmental organizations such as the National Endowment for the Arts (NEA) and Health and Human Services (HHS) as well as professional organizations such as the American Psychological Association (APA) have highlighted our community-engaged research as a model. The community-engaged work has been the basis of my service to guide policy and practice initiatives, such as:

Research Advisor, Be An #Artshero, 2020-21.

Research Advisor, PBS Kids®, 2019-20.

Research Advisor, Carnegie Hall Lullaby Project, 2019-present.

Research Advisor, Play on Philly, 2019-present.

Research Advisor, van Leer Foundation, 2019-20.

Research Advisor, Mason Arts Research Center, George Mason University, 2018-present.

Research Advisor, Burke Foundation, 2018-19.

Research Advisor, Philadelphia Orchestra, 2018-19.

Reviewer, Society for Research in Child Development Biennial Meeting, 2018.

Research Advisor, Sesame Workshop and PNC Grow Up Great®, 2017-present.

Invited Member, Arts and Pre-K Advisory, Greater Philadelphia Cultural Alliance, Philadelphia, PA, 2016-19.

Reviewer, National Research Conference on Early Childhood, Washington, DC, 2017-18.

Review Panelist, Research: Art Works Grants, National Endowment for the Arts, Washington, DC, 2013-14.

I additionally have provided the following service to my field:

Co-President, Philadelphia Chapter, Association for Psychology of Women (AWP): 2013-present

Reviewer for Scholarly Journals 2013-present

Developmental Cognitive Neuroscience, Child Development, Developmental Psychology, Development and Psychopathology, Family Relations, Journal of Family Psychology, Applied Developmental Psychology, Applied Developmental Science, Early Childhood Research Quarterly, and Journal of Marriage and the Family

SERVICE TO PSYCHOLOGY DEPARTMENT

Highlights of my Departmental service have included:

Department Tenure and Promotion Committee, 2020-present, Chair, 2021-present

Faculty Selection Committee, Member, 2013-14, Chair, 2014-17, Member 2020-present

Student Learning Outcomes Assessment Committee, Chair, 2013-17, General MS Program Representative, 2017-present

11. Attach current curriculum vitae, no longer than 8 pages. Attach letters of support (not required, but encouraged).

Please find attached an 8-page CV and 3 letters of support.

12. Endorsements and Comments

a. Vanessa Kahen 9/9/2022
Chairperson Date

N.B. If the applicant is the Department Chair, this form must be signed by the Assistant Chair or, if there is no Assistant Chair, a senior tenured member of the Department.

Please comment below on how the sabbatical relates to the individual faculty member's assignment in the department as well as how the sabbatical relates to department goals or long range plans.

I fully support this proposal. The work that Dr. Brown is proposing will likely make a significant contribution to the scientific literature AND to our students at WCU who will have the opportunity to collaborate with Dr. Brown on this project.

b. Radha Pyati 14 Sep 22
Dean Date

Please comment below on how this sabbatical relates to the school/college goals or long range plans.

I support this sabbatical proposal. The project Dr. Brown proposes is an ambitious and far-reaching effort that is aligned with College goals. Both the study of pandemic impact on neurophysiology and the development of the cardiac training system will have great impact on her students and on the field itself, raising WCU's research profile.

13.  8/31/22
Signature of Faculty Applicant Date

14. Signature of SaLe Committee Chairperson (may include committee comments):

Signature of SaLe Chairperson

Date

15. Status of Applicant: _____ Recommended _____ Not Recommended

Signature of President or Designee

Date

16. The above detail is important to allow the SaLe Committee to determine academic purpose and to permit the President to implement his/her rights under CBA Article XVIII, A.

(All materials submitted herewith shall become part of the applicant's official personnel file under CBA Article XIII.)

Appendix 1

SABBATICAL and LEAVE APPLICATION FORM: BUDGET FORM

If your Sabbatical project depends on additional funding beyond the award of the Sabbatical itself, please indicate sources and amounts below.

Project Budget	Personal Contribution	Department/ College Contribution	Other Funding Sources Specify:	Totals
1. Personnel				
Faculty				0
Student Worker				0
Benefits				0
Subtotal (Personnel)	0	0	0	0
2. Operating Expenses				
Equipment/material (itemize)				0
Office Supplies				0
Photocopying/printing				0
Travel				0
Lodging				0
Other (specify) : Cardiobatch program:			Donated by Dr. Holochwost	N/A
Consultant : Dr. Steven Holochwost			Donated by Dr. Holochwost	N/A
Subtotal (Operating Expenses)	0	0	0	0
Total Project Amount	0	0	0	0

Budget Justification. Provide an explanation of up to one (1) page for all expenses listed in the project budget. Show how particular amounts were calculated. Expenses should be clearly linked to project goals and outcomes.

Dr. Steven Holochwost will provide training in statistical growth mixture modeling as well as in multisystemic neurophysiological function and specifically cardiac analysis, using the Cardiobatch program, and will provide a copy of this program to be used on an existing computer in my lab (please see his attached letter of support). All other materials needed are existing ones in my lab (e.g., laptop and other data entry (e.g., Excel) and statistical programs (e.g., SPSS, MPlus)).

August 31, 2022

To Whom It May Concern:

I write to enthusiastically support Dr. Ellie Brown's application for sabbatical leave in academic year 2023-24. Dr. Brown's proposed project focuses on the impact of the pandemic on children's multisystemic neurophysiological function and the potential for music and arts-based interventions to alleviate this impact. Understanding the neurophysiological impact of the pandemic on this generation of children and forecasting the implications for their cognitive, social-emotional, and physical health across the coming years is a pressing concern for our nation and for the field of psychology. Dr. Brown is the only scholar I know of who has data on children's multisystemic neurophysiological function in the context of Head Start preschool before and during this pandemic, and as such is uniquely positioned to contribute meaningfully to conversations about how to support this generation of children. Moreover, as a leading scholar on arts-based interventions, she is well positioned to consider whether music and arts-based interventions may play help to build on family and community strengths and promote wellbeing for children who have faced this pandemic, in addition to experiences of poverty and racism.

I would be deeply honored to collaborate with Dr. Brown on this project including by providing her with training in multisystemic neurophysiological function and the analysis of cardiac data, supporting her development of a cardiac training station that can be used by her future students, helping her to analyze cardiac data and combine this with neuroendocrine data she has collected to support understanding the contribution of the pandemic to allostatic load or toll on physiological systems that respond to stress, how family processes may mediate or moderate effects, and how arts-based interventions may help to alleviate the impact for young children attending Head Start preschools. I am prepared to work with Dr. Brown for the equivalent of one week of intensive training in the Fall of 2023 as well as to meet with her regularly to offer ongoing support for and collaboration around this project through its completion.

I am Associate Professor in the Department of Psychology at Lehman College of the City University of New York, where I direct the Regulation, Education, and Neuroscience (ReNeu) Lab and co-direct the Research on Advancing Equity via the Arts in Children (REACH) Lab, a National Endowment for the Arts Research Lab for which Dr. Brown is a co-director. I have served as Principal Investigator or co-Principal Investigator on over twenty-five research and evaluation studies. My research in early child development examines the effects of environment, and particularly poverty and parenting, on voluntary forms of self-regulation (e.g., executive functions) and the involuntary activity of neurophysiological systems that support self-regulatory abilities. I study how sociodemographic risk adversely impacts child development, and how educational programs that expand opportunities for children can mitigate those effects. The proposed collaboration with Dr. Brown would draw upon these areas of interest as well as my expertise in quantitative methods, accumulated through coursework at the University of North Carolina as well subsequent seminars and workshops, and applied in both my basic research and in numerous evaluation studies. In short, I am confident in our ability to complete this project successfully.

I appreciate your consideration of this proposal, which I believe would contribute meaningfully to the field of child psychology. I welcome you to contact me with any questions.

Sincerely,

A handwritten signature in cursive script that reads "Steven J. Holochwost". The signature is written in black ink on a light-colored background.

Steven J. Holochwost
Associate Professor
Department of Psychology
Lehman College
City University of New York
Gillet Hall
250 Bedford Park Blvd. West
Bronx, NY 10468

919-448-7795

steven.holochwost@lehman.cuny.edu

From: Sunil Iyengar <iyengars@arts.gov>
Sent: Wednesday, August 31, 2022 9:57 AM
To: Brown, Eleanor <EBrown@wcupa.edu>
Subject: your sabbatical & the NEA Research Lab at West Chester University

Dear Dr. Brown:

Thank you for meeting with us yesterday to discuss the progress of the NEA Research Lab at West Chester University (REACH, or Research on Equity via the Arts in Childhood). I was pleased to learn that, in applying for a sabbatical leave from West Chester University—to study the adverse impacts of COVID-19 on children’s neurophysiological functioning—you will be paying special attention to how arts programming in preschool might help to reduce these impacts and to promote health and well-being. As you know, the studies you have conducted so far, including those supported with multiple NEA research grants, highlight the promise and significance of the new topic you are undertaking.

In particular, I’d be interested to explore with you and the Lab team how the eventual results of your new proposed research might be reported to a broader public, so that preschool educators, arts practitioners, and policymakers and funders can benefit from this knowledge alongside your other findings, and those of the NEA Research Lab.

Yours sincerely,

Sunil Iyengar

Sunil Iyengar

Director | Office of Research & Analysis
National Endowment for the Arts
400 7th Street SW | Washington DC 20506
iyengars@arts.gov | 202-682-5654 (p) | 202-682-5677 (fax)



Settlement Music School's

Kaleidoscope Preschool Arts Enrichment Program

August 31, 2022

To Whom It May Concern:

I am writing in support of Dr. Ellie Brown's application for sabbatical leave from WCU. As the Director of Early Childhood Programs at Settlement Music School, I have collaborated with Dr. Brown for more than a decade to study the impact of stress and trauma related to poverty and racism and how preschool music, dance, and visual arts programming might help to alleviate this impact.

Dr. Brown's research has been important for understanding the benefits of our preschool programming and for obtaining funding to provide high quality arts integrated programming for children facing economic hardship. Settlement Music School's early childhood programs are a national model for high quality arts integration and Dr. Brown's research is helping us to refine our model so that other programs can implement similar arts programming to benefit young children and their families. I am excited about Dr. Brown's proposal to analyze the impact of the COVID-19 pandemic on young children's neurophysiological functioning and to study how preschool music and arts programming might alleviate this impact to promote wellbeing for this generation of children who have faced collective trauma. This goal is of critical importance for the field of early childhood education as well as the field of psychology. As you can imagine, preschool teachers and staff, as well as children and families have faced extra stressors through this pandemic. For Dr. Brown to analyze data that was collected at our program through the COVID-19 pandemic in order to understand the neurophysiological impact of this pandemic and the possible relief offered by our music and arts-based interventions will be meaningful to the teachers and staff who have supported data collection as well as worked hard to implement high quality preschool programming through this time, and also will be meaningful to parents at our preschool. Moreover, as we refine our model of arts-integrated preschool programming for dissemination, this research will help us to understand the aspects of the programming that are most likely to support overall wellbeing for a generation of children facing not only poverty and systemic racism but also effects of this global pandemic. This information will be of interest to Head Start programs nationally.

I enthusiastically support Dr. Brown's proposal which will benefit our ongoing research and service partnership with WCU. I welcome you to contact me with any questions.

Best Regards,

Tarrell Davis

Tarrell Davis, M.Ed.
Director, Kaleidoscope Early Childhood Program
The Settlement Music School
416 Queen Street
Philadelphia, PA 19147
(215) 320-2670

CURRICULUM VITA

Eleanor D. Brown

ebrown@wcupa.edu

Website:

<https://www.wcupa.edu/sciences-mathematics/psychology/EBResearchLabs/>

Full Professor, Department of Psychology, West Chester University, 2015-present.

Associate Professor, Department of Psychology, West Chester University, 2010-2015.

Assistant Professor, Department of Psychology, West Chester University, 2005-10.

EDUCATION

Brown University Medical School, Providence, RI, 2004-05. Predoctoral Internship Training in Clinical Psychology, Child Clinical Track, Specialization in Early Childhood Mental Health, July 2005.

University of Delaware, Newark, DE, 2000-05. Ph.D. in Psychology, Clinical Concentration, Specialization in Child Development and Children facing Risk, August 2005.

Haverford College, Haverford, PA, 1996-2000. B.A. in Psychology, with a Concentration in Education, May 2000.

LICENSURE

Pennsylvania Licensed Psychologist (PS016551), Pennsylvania State Board of Psychology, 2008-present.

HONORS

Excellence in Community Engaged Teaching Award, WCU, 2021.

Faculty Mentor for Student Research and Creative Activities Poster Awards, 2019, 2021.

Faculty Mentor for College of Sciences and Mathematics Poster Awards, 2019.

Excellence in Academic Advising Award, WCU, 2013, 2017, 2018, 2021.

Spotlight on Research Award, WCU, 2016.

Trustees' Award for Teaching, WCU, 2014.

Alternate for Lindback Distinguished Teaching Award, WCU, 2014.

Office of Service Learning and Volunteer Programs Outstanding Service Award, WCU, 2012.

Women's and Gender Studies Program Recognition of Outstanding Contribution, WCU, 2011.

WCU Nominee for Carnegie Foundation U.S. Professors of the Year Award, WCU, 2009, 2011.

Honors College Outstanding Faculty Recognition, WCU, 2008, 2009.

Office of LGBTQ Services Certificate of Appreciation, WCU, 2008, 2009.

Office of Multicultural Affairs Outstanding Service Award, WCU, 2008.

Visiting Scholar, University of Pennsylvania, Center for Cognitive Therapy, 2006-07.

Legislative Fellowship with Congressman Harold Ford, Jr. of Tennessee, 2002.

University of Delaware Competitive Graduate Fellowship, 2002-03, 2003-04.

University of Delaware Teaching Assistantship, 2000-01, 2001-02.

Magna cum Laude, Haverford College, 2000.

Phi Beta Kappa, Haverford College, 1999.

GRANT AWARDS

Primary Investigator (PI) for External Research Grants

Research on Equity via the Arts in Early Childhood (REACH) National Endowment for the Arts Research Labs Cooperative Award, (PI, \$149,000), 2021-23.

Psychologists HEAL Racism (Co-PI, \$5,000) APPIC Call to Action on Equity, Inclusion, Diversity, Justice, and Social Responsivity award, 2021.

The Art of Early Childhood Education (PI, \$250,000) Settlement Music School Research Grant, 2022-2029.

Questioning Creativity and Calm (PI, \$85,000) National Endowment for the Arts Research Grant, 2019-22.

Evaluation of Music Education Pathways (MEP) Program (PI, \$50,000), Research Grant Funded by the William Penn Foundation and Settlement Music School, 2017-19.

Evaluation of Music Education Pathways (MEP) Program (PI, \$144,000), Research Grant Funded by the William Penn Foundation and Settlement Music School, 2014-17.

Daily Poverty-Related Stress, Brandywine Communications Technologies Research Grant (PI, \$164,000), 2014-20.

Can Arts Get Under the Skin? National Endowment for the Arts Research Grant (PI, \$25,000), 2013-15.

TEACHING AND FULFILLMENT OF PROFESSIONAL RESPONSIBILITIES

<p>Courses I have taught at WCU (2005-present):</p> <p>PSY215 Liberation Psychology PSY362 History and Systems of Psychology PSY365 Psychology of Women (W) PSY375 Abnormal Psychology PSY410 Research in Psychology PSY441 Field Experience in Psychology I PSY442 Field Experience in Psychology II PSY448 Field Experience in Psychology III (J) PSY449 Field Experience in Psychology IV (J) PSY510 Research in Psychology PSY544 Intelligence Testing PSY565 Psychology of Women PSY600 Research Report PSY610 Thesis PSY781 Ecological Contexts of Trauma PSY800 Dissertation</p>	<p>Courses I have helped to develop at WCU:</p> <p>PSY/RUX 215 Liberation Psychology (2019) PSY761 Infant Mental Health (2016) PSY781 Ecological Contexts of Trauma (2016) YES250 Intro to Youth and Urban Community Work (2012) PSY510 Research in Psychology (2012) PSY120 Multicultural Psychology (2009) PSY448/449-J Field Experience in Psychology (2007)</p> <p>Programs I have helped to develop at WCU:</p> <p>Youth Empowerment and Urban Studies (2012) Psychology PsyD (2015) Rustin Urban Community Change Axis (2020)</p> <p>Other official teaching-related roles at WCU:</p> <p>Psych Assessment Coordinator (S11- S17) Psych Undergrad and Grad Advisor (F05-present)</p>
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CONTINUING SCHOLARLY GROWTH

Current Research Positions

Co-Director for Research on Equity in the Arts in Childhood (REACH), WCU, 2020-present.

Director of Early Childhood Cognition and Emotions Lab (ECCEL), WCU, 2005-present.

Selected Scholarly Works

(WCU Students *Italicized*)

- Brown, E.D., Weaver, Z., Streich, M., Shivde, G., & Garnett, M.L.** (2023). Cortisol across preschool day relates to teacher ratings of executive functioning for children facing economic hardship. *Early Childhood Research Quarterly*, 62, 31-40.
- Brown, E.D., Blumenthal, M.A., & Allen, A.A.** (2022). The sound of self-regulation: Music program relates to an advantage for children at risk. *Early Childhood Research Quarterly*. DOI: 10.1016/j.ecresq.2022.01.002
- Holochwost, S.J., Gomes, L.A., Propper, C.B., **Brown, E.D.**, & Iruka, I.U. (2021). Childcare policy as an antipoverty strategy: The need to address neurophysiological self-regulation. *Policy Insights from the Behavioral and Brain Sciences*, 208-216. DOI:10.1177/23727322211031579
- Brown, E.D.**, Holochwost, S.J., Laurenceau, J.P., *Garnett, M.L., Anderson, K.E.* (2021). Deconstructing cumulative risk: Poverty and aspects of instability relate uniquely to young children’s basal cortisol. *Child Development*, 92, 1067-1082. <https://doi.org/10.1111/CDEV.13512>
- Holochwost, S.J., Bose, J.H., Stuk, E., *Anderson, K., Brown, E.*, & Palmer Wolf, D. (2021). Planting the

seeds: Orchestral music education as a context for fostering growth mindsets. *Frontiers in Psychology*, 11, 1-10. <https://doi.org/10.3389/fpsyg.2020.586749>

- Brown, E.D.** (2020). The art of early childhood education. *National Association of State Boards of Education (NASBE)'s The Standard*, 20(1), 14-20. <https://www.nasbe.org/the-art-of-early-childhood-education/>
- Kriebel, D.K. & **Brown, E.D.** (2020). Parent teaching, cumulative instability, and school readiness for children attending Head Start preschool. *Early Child Development and Care*, 190(6), 911-920. <https://doi.org/10.1080/03004430.2018.1501563>
- Brown, E.D., Anderson, K., Garnett, M.L., & Hill, E.** (2019). Economic instability and household chaos relate to cortisol for children in poverty. *Journal of Family Psychology* 33(6), 629–639. <https://doi.org/10.1037/fam0000545>
- Brown, E.D., Garnett, M., Velazquez-Martin, B., & Mellor, T.** (2018). The art of Head Start: Intensive arts integration associated with advantage in school readiness for economically disadvantaged children. *Early Childhood Research Quarterly*, 45, 204-214. <https://doi.org/10.1016/j.ecresq.2017.12.002>
- Brown, E.D., Garnett, M., Anderson, K., & Laurenceau, J.P.** (2017). Can the arts get under the skin? Arts and cortisol for economically disadvantaged children. *Child Development*, 88, 1368-1381. <https://doi.org/10.1111/cdev.12652>
- Brown, E.D., Seyler, M.D., & Knorr, A.M., Garnett, M.L., & Laurenceau, J.P.** (2016). Daily poverty-related stress and parents' efforts to help children cope: Associations with child learned helplessness. *Journal of Family Relations*, 65, 591-602. <https://doi.org/10.1111/fare.12217>
- Brown, E.D., Ackerman, B.P., & Moore, C.** (2013). Family adversity and inhibitory control for economically disadvantaged children: Preschool relations and associations with school readiness. *Journal of Family Psychology* 27, 443-452. <https://doi.org/10.1037/a0032886>
- Brown, E.D.** (2013). Cognitive development and approaches to learning. In S. Guilford (Ed.), *Learning from Head Start: A Teachers Guide to School Readiness*. Lanham, MD: Rowman & Littlefield Education.
- Brown, E.D.** (2013). Arts enrichment. In S. Guilford (Ed.), *Learning from Head Start: A Teachers Guide to School Readiness*. Lanham, MD: Rowman & Littlefield Education.
- Brown, E.D.** (2013). Tapping the arts to teach r's: Arts-integrated early childhood education. In L. Cohen & S. Waite-Stupiansky (Eds.). *Advances in Early Education and Care, Vol. 17: Learning Across the Early Childhood Curriculum*. Derby, UK: Emerald Group.
- Brown, E.D., & Sax, K.** (2013). Arts enrichment and preschool emotions for low-income children at risk. *Early Childhood Research Quarterly* 28, 337-346. <http://dx.doi.org/10.1016/j.ecresq.2012.08.002>
- Hyers, L., **Brown, E.D., & Sullivan, J.** (2013). Social stigma. In J. Wright (Ed.) *International Encyclopedia of Social and Behavioral Sciences*. Philadelphia, PA: Elsevier.
- Zeng, G., Boe, E. E., Bulotsky-Shearer, R., Garrett, S. D., Slaughter-Defoe, D., **Brown, E. D., & Lopez, B.** (2013). Integrating U.S. federal efforts to address the multifaceted problems of children: A historical perspective on national education and child mental health policies. *School Mental Health*, 5, 119-131. <https://doi.org/10.1007/s12310-012-9096-7>
- Berhenke, A., Miller, A.L., **Brown, E.D., Seifer, R., & Dickstein, S.** (2011). Observed emotional and behavioral indicators of motivation predict school readiness in Head Start graduates. *Early Childhood Research Quarterly*, 26, 430-441. <https://doi.org/10.1016/j.ecresq.2011.04.001>
- Ackerman, B.P., & **Brown, E.D.** (2011). The ecology of economic disadvantage and children's sleep. In M. El-Sheikh (Ed.), *Sleep and Development: Familial and Socio-Cultural Considerations*. New York: Oxford University Press.
- Brown, E.D., & Ackerman, B.P.** (2011). Contextual risk, maternal negative emotionality, and the negative emotion dysregulation of preschool children from economically disadvantaged families. *Early Education and Development*, 22, 931-944. <https://doi.org/10.1080/10409289.2010.508033>
- Ackerman, B.P., & **Brown, E.D.** (2010). Physical and psychosocial turmoil in the home and cognitive development. In G. Evans and T. Wachs (Eds.), *Chaos and Its Influence on Children's Development: An Ecological Perspective*. Washington, DC: American Psychological Association.
- Brown, E.D., Benedett, B., & Armistead, M.E.** (2010). Preschool arts enrichment and school readiness for

children at risk. *Early Childhood Research Quarterly*, 25, 112-124.
<https://doi.org/10.1016/j.ecresq.2009.07.008>

- Brown, E.D., & Lynn, T.K.** (2010). Daily poverty-related stress and mood for low-income parents, as a function of the presence of a cohabiting partner relationship. *Individual Differences Research*, 8(4), 204-213.
- Brown, E.D.** (2009). Persistence in the face of academic challenge for economically disadvantaged preschool children. *Journal of Early Childhood Research*, 7, 173-184. <https://doi.org/10.1177/1476718X09102650>
- Brown, E.D., & Low, C.** (2008). Chaotic living conditions and sleep problems associated with children's responses to academic challenge. *Journal of Family Psychology*, 22, 920-923.
<https://doi.org/10.1037/a0013652>
- Ackerman, B.P., Izard, C.E., Kobak, R., **Brown, E.D.**, and Smith, C. (2007). The relation between reading problems and internalizing behavior in school for economically disadvantaged children. *Child Development*, 78, 581-596. <https://doi.org/10.1111/j.1467-8624.2007.01015.x>
- Brown, E.D.** (2006). Socioeconomic status. In N. Salkind (Ed.), *Encyclopedia of Human Development*. New York: Sunflower Press.
- Ackerman, B.P., & **Brown, E.D.** (2006). Income poverty, poverty co-factors, and the adjustment of children in school. In R.V. Kail (Ed.), *Advances in Child Development and Behavior*. San Diego, CA: Elsevier.
- Ackerman, B.P., **Brown, E.D.**, & Izard, C.E. (2004). The relations between contextual risk, earned income, and the school adjustment of children from economically disadvantaged families. *Developmental Psychology*, 40, 204-216. <https://doi.org/10.1037/0012-1649.40.2.204>
- Ackerman, B.P., **Brown, E.D.**, & Izard, C.E. (2004). The relations between persistent poverty and contextual risk and children's behavior in elementary school. *Developmental Psychology*, 40, 367-377.
<https://doi.org/10.1037/0012-1649.40.3.367>
- Ackerman, B.P., **Brown, E.**, & Izard, C.E. (2003). Continuity and change in levels of externalizing behavior in school of children from economically disadvantaged families. *Child Development*, 74, 694-704.
<https://doi.org/10.1111/1467-8624.00563>
- Ackerman, B.P., **Brown, E.D.**, Schoff D'Eramo, K., & Izard, C.E. (2002). Maternal relationship instability and the school behavior of children from disadvantaged families. *Developmental Psychology*, 38, 694-709.
<https://doi.org/10.1037//0012-1649.38.5.694>
- Chung, H.L., Brand, R., & **Brown, E.** (2000). Can 12-month-olds use social cues alone in labeling?. In Hollich, G., Hirsh-Pasek, K., & Golinkoff, R. Breaking the language barrier: An emergentist coalition model of word learning. *Monographs of the Society for Research in Child Development*, 65 (Vol. 3, No. 262).

Selected Scholarly Presentations at National and International Conferences (since last sabbatical in 2013):
(WCU Students *Italicized*)

- Brown, E.D.**, Holochwost, S.J., Wolf, D.P., *Malatesta, J.L., Allen, A.A., Garnett, M.L., & Velazquez-Martin, B.* (2021, April). Creative Arts and Child Stress Regulation: Should Teachers Guide or Get out of the Way? Society for Research in Child Development Special Topic Meeting: Learning through Play and Imagination. St Louis, MO.
- Holochwost, S.J., Volpe, V.V., Propper, C.B., Mills-Koonce, W.R., **Brown, E.D.**, & Jaffee, S.R. (2021, November). A Developmental Perspective on Allostatic Load. International Society for Developmental Psychobiology, Virtual due to COVID-19.
- Brown, E.D.**, *Varnell, S., Velazquez-Martin, B., & Garnett, M.L.* (April, 2021). Music Education Program Relates to Social-Emotional Growth for Children Facing Economic Hardship. American Educational Research Association Annual Meeting, Virtual due to COVID-19.
- Brown, E.D.**, *Ippolito, P., Garnett, M.L., & Chang, J.* (April, 2021). Does Skin Color our Judgments? Experimental Study of Implicit Bias and Ratings of Child Behavior. Society for Research in Child Development Biennial Meeting, Virtual due to COVID-19.
- Brown, E.D.**, *Shokunbi, F., & Garnett, M.L.* (April, 2021). Playtime and Bedtime Relate to Cortisol Levels for Young Children Facing Poverty-Related Stress. Society for Research in Child Development Biennial Meeting, Virtual due to COVID-19.

- Brown, E.D., Varnell, S., Velazquez-Martin, B., & Garnett, M.L.** (April, 2021). Music Education Program Relates to Social-Emotional Growth for Children Facing Economic Hardship. Society for Research in Child Development Biennial Meeting, Virtual due to COVID-19.
- Brown, E.D., Weaver, Z., Garnett, M.L., Streich, M., and Shivde, G.** (April, 2021). Cortisol Levels Relate to Executive Functioning in the Classroom for Children Attending Head Start Preschool. Society for Research in Child Development Biennial Meeting, Virtual due to COVID-19.
- Brown, E.D., Wolfe, B., Valdez, K., Miller, S., & Mosley, K.,** (March, 2021). Want to Change Perspectives on Social Justice? Academic Courses Matter, but Social Movements may Matter More. Association for Women in Psychology Annual Meeting, Virtual due to COVID-19.
- Brown, E.D., Blumenthal, M., Weaver, Z., Mosley, K., Allen, A., McQuade, D., Oberholtzer, A., & Redmond, J.** (2019, October). Learning with Music: Early Childhood Program Associated with Advantage in Self Regulation. Mason Arts Research Conference, Fairfax, VA.
- Brown, E.D., Guzi, C., Garnett, M., Valdez, K., Mosley, K., & Bakayoko, F.** (2019, March). Daily poverty-related stress predicts change in emotion regulation for children attending Head Start preschool. Society for Research in Child Development Biennial Meeting, Baltimore, MD.
- Brown, E.D., Malatesta, J., Garnett, M.L., Weaver, Z. & Laurenceau, J.P.** (2019, March). Arts-integrated preschool relates to lower cortisol for children at risk via poverty. Society for Research in Child Development Biennial Meeting, Baltimore, MD.
- Kriebel, D.K., **Brown, E.D., & Menon, A.P.** (2019, March). Parents' implicit theories of intelligence and children's response to academic challenge in economically disadvantaged families. Society for Research in Child Development Biennial Meeting, Baltimore, MD.
- Brown, E.D., Garnett, M.L., Burlew, L., Ippolito, P., & Beiling, J., Mitsuzuka, M., & Di Stefano, A.** (2016, October). Stereotypes about boys of color: Information about race/ethnicity and socioeconomic status biases ratings of boys' behavior. Society for Research in Child Development Special Topics Meeting on Boys and Men of Color. Tampa, FL.
- Brown, E.D.** (2015, March). The art of child emotion regulation (Chair). Society for Research in Child Development Biennial Meeting, Philadelphia, PA.
- Brown, E.D., Garnett, M., Anderson, K., Holochwost, S., Ackerman, B., & Laurenceau, J.** (2015, March). Income poverty, instability, and cortisol for young children. Society for Research in Child Development Biennial Meeting, Philadelphia, PA.
- Brown, E.D., Garnett, M., Anderson, K., & Laurenceau, J.** (2015, March). Can the arts get under the skin? Society for Research in Child Development Biennial Meeting, Philadelphia, PA.
- Kriebel, D.K., **Brown, E.D., Iulanetti, A., Rickert, K., Garnett, M., & Velazquez-Martin, B.** (2014, August). Cumulative risk and caregiver behavior during two learning tasks. American Psychological Association Annual Convention, Washington, DC.
- Brown, E.D., Brown, G.B., Garnett, M.L., Velazquez-Martin, B., Anderson, K., & Larson, M.** (2014, July). For crying out loud: An intervention to support children across the transition to Head Start. Head Start National Research Conference, Washington, DC.
- Brown, E.D., Velazquez-Martin, B., Garnett, M.L., DAVIS, T., Morris, S., Menon, A., Rabenau, Q., Roman, A.** (2014, July). Arts integration associated with advantages in emotion regulation and school readiness for children attending Head Start preschool. Head Start National Research Conference, Washington, DC.
- Brown, E.D., Brown, G.B., Garnett, M.L., Velazquez-Martin, B., Anderson, K., & Larson, M.** (2014, April). For crying out loud: An intervention to support children across the transition to Head Start Society for Research in Child Development Themed Meeting on Strengthening Connections Among Child and Family Research, Policy and Practice, Alexandria, VA.
- Brown, E.D., DeGrace, A., Garnett, M.L., & Anderson, K.** (2014, April). Young children's crying in daycare: Daycare staff responses and relations to cortisol. Society for Research in Child Development Themed Meeting on Strengthening Connections Among Child and Family Research, Policy and Practice, Alexandria, VA.

SELECTED PROFESSIONAL SERVICE (SINCE LAST SABBATICAL IN 2013 is HIGHLIGHTED)

Professional Service to WCU Psychology Department

Department Tenure and Promotion Committee, 2020-present, Chair, 2021-present.
Ad Hoc Psychology Committee for Dowdy Diversity and Inclusion Scholars Program, 2020.
Ad Hoc Diversity, Inclusion, and Equity Committee, Member, 2019-21.
Evaluation Committee Chair for Dr. Maggie King, 2021-22.
Evaluation Committee Chair for Dr. Paula Boulware-Brown, 2020-22.
Evaluation Committee Chair for Dr. Lauren Napolitano, 2019-20.
Evaluation Committee Chair for Dr. Linda Filetti, 2018-19.
Evaluation Committee Chair for Dr. Stevie Grasseti, 2018-present.
Evaluation Committee Chair for Dr. Lia O'Brien, 2017-22.
PsyD Program Committee, Member, 2015-present.
Diversity, Inclusion, and Equity Subcommittee Member 2019-present.
Co-facilitator of Psychologists HEAL Racism, 2020-22.
PsyD Comprehensive Exam Committee, Alternate, 2018-20.
Student Learning Outcomes Assessment Committee, Member 2008-11, Chair, 2011-17, General MS Program Representative, 2017-present.
Graduate Curriculum Committee, Member, 2008-2020.
Evaluation Committee for Dr. Janet Chang, Member, 2016-19.
Evaluation Committee for Dr. Erin Hill, Member, 2013-18, 2020-22.
Student Awards Committee, Member, 2014-17.
Faculty Selection Committee, Member, 2013-14, Chair, 2014-17, Member 2020-present.
Ad Hoc Space Allocation Committee, Member, 2013-16.
Undergraduate Curriculum Committee, Chair, 2011-14.
Evaluation Committee for Dr. Sandra Kerr, Member, 2011-12.
Elections Committee, Member, 2008-11.
Ad Hoc Strategic Planning Committee, Member, 2008.
Psi Chi Honor Society, West Chester University Chapter, Advisor, 2007-08.
Grade Appeals Committee, Alternate Member, 2005-08.
Student Life Committee, Member, 2005-07.

Professional Service to WCU Rustin Urban Community Change Axis (RUCCAS) Program

Advisory Board Member, 2016-present.
Undergraduate Committee Member, 2017-present.

Professional Service to WCU Youth Empowerment and Urban Studies (YES) Program

Advisory Board Member, 2011-16.
Invited Consultation and Guest Lectures for YES250, 2010-16.

Professional Service to WCU Women's and Gender Studies Program

Assessment Committee, Member, 2007-16.
Steering Committee, Member, 2006-16.
Ad Hoc Committee on Sexual Misconduct, Member, 2013-16.
Evaluation Committee for Dr. Eli DeHope, 2010-11, 2015-16.
Evaluation Committee for Dr. E. Simon Ruchti, 2012-14.

Professional Service to WCU College of Arts and Sciences

CAS Support and Development Awards Committee, 2009-12.
CAS Recruitment Committee, College of Arts and Sciences, 2008-12.

Professional Service to WCU at the University Level

United to End Racism@WCU- WCU, Facilitator, 2015-present.

Campus Climate Intervention Team (CCIT), Faculty Representative, 2014-present.
Service Learning Faculty Work Group, Member, 2007-present.
Psychology Club, Co-Advisor, 2005-07, Advisor, 2007-present.
Faculty Mentor, Minority Student Mentoring Program, 2006-12, 2014-16.
Ad Hoc Committee on Chief Diversity and Inclusion Officer (CDIO), 2016-17.
Faculty Senate, Ex Officio Executive Committee Member, 2015-2018, Senate Liaison to Council of Trustees, 2014-17, Senate Liaison to President's Cabinet, 2014-2016, Immediate Past President, 2014-15, President, 2012-14, Vice President, 2011-12, Recording Secretary, 2010-11, At Large Executive Committee Member, 2009-10, Chair of Student Welfare Committee, 2006-12, CAS Representative 2006-18.
Mental Health Awareness Committee, Member, 2008-13.
West Chester University CARES (Campus Allies Regarding Emotions of Students), Co-Founder and Facilitator, 2008-12.
Member, Threat Assessment Team Training Committee, 2007-12.
Director of Social Equity Search Committee, Member, 2010-11.
Ratings Criteria Panel for Student Ratings of Instruction Committee, Panelist, 2008.
LASO High School Leadership Conference, Presenter, 2008.

Professional Service to Field of Psychology

Research Advisor, Be An #Artshero, 2020-present.
Research Advisor, PBS Kids®, 2019-20.
Research Advisor, Carnegie Hall Lullaby Project, 2019-present.
Research Advisor, Play on Philly, 2019-present.
Research Advisor, van Leer Foundation, 2019-20.
Research Advisor, Mason Arts Research Center, George Mason University, 2018-present.
Research Advisor, Burke Foundation, 2018-19.
Research Advisor, Philadelphia Orchestra, 2018-19.
Reviewer, Society for Research in Child Development Biennial Meeting, 2018.
Research Advisor, Sesame Workshop and PNC Grow Up Great®, 2017-present.
Invited Member, Arts and Pre-K Advisory, Greater Philadelphia Cultural Alliance, Philadelphia, PA, 2016-19.
Reviewer, National Research Conference on Early Childhood, Washington, DC, 2017-18.
Review Panelist, Research: Art Works Grants, National Endowment for the Arts, Washington, DC, 2013-14.
Co-President, Philadelphia Chapter, Association for Psychology of Women (AWP), 2011-present.
Co-Chair, International Conference, Association for Women in Psychology (AWP), Philadelphia, PA, 2010-211.
Reviewer for Scholarly Journals Including: *Developmental Cognitive Neuroscience*, *Child Development*, *Developmental Psychology*, *Development and Psychopathology*, *Family Relations*, *Journal of Family Psychology*, *Applied Developmental Psychology*, *Applied Developmental Science*, *Social Development*, *Early Childhood Research Quarterly*, *Journal of Marriage and the Family*, *Preventing Chronic Disease*, and *Psychology, Health, and Medicine*, 2005-present.
Member in Professional Societies Including: American Psychological Association, American Research in Education Association, Association for Women in Psychology, Society for Research in Child Development

POPULAR PRESS HIGHLIGHTS

Example TV clips

WFMZ: Arts programs lower stress levels

<http://www.wfmz.com/features/positive-parenting/positive-parenting-arts-programs-lower-stress-levels/629616388>

WPSD: The arts as therapy

<http://www.wpsdlocal6.com/2017/10/12/the-arts-as-therapy/>

Radio Features

NPR: Voices in the Family

<https://www.npr.org/podcasts/381444688/voices-in-the-family>

WHYY: Arts classes may help relieve stress in kids from poor neighborhoods

<https://whyy.org/articles/arts-classes-may-help-reliev-stress-in-kids-from-poor-neighborhoods/>

Print and Online News Media

Grid Magazine: Music and dance education offer lifelong skills and opportunities for underserved students

<https://www.gridphilly.com/blog-home/2021/12/31/music-and-dance-education-offer-lifelong-skills-and-opportunities-for-underserved-students>

Chestnut Hill Local: Germantown residents bring music into Philadelphia schools

<https://www.chestnuthilllocal.com/stories/germantown-residents-bring-music-into-philadelphia-schools,21797>

K-12 Dive: Researchers find more reasons why the arts are good for young children

<https://www.k12dive.com/news/pre-to-3-researchers-find-more-reasons-why-the-arts-are-good-for-young-chi/541341/>

Pacific Standard: Arts rich preschool readies kids for learning

<https://psmag.com/education/arts-rich-preschool-readies-kids-for-learning>

Pacific Standard: Arts education reduces the stress level of low-income students

<https://psmag.com/news/arts-education-reduces-stress-level-of-low-income-students#.wv37zxnwl>

Pacific Standard: Arts heavy preschool helps children grow emotionally

<https://psmag.com/education/arts-heavy-preschool-helps-children-grow-emotionally-46404>

Philadelphia Inquirer: Closing in on proof of arts value to kids

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