

**Ball State University
College of Health
2022-2023**

1. **Name:** Matt Moore, Ph.D., MSW

2. **Department, Rank, Year of Appointment:**

Department of Social Work, Full-time Non-Tenure Line Faculty, Ball State University, 2014-2015
 Department of Social Work, Assistant Professor, Ball State University, 2015-Present
 Department of Social Work, BSW Program Director, Ball State University 2018-2021
 Department of Social Work, Associate Professor, Ball State University, 2021-Present
 Department of Social Work, Department Chair, Ball State University 2021-Present

3. **Education**

Ph.D.	March 2015	Indiana University	Major: Social Work	Minor: Physical Education
MSW	June 2011	Indiana University	Major: Social Work	Concentration: Leadership
BA	May 2006	Hanover College	Major: Psychology	Major: Philosophy

4. **Assigned Time** (load hours for **Fall/Spring/Summer**; completed by faculty)

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Teaching	6/9/0	9/9/0	9/9/6	6/6/3	6/6/6	6/3/6
Research	3/3/0	3/3/0	3/3/0	3/3/0	3/3/0	3/3/0
Administration	0/0/0	0/0/0	0/0/0	3/3/3	3/3/3	3/6/3
Overload	0/0/0	3/0/0	0/0/0	0/0/0	0/0/0	0/0/0
New Faculty Academy	3/0/0	0/0/0	0/0/0	0/0/0	0/0/0	0/0/0
	Year Seven					
Teaching	3/3/3					
Research	3/3/0					
Administration	6/6/6					
Overload	0/0/0					
New Faculty Academy	0/0/0					

5. **Classroom and Clinical Instruction**

5.1 Assigned classes and/or clinical or other practica

- SOCW 100: Introduction to Social Work (face-to-face, online)
- SOCW 220: Social Welfare Policy and Programs I (face-to-face, hybrid, online)
- SOCW 240: Critical Thinking and Professional Writing in Social Work (face-to-face)
- SOCW 320: Social Welfare Policy and Programs II (face-to-face, online)
- SOCW 340: Social Work Research (face-to-face, hybrid, online)
- SOCW 370: Child Welfare I (face-to-face, hybrid, online)
- SOCW 410: Practice IV: Individuals and Families (face-to-face)
- SOCW 430: Macro Social Work Practice II (face-to-face)
- SOCW 460: Field Practicum (face-to-face)
- SOCW 462: Field Seminar (face-to-face)
- SOCW 490: Independent Study

- SOCW 540: Social Work Research (online)
- SOCW 570: Selected Aspects of Social Work (Sport Social Work) (hybrid)
- SOCW 621: Social Welfare Policy and Programs (hybrid)
- SOCW 640: Social Work Practice, Evaluation, and Analysis (hybrid)
- PEP 690: Independent Study (Kinesiology)
- RES 697: Research Paper (Kinesiology)

5.2 Practicum supervision (non-loaded, non-Ball State University).

- Practicum Supervisor for Jakari McDougal, University of Alabama, Fall 2021 – Spring 2022 (128 hours) (Completed)
- Practicum Supervisor for Taty Magana, Ball State University, Fall 2021 (380 hours) (Completed)
- Practicum Supervisor for Elephant Crew (7 students), University of Alabama, Fall 2020 – Spring 2021 (128 hours for each student) (Completed)
- Practicum Supervisor for David Weeks, University of Southern California, Summer 2020 – Spring 2021 (464 hours) (Completed)
- Practicum Supervisor for Howard Magill, University of Southern California, Summer 2020 – Spring 2021 (464 hours) (Completed)
- Practicum Supervisor for Cornisha Cunningham, Indiana Wesleyan University, Summer 2019 – Winter 2019 (400 hours) (Completed)
- Practicum Supervisor for Ashley Green, Troy University, Summer 2019 (400 hours) (Completed)
- Practicum Supervisor for Tiffany Scott, University of Alabama, Spring 2019 (128 hours) (Completed)
- Practicum Supervisor for Cindy Weissmann-Gelb, University of Alabama, Spring 2019 (128 hours) (Completed)
- Practicum Supervisor for Justin Warren, University of Connecticut, Summer 2018 (136 hours) (Completed)
- Practicum Supervisor for Madison Hale, Troy University, Spring/Summer 2018 (440 hours) (Completed)
- Practicum Supervisor for Tamika Rhinehart, University of Southern California, Summer 2017 – Spring 2018 (464 hours) (Completed)

5.3 Master's theses/research papers/creative projects (indicate which and whether chairperson/advisor or member/completed or in-progress. List completed committees first and “in progress” work second)

- Master's Thesis Committee Member for Allyssa Edwards, 2021-2022. *Understanding motivations and barriers in early CrossFit members.* (In Progress)
- Master's Thesis Committee Member for Adam Kroot, 2021-2022. *Advancing peace through resilience and relationships: A phenomenological study of Nigerian coaches' experiences in a sport for development program.* (In Progress)
- Master's Thesis Committee Member for Ronnie Watson, 2021-2022. *The role of identity on student-athlete mental well-being.* (In Progress)
- Master's Thesis Committee Member for Nick Bass, 2021-2022. *Division III athletes' experiences with career transitions: A phenomenological approach.* (Completed)

- Master's Thesis Committee Member for Kayla Hussey, 2020-2021. *Sport as a mechanism for treating childhood trauma*. (Completed)
- Research Paper Chair for Allison Abbe, 2019-2020. *National Association of Intercollegiate Athletics Substance Use and Abuse Survey*. (Completed)
- Master's Thesis Chair for Mariah Sullivan, 2017-2018. *The role of social support in student-athlete behavioral health*. (Completed)

5.4 Doctoral dissertation/project/other (indicate whether chairperson/advisor or member/completed or in-progress. List completed committees first and "in progress" work second)

- Dissertation Member for Andy Schroetter. *African American Concert Spiritual's Place in the Choral Repertoire*. (In Progress)
- Dissertation Member for Michaela Holloway. *Understanding the Lived Experiences of Foster Children: The Role of Counseling Psychology*. (In Progress)
- Dissertation Member for Dena Werner (external reviewer for Yeshiva University). *Athletics and Disabilities are not Mutually Exclusive*. (In Progress)
- Dissertation Member for Richard Weaver (external reviewer for the University of Louisville). *Mental health, development, and identity of student-athletes participating in the National Association of Intercollegiate Athletics*. (Completed)
- Dissertation Member for Mikel McCoy. *The role of student-athletics on high school graduation rates*. (Completed)

5.5 Advisor of student grants and projects

- Honors College Thesis Advisor for Gina Caravaglia, Spring 2023. *Athletic Identity in Field Hockey*. (In Progress)
- Honors College Thesis Advisor for Jessica Kiefor, Spring 2021. *Pandemics and athletics: How COVID-19 affected sport injury rehabilitation*. (Completed)
- Honors College Thesis Advisor for Noel Keith, Spring 2021. *Worker safety in child welfare*. (Completed)
- Honors College Thesis Advisor for Nikki Cardaras, Spring 2019. *Child welfare in film and television*. (Completed)
- Honors College Thesis Advisor for Alicia Yoder, Spring 2016. *Needs assessment: Examining a local domestic violence shelter*. (Completed)
- Independent Study (SOCW 490) Advisor for Katelyn Tracy, Summer 2022, *Legal Aspects of Child Welfare*. (Completed)
- Independent Study (SOCW 490) Advisor for Bronson Westbrook, Spring 2022, *Social advocacy through merchandise*. (Completed)
- Independent Study (SOCW 490) Advisor for Gina Caravaglia, Spring 2022. *Sport social work research*. (Completed)
- Independent Study (SOCW 690) Advisor for Leda Fortier, Fall 2021, *Teaching Assistant for SOCW 240*. (Completed)
- Independent Study (SOCW 690) Advisor for Emily Powers, Spring 2021, *Teaching Assistant for SOCW 240*. (Completed)
- Independent Study (SOCW 490) Advisor for Cheyenne Wims, Spring 2021, *Reaffirmation of a BSW program*. (Completed)

- Independent Study (SOCW 490) Advisor for Megan Grimm, Fall 2020, *Marijuana use amongst college students*. (Completed)
- Independent Study (SOCW 490) Advisor for Danica Fultz, Fall 2020. *Creating a non-profit for human trafficking*. (Completed)
- Independent Study (SOCW 490) Advisor for Alyssa Romack, Fall 2020. *Policy analysis with vulnerable populations*. (Completed)
- Independent Study (SOCW 690) Advisor for Joanna Voors, Spring 2020. *Teaching Assistant for SOCW 370*. (Completed)
- Independent Study (SOCW 490) Advisor for Sydney Finke, Spring 2019. *Researching aspects of sport social work*. (Completed)
- Independent Study (PEP 690) Advisor for Sharon Feld, Spring 2019. *The role of athletic trainers in management of eating disorders*. (Completed)
- Independent Study (SOCW 490) Advisor for Chance Osborne, Fall 2017. *Examining child welfare policy and the court system*. (Completed)
- Independent Study (SOCW 490) Advisor for Zach Allgood, Spring 2017. *Using social media as an advocacy tool and a tool for non-profit growth*. (Completed)
- Independent Study (SOCW 490) Advisor for Haley Reifel, Fall 2016. *Researching the effectiveness of a sport social work certificate (continued research project from Spring 2016)*. (Completed)
- Independent Study (SOCW 490) Advisor for Olivia Boles, Fall 2016. *America's choice: Reviewing the social work values of Hillary Clinton and Donald Trump*. (Completed)
- Independent Study (SOCW 490) Advisor for Alexis Major, Fall 2016. *Improving rates of juvenile recidivism with a social work program*. (Completed)
- Independent Study (SOCW 490) Advisor for Haley Reifel, Spring 2016. *Researching the effectiveness of a sport social work certificate*. (Completed)

5.6 Curriculum and/or new course development that has received university approval

5.6a New course development

- SOCW 240: Critical Thinking and Professional Writing in Social Work (Spring 2020)
- SOCW 570: Selected Aspects of Social Work (Sport Social Work) (Spring 2020)
- SOCW 621: Social Welfare Policies and Programs (Summer 2019)

5.6b Major course revision

- SOCW 220: Social Welfare Policy and Programs I (Fall 2017)
- SOCW 320: Social Welfare Policy and Programs II (Fall 2018)
- SOCW 430: Macro Social Work Practice II (Summer 2019)
- SOCW 640: Social Work Practice, Evaluation, and Analysis (Spring 2020)
- SOCW 540: Social Work Research (Summer 2021)

(Continued on Next Page)

5.7 Student ratings - submit ratings for year being evaluated as outlined in each unit's P&T document (include fall, spring, and summer classes)

Question	SOCW 621 Spring 2022 (Section 1)
Response rate/percentage (students)	67% (4)
The course has clear objectives.	5.00
The course is effective in meeting objectives.	5.00
My instructor explains the course objectives clearly.	5.00
This course has assignments related to the objectives of the course.	5.00
This course has a clear grading system.	5.00
This course broadens my perspective and/or knowledge.	5.00
My instructor explains course content clearly.	5.00
My instructor effectively engages me in the learning process.	5.00
My instructor treats me with respect.	5.00
My instructor provides opportunities for students to engage in the learning process.	5.00
My instructor provides me timely feedback.	5.00
My instructor is available for consultation.	5.00
Composite Score	5.00

Question	SOCW 240 Fall 2021 (Section 1)	SOCW 540 Summer 2021 (Section 2)	SOCW 640 Summer 2021 (Section 1)	SOCW 240 Spring 2021 (Section 1)
Response rate/percentage (students)	56% (14)	56% (9)	56% (9)	67% (22)
The course has clear objectives.	5.00	5.00	5.00	4.91
The course is effective in meeting objectives.	4.93	4.80	5.00	4.91
My instructor explains the course objectives clearly.	5.00	4.90	4.89	4.95
This course has assignments related to the objectives of the course.	5.00	4.90	5.00	4.95
This course has a clear grading system.	5.00	5.00	5.00	4.95
This course broadens my perspective and/or knowledge.	5.00	5.00	5.00	4.95
My instructor explains course content clearly.	5.00	5.00	4.89	5.00
My instructor effectively engages me in the learning process.	5.00	5.00	4.89	4.95
My instructor treats me with respect.	5.00	5.00	5.00	4.95
My instructor provides opportunities for students to engage in the learning process.	5.00	4.90	5.00	4.95
My instructor provides me timely feedback.	5.00	5.00	5.00	4.95
My instructor is available for consultation.	4.93	5.00	5.00	4.91
Composite Score	4.99	4.96	4.97	4.94

Question	SOCW 340 Fall 2020 (Section 1)	SOCW 640 Fall 2020 (Section 1)	SOCW 570 Summer 2020 (Section 1)	SOCW 640 Summer 2020 (Section 1)
Response rate/percentage (students)	44% (8)	55% (10)	43% (3)	60% (12)
The course has clear objectives.	5.00	4.90	5.00	4.83
The course is effective in meeting objectives.	5.00	4.90	5.00	4.83
My instructor explains the course objectives clearly.	5.00	4.90	5.00	4.92
This course has assignments related to the objectives of the course.	5.00	5.00	5.00	4.83
This course has a clear grading system.	5.00	5.00	5.00	4.92
This course broadens my perspective and/or knowledge.	5.00	5.00	5.00	4.83
My instructor explains course content clearly.	5.00	5.00	5.00	4.92
My instructor effectively engages me in the learning process.	5.00	5.00	5.00	5.00
My instructor treats me with respect.	5.00	5.00	5.00	5.00
My instructor provides opportunities for students to engage in the learning process.	5.00	4.90	5.00	5.00
My instructor provides me timely feedback.	5.00	5.00	5.00	5.00
My instructor is available for consultation.	5.00	5.00	5.00	5.00
Composite Score	5.00	4.97	5.00	4.92

Question	SOCW 340 Spring 2020 (Section 1)	SOCW 370 Spring 2020 (Section 1)	SOCW 320 Fall 2019 (Section 1)	SOCW 340 Fall 2019 (Section 1)
Response rate/percentage (students)	44% (11)	46% (14)	63% (12)	54% (13)
The course has clear objectives.	4.91	4.86	4.67	4.69
The course is effective in meeting objectives.	4.82	4.93	4.67	4.69
My instructor explains the course objectives clearly.	4.91	4.93	4.58	4.67
This course has assignments related to the objectives of the course.	4.91	4.93	5.00	4.77
This course has a clear grading system.	4.91	4.93	4.92	4.77
This course broadens my perspective and/or knowledge.	4.91	4.93	4.83	4.77
My instructor explains course content clearly.	4.91	4.93	4.83	4.69
My instructor effectively engages me in the learning process.	4.82	4.86	4.67	4.83
My instructor treats me with respect.	4.91	4.86	5.00	4.92
My instructor provides opportunities for students to engage in the learning process.	4.91	4.86	5.00	4.92
My instructor provides me timely feedback.	4.91	4.86	4.92	4.92
My instructor is available for consultation.	4.91	4.93	4.83	4.92
Composite Score	4.90	4.90	4.83	4.80

Question	SOCW 340 Summer 2019 (Section 1)	SOCW 320 Spring 2019 (Section 1)	SOCW 220 Fall 2018 (Section 1)	SOCW 220 Fall 2018 (Section 2)
Response rate/percentage (students)	30% (3)	63% (15)	65% (13)	54% (13)
My instructor explains the course objectives clearly.	5.00	4.87	4.85	5.00
My instructor explains course content clearly.	5.00	4.86	4.85	5.00
My instructor effectively engages me in the learning process.	5.00	4.93	4.69	4.96
My instructor is respectful when I have a question or comment.	5.00	4.93	5.00	5.00
My instructor provides opportunities for students to engage in the learning process.	5.00	5.00	4.85	5.00
My instructor provides timely feedback.	5.00	5.00	5.00	5.00
My instructor is available for consultation.	5.00	5.00	5.00	5.00
The course has clear objectives.	5.00	4.87	4.85	5.00
The course is effective in meeting its objectives.	5.00	4.86	4.85	5.00
This course has assignments related to the objectives of the course.	5.00	4.86	5.00	5.00
The course has a clear grading system.	5.00	4.93	4.92	5.00
This course broadens my perspective and/or knowledge.	5.00	4.93	5.00	5.00
Composite Score	5.00	4.92	4.90	4.99

Question	SOCW 220 Summer 2018 (Section 1)	SOCW 320 Spring 2018 (Section 1)	SOCW 370 Spring 2018 (Section 2)	SOCW 220 Fall 2017 (Section 1)
Response rate/percentage (students)	60% (10)	71% (15)	77% (24)	54% (13)
My instructor explains the course objectives clearly.	5.00	4.87	5.00	4.92
My instructor explains course content clearly.	5.00	4.87	4.96	4.92
My instructor effectively engages me in the learning process.	5.00	4.87	4.92	5.00
My instructor is respectful when I have a question or comment.	5.00	4.87	5.00	5.00
My instructor provides opportunities for students to engage in the learning process.	5.00	4.87	5.00	5.00
My instructor provides timely feedback.	5.00	4.87	5.00	5.00
My instructor is available for consultation.	5.00	4.87	4.96	4.92
The course has clear objectives.	4.83	4.87	4.96	4.92
The course is effective in meeting its objectives.	4.83	4.87	4.92	4.92
This course has assignments related to the objectives of the course.	4.83	4.87	4.92	4.92
The course has a clear grading system.	4.83	4.80	5.00	4.92
This course broadens my perspective and/or knowledge.	4.83	4.87	4.95	4.92
Composite Score	4.93	4.87	4.97	4.95

Question	SOCW 220 Fall 2017 (Section 5)	SOCW 430 Fall 2017 (Section 1)	SOCW 220 Summer 2017 (Online)	SOCW 320 Spring 2017 (Section 1)
Response rate/percentage (students)	42% (10)	58% (15)	29% (2)	68% (17)
My instructor explains the course objectives clearly.	5.00	4.87	5.00	5.00
My instructor explains course content clearly.	5.00	4.80	5.00	5.00
My instructor effectively engages me in the learning process.	4.96	4.93	5.00	5.00
My instructor is respectful when I have a question or comment.	5.00	4.93	5.00	5.00
My instructor provides opportunities for students to engage in the learning process.	5.00	4.93	5.00	5.00
My instructor provides timely feedback.	5.00	4.93	5.00	5.00
My instructor is available for consultation.	5.00	4.93	5.00	5.00
The course has clear objectives.	5.00	5.00	5.00	4.88
The course is effective in meeting its objectives.	5.00	5.00	5.00	4.88
This course has assignments related to the objectives of the course.	5.00	5.00	5.00	4.94
The course has a clear grading system.	5.00	5.00	5.00	4.94
This course broadens my perspective and/or knowledge.	5.00	5.00	5.00	4.94
Composite Score	4.99	4.94	5.00	4.97

Question	SOCW 340 Spring 2017 (Section 2)	SOCW 220 Fall 2016 (Section 1)	SOCW 220 Fall 2016 (Section 2)	SOCW 320 Fall 2016 (Section 1)
Response rate/percentage (students)	63% (17)	68% (11)	52% (14)	71% (20)
My instructor explains the course objectives clearly.	4.94	5.00	5.00	4.90
My instructor explains course content clearly.	5.00	5.00	5.00	4.85
My instructor effectively engages me in the learning process.	5.00	5.00	5.00	4.95
My instructor is respectful when I have a question or comment.	5.00	5.00	5.00	4.95
My instructor provides opportunities for students to engage in the learning process.	4.94	5.00	5.00	4.90
My instructor provides timely feedback.	5.00	5.00	5.00	4.95
My instructor is available for consultation.	5.00	5.00	5.00	5.00
The course has clear objectives.	4.94	5.00	4.93	4.90
The course is effective in meeting its objectives.	5.00	5.00	4.93	4.95
This course has assignments related to the objectives of the course.	5.00	5.00	4.93	4.95
The course has a clear grading system.	5.00	5.00	4.93	4.95
This course broadens my perspective and/or knowledge.	5.00	4.91	4.93	4.90
Composite Score	4.99	4.99	4.97	4.93

Question	SOCW 220 Spring 2016 (Section 1)	SOCW 340 Spring 2016 (Section 2)	SOCW 220 Fall 2015 (Section 1)	SOCW 410 Fall 2015 (Section 2)
Response rate/percentage (students)	39% (10)	70% (19)	70% (13)	86% (19)
My instructor explains the course objectives clearly.	4.90	4.90	4.84	4.68
My instructor explains course content clearly.	4.90	4.84	4.77	4.74
My instructor effectively engages me in the learning process.	4.90	4.90	4.77	4.84
My instructor is respectful when I have a question or comment.	4.90	4.90	5.00	4.74
My instructor provides opportunities for students to engage in the learning process.	4.90	4.90	4.92	4.74
My instructor provides timely feedback.	4.80	4.83	4.92	4.79
My instructor is available for consultation.	4.89	4.84	4.62	4.63
The course has clear objectives.	4.89	4.74	4.53	4.63
The course is effective in meeting its objectives.	4.89	4.90	4.85	4.74
This course has assignments related to the objectives of the course.	4.89	4.90	4.85	4.79
The course has a clear grading system.	4.89	4.90	4.77	4.84
This course broadens my perspective and/or knowledge.	4.89	4.79	4.85	4.84
Composite Score	4.89	4.86	4.81	4.75

5.8 Peer evaluations of teaching (if applicable)

- Spring 2017 – Professor Adrienne Newman evaluated my SOCW 340 Social Work Research course. Composite Score = 7.0/7.0
- Spring 2015 – Dr. Greta Slater evaluated my SOCW 220 Social Welfare Policy course. Composite Score = 6.9/7.0
- Spring 2015 – Professor Shannon Staton evaluated my SOCW 220 Social Welfare Policy course. Composite Score = 7.0/7.0

5.9 Administrative evaluation of teaching (if applicable)

- Spring 2018 – Dr. Glenn Stone evaluated my SOCW 370 Child Welfare course. Composite Score = 7.0/7.0
- Spring 2017 – Dr. Glenn Stone evaluated my SOCW 340 Social Work Research course. Composite Score = 6.9/7.0

5.10 Workshops/activities related to improvement and/or enhancement of teaching (completed only)

- Mediator Training (Fall 2021 – Spring 2022) – Professional training on professional mediation. This included 24 hours of training and the willingness to serve as a mediator for the campus and Muncie community.
- Skills Infusion Program (Spring 2020) – Professional development experience that focused on reviewing course syllabi, mapping course outcomes, and helping students articulate transferable skills through a series of workshops around the NACE competencies. I used this experience to create SOCW 240.
- Teaching a Blended Course – Certificate Program offered by Ball State University (July 2017). This program required 40 hours of time and emphasized the HyFlex Model.
- New Faculty Academy: A member of the first New Faculty Academy at Ball State University (September 2016 – December 2016). New Faculty Academy met for 2-3 hours per week during the Fall 2015 semester.

5.11 Workshops taught

- Non-Profit Management – ContinuED webinar, Spring 2021
- Introduction to Sport Social Work – ContinuED webinar, Summer 2020
- Organized a CEU event for the Department of Social Work on Sport Social Work on October 10, 2019. This event had 25 attendees.
- Introduction to Sport Social Work Policy – Alliance of Social Workers in Sports: Sport Social Work Certificate Program. This course is four weeks in length and meets for four hours a week. I taught this course in the Fall 2018, Spring 2019, Fall 2019, Spring 2020, Spring 2021, and Spring 2022. There was a total of 70 students across all sections.

5.12 Portfolio

- None

5.13 Immersive Learning, Service Learning, Entrepreneurial Learning, etc.

- Immersive Learning Course – SOCW 430: Macro Social Work Practice II (Community Partner – Student-Athlete Mental Health Initiative, SAMHI, Canada). There were two deliverables associated with this Immersive Learning Project. (1) The creation of three webinars focusing on the wellness and mental health of student-athletes (<https://www.aswis.org/webinars>). (2) Assist SAMHI with financial and resource development. This was done through the preparation of an appropriate grant and creating a sustainability plan for future funding. The class met all of these deliverables.

5.14 Other teaching related activities

- Interactive Learning Space Initiative (ILS) (2015 – 2022) – I was selected as a member of ILS Cohort 4. Several of my SOCW 220 (Spring 2016, Fall 2017, Fall 2018), SOCW 320 (Fall 2016, Spring 2017, Spring 2018, Spring 2019, Fall 2019), SOCW 370 (Spring 2018), and SOCW 621 (Spring 2022) courses occurred in these spaces. I attend monthly ILS faculty development meetings and served as a mentor for ILS faculty from Cohorts 5 and 6. Participation in the ILS also came with a \$1,000 travel grant for both the 2016 and 2017 calendar years.
- Interactive Learning Space Hybrid Initiative (2017) – I worked with the Division of Online and Strategic Learning on HyFlex course formats utilizing our Interactive Learning Spaces on campus. Participation in this initiative came with a \$1,000 stipend for the Summer of 2017. I taught my SOCW 220 course in a HyFlex format using an Interactive Learning Space in Fall 2017.
- Interactive Technology (2017 – 2019) – I worked with representatives from the Division of Online and Strategic Learning as a primary faculty member piloting new interactive technology.
- Truman Scholarship (2017 – Present) – I review and edit policy proposals submitted by our Truman Scholarship applicants at Ball State University. I meet with 3-5 students each year to provide mentorship and policy support.
- Iron Chef Pedagogy Competition (Spring 2020) – I led a team of social work faculty members in this teaching competition centered on pedagogical approaches. Our team was the Ball State University champion.
- Legislative Education and Advocacy Day (LEAD) (2016 – 2021) – I was our liaison between the Indiana Chapter of the National Association of Social Workers and the Indiana Statehouse for our LEAD participation. This is where we brought students each year to lobby at the Indiana Statehouse for policies that impact social work clients.

February 17, 2021 (40 students, virtual)

February 20, 2020 (49 students)

February 12, 2019 (69 students)

February 6, 2018 (90 students)

February 8, 2017 (75 students)

February 17, 2016 (80 students)

6. **Scholarship: Research, Creative Endeavors, Professional Development**

*NOTE: List **all** scholarship accomplishments in reverse chronological order. Number current tenure year entries under each scholarship activity, i.e., 6.1a1 then (1) on next line for most recent current tenure year entry and so on. Do not number prior year entries.*

6.1 Publications (*Student Engaged Research)

6.1a1 Refereed articles

- **Moore, M. A.**, Gorczynski, P., & Miller-Aron, C. (in press). Mental health literacy in sport: The role of the social work profession. *Social Work*, 67(3), online.
- **Moore, M. A.**, Reynolds, J. R., Durand, J.*, & Trainor, K. (2022). Mental health literacy of Australian youth sport coaches. *Frontiers in Sport and Active Living*, online.
- Reynolds, J. R., Trainor, K., & **Moore, M. A.** (2022). The influence of COVID 19 upon perceptions of parent identity and role among youth sport spectators. *The Sport Journal*, online.
- **Moore, M. A.**, Reynolds, J. F., Black, A.*, Trainor, K., & Young, S. (2022). Beyond X's and O's: The role of an athletic trainer in supporting disordered eating in college athletes. *Sport Social Work Journal*, 1, 64-77.
- Newman, T. J., Turgeon, S., **Moore, M. A.**, Bean, C., Lee, L., Knuettel, M., & Rahill, C. O. (2022). The dual pandemic: COVID-19, systemic racism, and college student-athletic mental health. *International Journal of Sport and Exercise Psychology*, online.
- **Moore, M. A.**, Blom, L., Califano, K.*, Hussey, K.*, Farello, A.*, Vasiloff, O.*, Gabler, T.*, and Sullivan, M. (2021). Redesigning a youth soccer program: Holistic development to reduce dropout rates. *Child and Adolescent Social Work Journal*, 38, 409-421.
- **Moore, M. A.**, & Abbe, A.* (2021). The National Association of Intercollegiate Athletics substance use and abuse survey. *Journal of Issues in Intercollegiate Athletics*, 14, 95-114.
- **Moore, M. A.**, Vann, S. E.*, & Blake, A.* (2021). Learning from the experiences of collegiate athletes living through a season- or career-ending injury. *Journal of Amateur Sport*, 7(1), 45-63.
- **Moore, M. A.**, & Sullivan, M.* (2020). The impact of sport specialization on the lived experiences of collegiate softball players. *Qualitative Research in Sport, Exercise, and Health*, online.
- **Moore, M. A.**, & Mann, A. (2020). Turning a classroom into the United Nations: Supporting social justice through international collaboration. *International Social Work*, 64(3), 314-324.
- Sullivan, M.*, & **Moore, M. A.**, Blom, L. C., & Slater, G. (2020). Relationship between social support and depressive symptoms in collegiate student athletes. *Journal for the Study of Sports and Athletes in Education*, 14(1), 1-18.
- **Moore, M. A.**, & Mann, A. (2020). Using interactive learning spaces for global diplomacy: Social justice collaboration between US and international students. *Journal of Teaching in Social Work*, 63(2), 1-11.
- Vann, S. E.*, **Moore, M. A.**, Freiburger, K.*, & Johnson, H.* (2018). The end is not the injury: Posttraumatic growth after a sport injury. *Journal of Amateur Sport*, 4(2), 87-102.
- **Moore, M. A.**, Ballesteros, J.*, & Hansen, C.* (2018). The role of social work values in promoting the functioning and well-being of athletes. *Journal of Social Work Values and Ethics*, 15(2), 48-61.

- **Moore, M. A.** (2017). Stepping outside of their comfort zone: Perceptions of seeking psychosocial services amongst college athletes. *Journal of Issues in Intercollegiate Athletics*, Special Issue, 130-144.
- Gill, E., Rowan, D., & **Moore, M. A.** (2017). The role of social work practice, advocacy, and research in college athletics. *Journal of Issues in Intercollegiate Athletics*, Special Issue, 1-10.
- **Moore, M. A.** (2016). Do psychosocial services make the starting line-up? Providing services to college athletes. *Journal of Amateur Sport*, 2(2), 50-74.
- **Moore, M. A.** (2016). Taking a timeout to ensure well-being: Social work involvement in college sports. *Social Work*, 61(3), 267-269.

6.1a2 Refereed articles in press

- Reynolds, J. R., Bates, S., & **Moore, M. A.** (in press). Youth sport spectating among parents during the COVID-19 pandemic. *Journal of Applied Sport Psychology*.
- Kiefor, J. M.*, **Moore, M. A.**, Reynolds, J., & Trainor, K. (in press). Pandemics and athletics: How COVID-19 affected sport injury rehabilitation. *Sport Social Work Journal*.
- **Moore, M. A.**, Kratz, S., Tredinnick, L., Bright, L., & Thatcher, M. (in press). Ending human trafficking in sport: A playbook for forward progress. *Sport Social Work Journal*.

6.1a3 Refereed articles submitted

- Hussey, K.*, Blom, L. C., Huysmans, Z., Voelker, D. K., **Moore, M. A.**, Mulvhill, T. (Submitted). Trauma-informed youth sport: Identifying program characteristics and challenges to advance practice. *Journal of Youth Development*.
- **Moore, M.A.**, Young, S., & Thaller, J. (Submitted). Career readiness: Preparing social work students for entry into the workforce. *Journal of Baccalaureate Social Work*.

6.1b Conference proceedings (if copyrighted, proof of copyright must be provided and pages from the conference proceedings must be submitted)

- None

6.1c Published abstracts (do not include program booklet descriptions)

- **Moore, M. A.** (2015). *Taking a timeout to ensure well-being: Social work involvement in college sports*. Retrieved from ProQuest Digital Dissertations. (3701062)

6.1d Non-refereed articles

- **Moore, M. A.** (2018). *Flashes of light from heaven: A journey of transformation*. Retrieved from <https://www.aswis.org/blog/flashes-of-light-from-heaven-a-journey-of-transformation-by-dr-matt-moore>.

- **Moore, M. A.** (2016). *I lost my identity as an athlete: Now what?* Retrieved from <https://www.aswis.org/post/i-lost-my-identity-as-an-athlete-now-what-by-dr-matt-moore>.

6.1e Books, chapters in books (if chapters, indicate chapter numbers, pages, and titles; indicate publisher, and if refereed or invited)

- Reynolds, J., & **Moore, M. A.** (2022). COVID-19 and the shifting role of parent as youth sport spectator. “Restart” – *Sport after the COVID-19 lockdown*. (Chapter)
- **Moore, M. A.**, & Gummelt, G. (2018). *Sport social work: Promoting the functioning and well-being of college and professional athletes*. San Diego, CA: Cognella. (Book)

6.2 Presentations (posters/papers/symposia presented to professionals within the discipline)
NOTES: Indicate title, organization, location and date for each entry; indicate local, state, regional, national or international for each entry

6.2a Refereed

- Minnick, D., **Moore, M. A.**, Place, J. M., & Thaller, J. (August 2022). Training social work students to utilize Strategic Prevention Framework using an immersive learning course. Presented at the Higher Education Conference, Columbus, OH. (National)
- **Moore, M.A.** (February 2022). I spy implicit curriculum: Assessing the climate of an undergraduate and graduate program. Presented at the Ball State University Provost Summit, Virtual. (Local)
- Reynolds, J., Bates, S., & **Moore, M. A.** (February 2022). Capturing the lived experiences of parent spectators during the COVID-19 pandemic: Implications for sport-based professionals. Presented at the Applied Sport Management Association Conference, Indianapolis, IN. (National)
- **Moore, M. A.** (October 2021). The sport social work needs of Afghanistan. Presented at the 7th Annual Social Work in Sports Symposium, Virtual. (International)
- **Moore, M. A.** (October 2021). The lived experiences of student-athletes and athletic trainers: Implementation of athletic training practices. Presented at the 7th Annual Social Work in Sports Symposium, Virtual. (International)
- Reynolds, J. F., Bates, S., **Moore, M. A.** (October 2021). Parent spectator experiences during the COVID-19 pandemic: Two conceptual models capturing lived experiences. Presented at the 7th Annual Social Work in Sports Symposium, Virtual. (International)
- Aron, C., **Moore, M. A.**, Carter-Francique, A., & Hart, A. (October 2021). Reflections, distortions, and desires: Examining social justice/diversity through the lens’ of leadership, education, and trauma. Presented at the 36th Annual Association of Applied Sport Psychology Conference, Las Vegas, NV. (National)
- Blom, L. C., **Moore, M. A.**, Sullivan, M., Farello, A.*, Vasiloff, O.*, & Califano, K.* (October 2019). Redesigning a youth sport program: Holistic development to reduce dropout rates. Presented at the 34th Annual Association of Applied Sport Psychology Conference, Portland, OR. (National)
- **Moore, M. A.** (October 2019). Redefining success: A partnership between Ball State University, Zionsville Youth Soccer Association, and Indiana Soccer. Presented at the 5th Annual Social Work in Sports Symposium, Denver, CO. (International, Virtual Presentation)

- Feld, S. *, & **Moore, M. A.** (October 2019) Beyond Xs and Os: The role of an athletic trainer in supporting student-athletes with an eating disorder. Presented at the 5th Annual Social Work in Sports Symposium, Denver, CO. (International, Virtual Presentation)
- Weaver, R., & **Moore, M. A.** (April 2019). Sustaining boundaries in college athletics. Presented at the National Association of Intercollegiate Athletics Annual Convention, West Palm Beach, FL. (National)
- **Moore, M. A.** (March 2019). Partnering with international students to promote social welfare policy and peace. Presented at the BPD Annual Conference, Jacksonville, FL. (National)
- **Moore, M. A.**, & Gummelt, G. (November 2018). A word cloud: The spoken experiences of athletes and mental health. Presented at the 4th Annual Social Work in Sports Symposium, Orlando, FL. (National)
- Farello, A. *, Sullivan, M. *, Califano, K. *, Gretton, T. *, Kanan, A. *, **Moore, M. A.**, Blom, L. (September 2018). The 5 C's approach to re-designing a youth soccer academy and promoting positive youth development. Presented at the Applied Sport Psychology Conference, Indianapolis, IN (National).
- Mann, A., & **Moore, M. A.** (June 2018). Using interactive learning spaces for global diplomacy: Social justice collaboration between US and international students. Presented at the International Conference on Learning, Athens, Greece. (International)
- **Moore, M. A.**, & Vann, S. E. * (January 2018). The end is not the injury: Posttraumatic growth after season- or career ending injuries. Presented at the Society for Social Work Research Conference, Washington, D.C. (National)
- Mann, A., & **Moore, M. A.** (November 2017). Cross-departmental interactive learning. Presented at the INTESOL Conference, Indianapolis, IN. (State)
- **Moore, M. A.** (October 2017). Preparing the next generation of sport social workers: Developing education and training approaches. Presented at the 3rd Annual Social Work in Sports Symposium, Dallas, TX. (National)
- **Moore, M. A.** (October 2017). Stepping outside of their comfort zone: Perceptions of seeking behavioral health services amongst college athletes. Presented at the 3rd Annual Social Work in Sports Symposium, Dallas, TX. (National)
- **Moore, M. A.** (October 2017). From injury to resiliency: A social worker's role in helping athletes with a season- or career-ending injury. Presented at the 3rd Annual Social Work in Sports Symposium, Dallas, TX. (National)
- **Moore, M. A.**, & Mann, A. (September 2017). Using interactive learning spaces for global diplomacy: A social justice collaboration between US and international students. Presented at the Transitions Conference, Grand Rapids, MI. (International)
- Miller, C., **Moore, M. A.**, Gill, E., & Gummelt, G. (April 2017). Sexual assault in sport: Examining the layers of betrayal. Presented at the College Sport Research Institute Conference, Columbia, SC. (National)
- **Moore, M. A.**, Gill, E., & Gummelt, G. (March 2017). Sport social workers: Enhancing the well-being and functioning of athletes. Presented at the BPD Annual Conference, New Orleans, LA. (National)
- **Moore, M. A.** (November 2016). Sport social work: A holistic approach to promoting athlete functioning. Presented at the North American Society for the Sociology of Sport Annual Conference, Tampa, FL. (International)
- **Moore, M. A.**, Ballesteros, J. *, Hansen, C. *, & Reifel, H. * (November 2016). The sport social work model: Using social work values and ethics to improve the health and functioning of college athletes. Presented at the 2nd Annual Social Work in Sports Symposium, Atlanta, GA. (National)

- **Moore, M. A.** (June 2016). Teaching undergraduate social welfare policy in an interactive learning space: Using technology to promote inquiry-, team-, and problem-based learning. Presented at Policy Conference 2.0, St. Louis, MO. (National)
- **Moore, M. A.** (June 2016). The athletic social work certificate: Preparing social workers for improving the health and well-being of college athletes. Presented at the International Sport and Society Conference, Honolulu, HI. (International)
- **Moore, M. A.,** Miller, C., Gummelt, G., & Reynolds, J. (April 2016). Advocating for athlete well-being: A panel discussion. Presented at the College Sport Research Institute Conference, Columbia, SC. (National)
- **Moore, M. A.** (April 2016). Promoting athletic competition and well-being through social work practice, education, and research. Presented at the BPD Annual Conference, Dallas, TX. (National)
- **Moore, M. A.** (October 2015). The comfort factor: Barriers preventing college athletes from seeking psychosocial services. Presented at the Council on Social Work Education (CSWE) Annual Programs Meeting, Denver, CO. (National)
- **Moore, M. A.** (October 2015). One person, three perspectives: Examining the psychosocial risks of sport from the mindset of a college athlete, coach, and social worker. Presented at the 1st Annual Social Work in Sports Symposium, Denver, CO. (National)
- **Moore, M. A.,** Betts, R., Harkin-Brinton, C., & Meer, M. (September 2015). Supervision paves the way: Promoting the success of first year social workers through professional mentoring and career development. Presented at the National Association of Social Workers Indiana Chapter Conference, Indianapolis, IN. (State)

6.2b Invited (indicate group inviting)

- **Moore, M. A.,** Monedero, K., Bennett, M. D., & Anderson, B. (March 2022). *Sport social work panel*. Invited by the University of Alabama, Tuscaloosa, AL. (State)
- **Kratz, S., & Moore, M. A.** (October 2021). *Give it to me straight: Mental health and wellness in the athletic arena*. Invited by the Sport for Social Change Network, South Africa. (International)
- **Kratz, S., & Moore, M. A.** (August 2021). The art of listening: Getting better at building strong athletes and teams. Invited by the Sport for Social Change Network, South Africa. (International)
- **Kratz, S., & Moore, M. A.** (June 2021). Feeling great together: Strengthening communication to build better team relationships. Invited by the Sport for Social Change Network, South Africa. (International)
- **Moore, M. A.** (March 2020). Introduction to sport social work. Invited by the Detroit Pistons (National Basketball Association), Detroit, MI. (State)
- **Moore, M. A.** (June 2019). Starting the conversation: Mental health panel. Invited by the National Collegiate Athletic Association, Indianapolis, IN. (National)
- **Moore, M. A.** (June 2019). Athletic injury panel. Invited by the 1 in 4 Project, Chicago, IL. (Regional)
- **Moore, M. A.,** Morrison, M., Jarrett, C., & Seibert, D. (March 2018). What we are already doing. Invited by Ball State University for the Symposium on Resiliency, Muncie, IN. (Local)
- **Moore, M. A.,** Gill, E., & Gummelt, G. (April 2017). Sport social work: Promoting social justice and social change for vulnerable athletes. Invited by the National Association of Social Workers – Alabama Chapter, Tuscaloosa, AL. (State)

- **Moore, M. A.,** Gill, E., & Gummelt, G. (April 2017). The wide world of social work in sports. Invited by the University of Alabama School of Social Work and Department of Athletics, Tuscaloosa, AL. (State)
- **Moore, M. A.** (October 2015). Sports in social work education panel. Invited by the Alliance of Social Workers in Sports, Denver, CO. (National)
- **Moore, M. A.** (April 2015). Taking a timeout to ensure well-being: Social work involvement in college sports. Invited by the National Collegiate Athletic Association, Indianapolis, IN. (National)

6.2c Non-refereed

- None

6.3 Creative activities – computer software, video, film, CD rom, virtual field trip, etc. (Must indicate whether the activity is non-referred, referred, juried, competitive, or invited, as specific in I. 7. 1 to I. 7. 4 in the College of Health P & T document).

6.3a Creative activity completed and disseminated

- Alliance of Social Workers in Sports Website Development – I developed the website for the Alliance of Social Workers in Sports. I also maintain the website to ensure its currency and accuracy. You can view the website at www.aswis.org.

6.3b Creative activity accepted

- None

6.3c Creative activity submitted

- None

6.4 Grants (provide the following for 6.4a (external) and 6.4b (internal) using the format below):

6.4a External submitted

- 22-0276
- HRSA-22-042
- Health Resources and Services Administration (HRSA)
- \$2,931,289
- January 2022
- Submitted
- Recommended for Funding
- June 2027
- Moore, Matt
- Bowman, Sharon, Chan, Yuichung, Kandiah, Jay, Stone, Glenn, and Young, Stephen
- Competitive
- Responded to RFP

- a. 22-0193
- b. G0001799A
- c. Mental Health America of Indiana
- d. \$4,000
- e. January 2022
- f. Funded
- g. Not Applicable
- h. January 2022
- i. Minnick, Dane
- j. Moore, Matt, Place, Jean Marie, Slater, Greta, Thaller, Jonel, and Trainor, Kristin
- k. Competitive
- l. Responded to RFP

- a. 20-0527
- b. RFF 2022-1-1
- c. Indiana Family and Social Services Administration
- d. \$76,120
- e. January 2022
- f. Funded
- g. Not Applicable
- h. July 2024
- i. Minnick, Dane
- j. Moore, Matt, Place, Jean Marie, Slater, Greta, Thaller, Jonel, and Trainor, Kristin
- k. Competitive
- l. Responded to RFP

- a. 22-0239
- b. Not Applicable
- c. Indiana Soccer
- d. \$12,444
- e. December 2021
- f. Funded
- g. Not Applicable
- h. July 2022
- i. Reynolds, Jerry
- j. Moore, Matt
- k. Competitive
- l. Responded to RFP

- a. 20-0527
- b. RFF 2020-1-1
- c. Indiana Family and Social Services Administration
- d. \$174,713
- e. February 2020
- f. Funded
- g. Not Applicable
- h. July 2020
- i. Slater, Greta
- j. Minnick, Dane, Moore, Matt, Place, Jean Maria, and Trainor, Kristin
- k. Competitive
- l. Responded to RFP

- a. 20-0541
 - b. PAS-SINGAPORE-FY20-002
 - c. Department of State
 - d. \$74,996.04
 - e. February 2020
 - f. Unfunded (Cancelled with Postponement of Olympics)
 - g. Not Applicable
 - h. April 2020
 - i. Moore, Matt
 - j. Slater, Greta
 - k. Competitive
 - l. Responded to RFP
-
- a. 19-0594
 - b. United States Soccer Federation
 - c. Zionsville Youth Soccer Association (Learn more about the project [HERE](#))
 - d. \$35,321
 - e. July 2018
 - f. Funded
 - g. Not Applicable
 - h. June 2019 through December 2021
 - i. Blom, Lindsey
 - j. Moore, Matt
 - k. Competitive
 - l. Responded to RFP
-
- a. 17-0347
 - b. Ball State University Athlete Well-being Model
 - c. National Collegiate Athletic Association
 - d. \$23,729
 - e. December 2016
 - f. Unfunded
 - g. Not Applicable
 - h. Not Applicable
 - i. Moore, Matt
 - j. Blom, Lindsey
 - k. Competitive
 - l. Responded to RFP

(continued on next page)

6.4b Internal submitted

- a. Internal Grant – Office of the Provost
 - b. Lily Endowment Indiana Youth Programs on Campus (IYPC)
 - c. Ball State University
 - d. \$219,170
 - e. December 2021
 - f. Funded
 - g. Not Applicable
 - h. Not Applicable
 - i. Stone, Glenn
 - j. Bowman, Sharon, Moore, Matt, Siktberg, Linda, and Tobyas, Justin
 - k. Competitive
 - l. Responded to RFP
-
- a. Internal Grant - Provost for Academic Affairs
 - b. 2020 Summer Assessment Grant
 - c. Ball State University
 - d. \$3,000
 - e. March 2020
 - f. Funded
 - g. Not Applicable
 - h. May 2020
 - i. Moore, Matt
 - j. Gray, Judith and Thaller, Jonel
 - k. Competitive
 - l. Responded to RFP
-
- a. Internal Grant CoH
 - b. The End is Not the Injury: Posttraumatic Growth of Division I Athletes After Season- or Career-Ending Injuries
 - c. Ball State University
 - d. \$1,228
 - e. November 2016
 - f. Funded
 - g. Not Applicable
 - h. January 2017 through June 2017
 - i. Moore, Matt
 - j. None
 - k. Competitive
 - l. Responded to RFP

(continued on next page)

- a. I588-16
- b. The Sport Social Work Model: An Innovative Approach for Improving the Health and Well-being of College Athletes
- c. Ball State University
- d. \$12,360
- e. January 2016
- f. Funded
- g. 162462 700230
- h. August 2016 through April 2017
- i. Moore, Matt
- j. None
- k. Competitive
- l. Responded to RFP

- a. I248-16
- b. The Sport Social Worker: An Innovative Approach to Improving the Health and Well-being of College Athletes
- c. Ball State University
- d. \$3,000
- e. September 2015
- f. Unfunded
- g. Not Applicable
- h. Not Applicable
- i. Moore, Matt
- j. None
- k. Competitive
- l. Responded to RFP

6.5 Contracted profession work/consulting outside the university

- National Association of Intercollegiate Athletics (NAIA) – Substance Use and Abuse Survey (2019-2020) (pro bono)
- Indy Fuel and Junior Fuel – SafeSport Coordination (2019-Present) (pro bono)

6.6 Reviewer/Referee for professional journals, books, chapters in books, etc. (include chapter or book title, journal, date, etc. Do **not** list authors or article titles).

- Reviewer, *Journal of Amateur Sports* (2016 – Present) (7 Reviews)
- Reviewer, *Social Work in Mental Health* (2018 – Present) (2 Reviews)
- Reviewer, *Journal for Study of Sport and Athletes in Education* (2020 – Present) (2 Reviews)
- Reviewer, *Advances in Social Work* (2021 – Present) (1 Review)
- Reviewer, *Journal of Issues in Intercollegiate Athletics* (2021- Present) (1 Review)
- Reviewer, *Social Work* (2021-Present) (1 Review)
- Reviewer, *Social Work Education* (2021-Present) (1 Review)

6.7 Professional growth (documentation not required)

6.7a Post-doctoral work/visiting scholar

- None

6.7b Attendance at professional meeting(s)

- Higher Education Conference, Columbus, OH (August 2022)
- Provost Faculty Summit, Muncie, IN (February 2022, virtual attendance)
- 39th Academic Chairpersons Conference (February 2022, virtual attendance)
- Applied Sport Management Association Conference, Indianapolis, IN (February 2022)
- Social Work in Sports Symposium (October 2021, virtual attendance)
- Association of Applied Sport Psychology Conference (October 2020, virtual attendance)
- Social Work in Sports Symposium (September 2020, virtual attendance)
- Social Work in Sports Symposium, Denver, CO (October 2019, virtual attendance)
- Association of Baccalaureate Program Directors (BPD) Conference, Jacksonville, FL (March 2019)
- Social Work in Sports Symposium, Orlando, FL (November 2018)
- Symposium on Resiliency, Muncie, IN (March 2018)
- Society for Social Work Research Conference, Washington, DC (January 2018)
- Indiana Teachers – English as a Second Language Conference, Indianapolis, IN (November 2017)
- Social Work in Sports Symposium, Dallas, TX (October 2017)
- Transitions Conference, Grand Rapids, MI (September 2017)
- College Sport Research Institute, Columbia, SC (April 2017)
- National Association of Social Workers Alabama Chapter Conference, Tuscaloosa, AL (April 2017)
- Association of Baccalaureate Program Directors (BPD) Conference, New Orleans, LA (March 2017)
- North American Society for the Sociology of Sport, Tampa, FL (November 2016)
- Social Work in Sports Symposium, Atlanta, GA (November 2016)
- Policy Conference 2.0, St. Louis, MO (June 2016)
- International Sport and Society Conference, Honolulu, HI (June 2016)
- College Sport Research Institute, Columbia, SC (April 2016)
- Council on Social Work Education (CSWE) Annual Programs Meeting, Denver, CO (October 2015)
- Social Work in Sports Symposium, Denver, CO (October 2015)
- National Association of Social Workers Indiana Chapter Conference, Indianapolis, IN (September 2015)

6.7c Non-degree study, continuing education

- Sponsored Projects Administration (SPA) Fellows Program (2016 – 2017) – A member of the faculty fellowship program through the Sponsored Projects Administration. During this program, I attended seven monthly classes, authored a sponsor statement, authored a research statement, and authored a concept paper. I also learned advanced skills for searching and submitting grants.

6.8 Other: (i.e., dissertation completed, professional improvement, advanced study, CEUs)

- Mentor for the Teacher-Scholar Program (2022 – Present) – Provide weekly supervision to an undergraduate student on research efforts to advance their educational experience as a student researcher. I've worked with two students to date.

7. **Professional Service**

*NOTE: Professional service activities prior to employment at Ball State **may** be included; professional service activities during employment at Ball State **must** be included.*

7.1 Service to the academic community

7.1a Committee work

7.1a.1 Unit

- Department of Social Work Promotion and Tenure Committee (2021 – Present, Ex-Officio Member)
- Faculty Advisor – Black Student Social Work Association (2020 – 2021)
- Department of Social Work Admissions Committee (2015 – 2021) (Chair, 2017 – 2021)
- BSW Curriculum Committee Meeting (Chair, 2019 – 2021)
- Child Welfare Scholars Committee (2015 – 2017)

7.1a.2 College

- Mid-Career Mentoring Committee (2021 – Present)
- College of Health Tenure-track Advisory Committee (2016 – 2021)
- College of Health Scholarship Committee (2017 – 2020)
- Fisher Institute for Health and Well-being Research Affiliate (2016 – 2021)
- College of Health Integrated Clinic Subcommittee (2016)

7.1a.3 University

- Higher Learning Commission Accreditation Committee (Co-Chair, 2021 – Present)
- Council on the Environment (2022 – Present)
- Committee on Global Engagement (2021 – Present)
- Excellence in Teaching Selection Committee (2019 – Present) (Chair, 2020 – 2022)
- Undergraduate Education Curriculum Committee (2018 – 2020)
- University Senate and Faculty Council (2016 – 2018)

7.1b Administrative work

- Department Chair (2021 – Present) - I serve as the Chief Executive Officer of the Department of Social Work and report directly to the Dean of the College of Health. The Department operates with a collaborative and community-engaged leadership tradition. I guide the University's role in advancing the growth of the social work profession and interprofessional education and practice. Responsibilities include: planning, directing and coordinating the academic, operational, personnel,

budgetary, and student activities of the Department; providing leadership in program development to maintain CSWE accreditation for BSW and MSW programs; promoting excellence in teaching, scholarly productivity or creative endeavors, and service; collaborating with university programs, community agencies, and professional societies; and increasing external funding. I also oversaw the development of our online BSW program, MSW program at Ball State Indy, and a joint MSW/MPA effort.

- BSW Program Director (2018 – 2021) – I provide leadership in the administration, marketing, curriculum planning, and ongoing accreditation process for our BSW Program. I complete leadership and administrative tasks typical for directing an academic program. I coordinate ongoing improvement of the curriculum. I recruit, retain, and manage student progress through the program (e.g., admissions and advising). I foster collaboration with other programs, provide support for course assignments, and promote/market the vision of the BSW Program. I work to maintain program accreditation with the Council on Social Work Education (CSWE) and the Higher Learning Commission (HLC). I also oversee the assessment of our BSW Program through an annual report.

7.1c Advising

- I provided professional advising to 25-35 BSW students from 2017-2021.

7.2 Professional service outside the university (e.g., officer, chair of session, committee member, president, community engaged-activities, etc.)

7.2a Local

- President, Central Indiana Tennis Foundation (2020 – Present)
- Faculty Advisor, Camp Kesem Ball State University (2014 – 2019)
- Board Member, Pearson Automotive Tennis Club (2016 – 2019)

7.2b State/Regional

- Board and Managing Member, United States Tennis Association, Central Indiana Tennis Association (2016 – 2019)

7.2c National

- Immediate Past President, Alliance of Social Workers in Sports (2021 – Present)
- International Committee (Co-Chair), Alliance of Social Workers in Sports (2020 – Present)
- President, Alliance of Social Workers in Sports (2018 – 2020). Please review my accomplishments in this role by visiting https://8697507c-5e2e-42a9-bbfa-582ba4e5b46c.filesusr.com/ugd/01c26b_d0f24849d2ac4d43bc2c069eb65ab525.pdf.
- Research and Education Committee (Co-Chair), Alliance of Social Workers in Sports (2016 – Present)
- Appointed as a Member of the National Collegiate Athletic Association Task Force on Sleep Disorders and Wellness (2017 – 2020)

- Vice President, Alliance of Social Workers in Sports (2016 – 2018)
- Sport Social Work Certificate Program – I co-developed a certificate program for the Alliance of Social Workers in Sports. This is a 12-month professional certificate for social workers interested in working with youth, collegiate, and professional athletes. This is the only sport social work certificate program in the world. Please visit <https://www.aswis.org/sport-social-work-certificate> to learn more about this program approved for 52 CEUs by the National Association of Social Workers.
- Planned and hosted the 2015, 2016, 2017, 2018, 2019, and 2020 Social Work in Sports International Symposium.

6th Annual Social Work in Sports Symposium. (2020). Retrieved from <https://www.aswis.org/2020-symposium>

5th Annual Social Work in Sports Symposium. (2019). Retrieved from <https://www.aswis.org/2019-conference-schedule>.

4th Annual Social Work in Sports Symposium. (2018). Retrieved from <https://www.aswis.org/2018-conference-schedule>.

3rd Annual Social Work in Sports Symposium. (2017). Retrieved from <https://www.aswis.org/2017-conference>.

2nd Annual Social Work in Sports Symposium. (2016). Retrieved from <https://www.aswis.org/2016-conference>.

1st Annual Social Work in Sports Symposium. (2015). Retrieved from <https://www.aswis.org/2015-conference>.

7.2d International

- Affiliated partner with the Sport for Social Change Network (South Africa)

7.3 Editorship, editorial reviewer

- Founding Editor – *Sport Social Work Journal*
- Associate Editor – Special Edition – Social Work in Sports, *Journal of Issues in Intercollegiate Athletics* (2016 – 2017) (<http://csri-jjia.org/category/special-issues/>)

7.4 Accreditation/licensing/board appointments

- None

7.5 Clinical Service Provision (non-teaching)

- None

7.6 Professional memberships

- Member, Baccalaureate Program Directors (2015 – Present)

- Creator and Founding Member, Alliance of Social Work in Sports (2016 – Present)
- Member, Applied Association of Sport Psychologists (2018 – Present)
- Member, Clinical Counseling Sport Psychology Association (2020 – Present)
- Member, Council on Social Work Education (2015 – 2018)

7.7 Professional presentations to community groups

- None

7.8 Professional certifications/licenses (include dates)

- None

7.9 Professional improvement, advanced study

- None

7.10 Other

- None

8. Additional Accomplishments. (List name, organization, level: university/state/national/international)

8.1 Honors

- Finalist for Ball State University – Excellence in Teaching Award (2016)
- Finalist for Ball State University – Outstanding Teaching Award (2022)

8.2 Awards

- Recipient of Ball State University – Excellence in Teaching Award (2017)
- Recipient of Immersive Learning Award (2017), Ball State University, Muncie, IN.
- Excellence in Teaching Award Professional Development and Lecture Series Stipend (\$2,000)
- Recipient of the Ball State University Greek Life Outstanding Professor (2016, 2021)