

# Kalani M. Palmer

## EDUCATION

Doctor of Philosophy in Applied Developmental Psychology, April 2013

University of Pittsburgh, Pittsburgh, PA

Dissertation: Increases in Educational Attainment for Black Women: Implications for Parenting Practices and Beliefs Related to Children's Academic Success

Master of Science in Applied Developmental Psychology (*with honors*), April 2006

University of Pittsburgh, Pittsburgh, PA

Concentration: Program Design and Evaluation

Major Paper: A Developmental Approach to Preventing Risky Sexual Behavior with African American Adolescent Females

Bachelor of Art in Art/Art Education (*magna cum laude*), May 2003

Carlow College, Pittsburgh, PA

## SELECT ADDITIONAL TRAINING/CERTIFICATION

Inclusive and Ethical Leadership Certificate, July 2023

University of Southern Florida (USF) Muma College of Business

Content: Focused on ways eight content areas: (1) Leadership Basics, (2) Communication, (3) Conflict Management, (4) Ethical Leadership / Decision Making, (5) Diversity, Equity and Inclusion, (6) Innovation, (7) Work/Family Life Balance, and (8) Self-Development

Diversity, Equity, and Inclusions in the Workplace Certificate, May 2022

University of Southern Florida (USF) Muma College of Business

Content: Focused on ways for organizations to create diverse workplaces, address equity issues, and foster inclusivity. Training included essential practices and tools designed to increase employee diversity and to create a business model that embraces equity and inclusion.

Certified Family Life Educator (CFLE), November 2017-Present

Qualified to provide family life education in the following areas: (1) Families and Individuals in Societal Contexts, (2) Internal Dynamics of Families, (3) Human Growth and Development Across the Lifespan, (4) Human Sexuality, (5) Interpersonal Relationships, (6) Family Resource Management, (7) Parent Education and Guidance, (8) Family Law and Public Policy, (9) Professional Ethics and Practice, and (10) Family Life Education Methodology

Pennsylvania Quality Assurance System (PQAS) Certified Instructor, March 2017-Present

Knowledge Competency Groups include: (1) Child Growth and Development, (2) Curriculum and Learning Experiences (Learning Environment, Curriculum, Instruction), (3) Family, Schools and Community Collaborations and Partnerships, (4) Assessment (Comprehensive Assessment System, Child Assessment, Observation, Reporting and Documentation), (5) Communication, (6) Professionalism and Leadership (Professionalism, Ethics, Advocacy and Leadership), and (7) Program Organization and Administration (Program Organization and Administration, Personnel, Technology and Marketing)

# PROFESSIONAL EXPERIENCE

## PRIMARY FACULTY ROLE

### 2023-Present **Professor/Assistant Department Chair/ PI & Project Director**

Professional Studies in Education, Indiana University of Pennsylvania

- Teach 2 courses each semester (25-35 students each class)
- Academic Advisor 50-70 undergraduate students
- Supervise/Mentor 1-3 undergraduate research assistants each year.
- Supervise/Mentor 1-3 graduate student assistants each year
- Graduate Curriculum Committee Member
- Early Education and Development Manuscript Reviewer
- Department Scholarship Committee Member
- College of Education and Communications (COEC) Diversity and Inclusion Standing Committee (DISC) Member
- Co-faculty advisor for Child and Family Studies Student Association

**External Funding Secured \$367,015:** US Department of Education \$348,015 (2023-2025) | PA Department of Education (PDE) | PA Office of Child Development and Learning (OCDEL) \$19,000 (2023)

### 2019-2023 **Associate Professor/Assistant Department Chair/ PI & Project Director**

Professional Studies in Education, Indiana University of Pennsylvania

- Teach 2-4 courses each semester (19-55 students each class)
- Academic Advisor 40-60 undergraduate students
- Supervise/Mentor 1-3 undergraduate research assistants each year.
- Supervise/Mentor 1-3 graduate student assistants each year
- Undergraduate & Graduate Curriculum Committee Member
- Pennsylvania Parent Pathways Learning Network Advisory Committee
- Early Education and Development Manuscript Reviewer
- Federal Grant Reviewer
- Department Scholarship Committee
- COEC DISC Committee Member
- Co-faculty advisor for Child and Family Studies Student Association
- Co-chaired committee that developed faculty advising handbook and faculty advising training

**External Funding Secured \$748,307:** US Department of Education \$676,738 (2019-2023) | PA Department of Education (PDE) & PA Office of Child Development and Learning (OCDEL) \$71,569 (2019-2020)

**Internal Funding Secured \$10,000:** IUP Strategic Planning Mini Grants \$10,000 (2022-2023)

2014-2019

**Assistant Professor/Program Coordinator/PI & Project Director**

Child Development and Family Relations Program & Family and Consumer Sciences Education Program, College of Health and Human Services, Indiana University of Pennsylvania

- Taught 3-4 courses each semester (25-64 students each class)
- Academic Advisor 40-68 undergraduate students
- Supervised/Mentored 1-5 undergraduate research assistants each year.
- Family and Consumer Sciences Education Program Coordinator
- Co-chaired University Faculty Advising Training Committee
- Department Scholarship Committee Chair
- Department Peer Mentoring Committee Chair & Program Coordinator
- College of Health and Human Services Enrollment & Recruitment Management Committee Member
- IUP President's Commission on Diversity - Faculty and Staff Recruitment & Retention Subcommittee

**External Funding Secured \$338,336.00:** US Department of Education \$328,722 (2017-2019) | United Way of Indiana County \$9,614 (2016-2017)

**Internal Funding Secured \$3,597:** ACPAC \$3,597 (2017-2019)

**PARENT EDUCATION AND INVOLVEMENT PROJECTS**

2021-2025

*Child Care Access Means Parents in School at Indiana University of Pennsylvania*

**Principal Investigator/Project Director: Kalani M. Palmer, PhD & Co-Investigator Sarah L.H. Brown, PhD**

Overview: This project provides low-income student-parents with the following: a childcare scholarship, parent education (e.g., workshops), and advising/mentoring. The project also encourages parent involvement (e.g., parent monitoring of development). The project also creates changes at the institution level to make student-parents feel more welcome and connected. The overall goal is to increase the rates of persistence and graduation, while promoting family resilience.

Responsibilities: Authored grant application. Manage/train project staff, manage the budget and expenses, design orientation materials for student-parents, construct measures as needed and assist in data collection, monitor overall data collection, design, and conduct process evaluation.

Funded by: U.S. Department of Education (\$650,638)

2017-2021

*Child Care Access Means Parents in School at Indiana University of Pennsylvania*

**Principal Investigator/Project Director: Kalani M. Palmer, PhD & Co-Investigator Sarah L.H. Brown, PhD**

Overview: This project provides low-income student-parents with the following: a childcare scholarship, parent education (e.g., workshops), and advising/mentoring. The project also encourages parent involvement (e.g., parent monitoring of development). The overall goal is to increase the rates of persistence and graduation, while promoting family resilience.

Responsibilities: Authored grant application. Manage/train project staff, manage the budget and expenses, design data monitoring system, construct measures as needed and assist in data collection, monitor overall data collection, design, and conduct parent workshops, conduct process evaluation.

Funded by: U.S. Department of Education (\$657,444)

- 2017-2019 *Impact of Parent and Academic Advisor Involvement on Student Development*  
**Principal Investigator**  
 Overview: Quantitative study of student characteristics, parent involvement, advisor involvement and the relationships among those factors with the student cognitive skills. The goal is to understand the role that parents, and academic advisors play in supporting or hindering emerging adult cognitive growth during college.  
 Responsibilities: All project duties (e.g., Institutional Review Board submissions, administrative data monitoring, recruitment, data analysis, manuscript writing).  
 Funded by: Indiana University of Pennsylvania (IUP) Research Institute (\$1,000)
- 2011-2012 *Parents and Education: Examining Decision Making in School Choice and Parent Self-Perceived Role in Education*  
**Principal Investigator: Kalani M. Palmer, MS & Co-Investigator Heather J. Bachman, PhD**  
 Overview: Mixed methods study of factors that contribute to African American parents' early childhood and elementary school selection, as well as how parents support children's education after they begin elementary school.  
 Responsibilities: Author grant applications. Supervised students, managed budget, prepared Institutional Review Board documents and grant reports, created and maintained an administrative database, organized and managed recruitment, organized training, coordinated project activities.  
 Funded by: The School of Education, University of Pittsburgh Faculty and Student Research Award (\$2994), University of Pittsburgh Student Research Award (\$1500), & Council of Graduate Students in Education Research Award (\$500)

#### **HIGHER EDUCATION INSTRUCTION PROJECTS**

- 2023-2023 *Accessible Higher Education for Early Care and Education Professionals*  
**Principal Investigator: Kalani M. Palmer, PhD & Co-investigator: Sarah L.H. Brown, PhD**  
 Overview: The project focused on preparing and supporting IUP students that work at least 30 hours per week in an early care and education setting while pursuing a certificate or degree. The support includes a tablet or laptop, training for online learning, and curriculum alignment with the state quality assurance program standards.  
 Responsibilities: Authored grant application. Co-developed a curriculum for online learning entitled TechLit Essentials. Managed all project activities (e.g., fiscal management, report writing, monitoring progress).  
 Funded by: Pennsylvania State System of Higher Education (PASSHE) Professional Development Organization (PDO) (\$19,000)

- 2022-2023 *Nontraditional Student Orientation*  
**Collaborators: Kalani M. Palmer, PhD**, Amber Racchini, EdD, Kelly Swain, BA, Kimberly Rehak, MA, MPPM, Melana Johnson, MA  
Overview: Pilot a nontraditional student orientation with information and activities to increase nontraditional student connectedness and inclusion in the university.  
Responsibilities: Authored grant application. Facilitate collaboration across university departments. Manage the creation of materials and activities for an online nontraditional student orientation. Co-author reports.  
Funded by: Indiana University of Pennsylvania (IUP) Strategic Plan Mini Grant (\$5,000.00)
- 2022-2023 *Underrepresented Racial/Ethnic Teacher Candidate Mentorship*  
**Collaborators: Kalani M. Palmer, PhD**, Emily Wender, PhD, Nicole Dunmire, MEd, Leslie Coates, MS  
Overview: Pilot a mentoring program for existing educators and teacher candidates from underrepresented racial/ethnic groups. The program pairs students with educators and provides support to aid in relationship building, networking, and a sense of belonging for future educators.  
Responsibilities: Co-authored grant application. Co-facilitate collaboration across university departments. Assist with mentor and mentee recruitment. Co-lead mentor and mentee activities. Co-author reports.  
Funded by: Indiana University of Pennsylvania (IUP) Strategic Plan Mini Grant (\$5,000.00)
- 2019-2020 *Pathways to Accessible Credit-Bearing Early Childhood Education Training*  
Principal Investigator: Tricia Shelton, EdD & **Co-Investigator Kalani M. Palmer, PhD**  
Overview: The project focused on building a community-university partnership to better serve practitioners in early childhood settings. The partners reviewed existing curriculum content and instructional delivery models to ensure adequate preparation for a nationally recognized credential (i.e., CDA) and that student needs would be met. New certificates created along with revised/created articulation agreements with local community colleges.  
Responsibilities: Co-authored grant application and assisted with report writing. Created new and revised existing articulation agreements for the Human Development and Family Science (HDFS) program with local community colleges. Created an articulation agreement for those that have a CDA. Created infant-toddler certificate. Created a preschool certificate that utilizes coursework across two university programs (HDFS and ECED) housed within two separate colleges (Education and Health & Human Services). Built a collaborative partnership with key community stakeholders. Met with community partners to review project progress.  
Funded by: Pennsylvania Department of Education/Office of Child Development and Early Learning (\$71,569.79)

2018-2019 *Educator Observation and Self Appraisal in 360*  
**Collaborators: Kalani M. Palmer, PhD**, Melissa Calderon, MS, & Michelle Tweardy, BA  
Overview: Students enrolled in a 400 level Parent Education course, 400 level Preschool Teaching Experience lab course, and K-12 student teaching utilize virtual reality cameras to observe themselves, assess their performance, and assess group dynamics.  
Responsibilities: Authored grant application. All project duties for the 400 level Parent Education course (e.g., assisted with recording, developed assessment rubrics, assessed student perceptions, reported findings)  
Funded by: Indiana University of Pennsylvania (IUP) Academic Computing Policy Advisory Committee (ACPAC) (\$2,397)

2017-2018 *Virtual Training in Developmental Science*  
**Collaborators: Kalani M. Palmer, PhD & Sarah L.H. Brown, PhD**  
Overview: Students enrolled in a liberal studies Child Development course with an emphasis on culture and a 300 level Child Observation course utilize virtual reality in-class to increase exposure to other cultures and observation skills.  
Responsibilities: Authored grant application. All project duties for the liberal studies Child Development course (e.g., developed virtual reality activities, documented virtual training activities, assessed student perceptions, reported findings)  
Funded by: Indiana University of Pennsylvania (IUP) Academic Computing Policy Advisory Committee (ACPAC) (\$1,200)

### **YOUTH AND FAMILY SERVING NON-PROFIT PROJECTS**

2016-2017 *Indiana County Needs Assessment*  
**Principal Investigator**  
Overview: Needs assessment intended to determine community needs and strengths of a rural county in PA (Indiana County) that will guide United Way of Indiana County to fund organizations that would best meet identified needs. The needs assessment will also communicate the type and magnitude of needs within the communities to potential donors and volunteers.  
Responsibilities: All project duties (e.g., work scope negotiation, evaluation design, data collection, data analysis, report writing, student mentoring/supervision of 5 undergraduate research assistants).  
Funded by: United Way of Indiana County (\$9,614)

2013-2013 *Familylinks Mentoring Initiative Evaluation*  
**Evaluation Researcher**  
Overview: Mixed method evaluation of a mentoring program for young adults (18-21 years of age) currently residing in a shelter for homeless, transient, and “at risk” youth. Mentoring program intended to improve future attitudes and support education and employment exploration.  
Responsibilities: All project duties (e.g., work scope negotiation, evaluation design, data collection, data analysis, report writing, student mentoring/supervision).  
Funded by: Familylinks (\$30,000)

- 2012-2013 *The Communication Alliance*  
**Evaluation Researcher**  
 Overview: Mixed method developmental evaluation of a workshop series that promotes effective communication strategies for nonprofit organizations serving families. The workshop series was created by an interdisciplinary team (psychologists, communication experts, and business professionals). Evaluator embedded in the project and provided real time feedback to assist in project development.  
 Responsibilities: All project duties (e.g., evaluation design, data collection, data analysis, report writing).  
 Funded by: The Mellon Foundation
- 2012-2013 *Fred Rogers Center Early Learning Environment Website Evaluation*  
**Evaluation Researchers: Kalani M. Palmer, PhD, Stephanie McCarthy, MBA, & Amie Matson, MSW**  
 Overview: Mixed method evaluation of a website intended to provide literacy-supporting resources for caregivers of young children (birth to 5 years of age) and build caregiver efficacy in engaging in literacy promoting activities.  
 Responsibilities: All project duties (e.g., evaluation design, data collection, data analysis, report writing, student mentoring/supervision).  
 Funded by: Saint Vincent College Fred Rogers Center (\$50,000)
- 2008-2010 *Play a Day Curriculum with "At-Risk" Families*  
**Evaluation Researcher**  
 Overview: Mixed method evaluation of a project that utilized a curriculum entitled *Play a Day* to promote parent-child interaction with "at-risk" families. Program intended for families with low financial resources or families involved in the court system.  
 Responsibilities: All project duties (e.g., technical assistance, evaluation design, data collection, data analysis, report writing).  
 Funded by: Allegheny County Department of Human Services
- 2008-2010 *Promoting Economic Self-Sufficiency in Families*  
**Evaluation Researcher**  
 Overview: Mixed method evaluation of a project that focused on training parents and preparing them to enter a permanent employment position. This project is also intended to assist with skills that would help the trainees maintain permanent employment.  
 Responsibilities: All project duties (e.g., technical assistance, evaluation design, data collection, data analysis, report writing).  
 Funded by: Allegheny County Department of Human Services
- PK-12 EDUCATION PROJECTS**
- 2013-2014 *Pittsburgh Public Schools Empowering Effective Teachers*  
**Human Capital Manager**  
 Overview: An initiative to maximize teacher effectiveness and improve student achievement.  
 Responsibilities: Supported principals in staffing schools, monitored and analyzed school staffing data, designed and evaluated formal new teacher mentoring programs.  
 Funded by: Bill & Melinda Gates Foundation

- 2012-2014 *Consortium for Public Education My Action Plan for Success (MAPS)*  
**Evaluation Researchers:** Janell Smith-Jones, PhD & **Kalani M. Palmer, PhD**  
Overview: Qualitative evaluation of a program intended to support the personalization of education in Southwestern Pennsylvania public junior and senior high schools.  
Responsibilities: All project duties (e.g., evaluation design, measurement development, data collection, data analysis, report writing).  
Funded by: Consortium for Public Education (\$90,000)
- 2013-2013 *Propel Schools Fund My Future Program Evaluation*  
**Evaluation Researchers:** **Kalani M. Palmer, PhD**, Joan Eichner, MPH, MPA  
Overview: Mixed method evaluation of a college savings program for families with children enrolled in a public charter school (grades K-12). The college savings program is intended to promote family saving for college, parent-child conversations around college attendance, high future education expectations, and “grit”/persistence in students.  
Responsibilities: All project duties (e.g., work scope negotiation, evaluation design, data collection, data analysis, report writing, student mentoring/supervision).  
Funded by: Propel Schools (\$50,000)
- 2012-2013 *Something Worth Giving*  
**Applied/Evaluation Researchers:** Junlei Li, PhD, **Kalani M. Palmer, PhD**, & Kelly Martin, MS  
Overview: Qualitative evaluation of the active ingredients in youth serving organizations. Key characterizations of quality and development supporting programs are identified, captured through video, and then organized to tell a thematic story. The intended use of each story varied for each community partner. Some uses included professional development, fundraising, and advocacy. Community partners include homeless shelters, grant funders, after school programs, early childhood home visiting programs, and K-12 schools.  
Responsibilities: Developed the project structure and system for production, developed relationships with community organizations, data collection, data analysis, and created supplemental materials (e.g., text for websites, newsletters, blogs).  
Funded by: The Grable Foundation
- 2010-2011 *Family and Community Influences on Parents’ Child Care and School Selection*  
**Research Coordinator**  
Principal Investigator: Heather J. Bachman, PhD  
Overview: Mixed method study of factors that contribute to parents’ early childhood and elementary school selection, as well as how parents support children’s education after they begin elementary school.  
Responsibilities: Supervised students, prepared Institutional Review Board documents and grant reports, created and maintained an administrative database, organized and managed recruitment, organized training, interviewed participants, coded and analyzed qualitative data, coordinated project activities.  
Funded by: The University of Pittsburgh Provost’s Office, Central Research Development Fund (\$14,599)



- 2008-2010 *Pitt School Readiness Study*  
**Research Coordinator**  
Principal Investigator: Heather J. Bachman, PhD  
Overview: Quantitative study of child characteristics, parenting practices, and childcare activities that most directly enhance low-income children's early reading, mathematics, vocabulary, and social skills.  
Responsibilities: Supervised students, managed budget, prepared IRB documents and grant reports, created and maintained an administrative database, organized and managed recruitment, organized training, coordinated project activities.  
Funded by: The Spencer Foundation (\$449,787)
- 2006 - 2006 *Work Discretion and Job Crafting in the Childcare Industry*  
**Research Consultant**  
Principal Investigator: Carrie R. Leana, PhD  
Overview: Study of how childcare workers use their discretion to "craft" their jobs with a goal of understanding the conditions or contexts that permit or stifle this individual and collaborative "job crafting".  
Responsibilities: Conducted site observations using Early Childhood Environmental Rating Scale – Revised (ECERS-R), and teacher-child relationship assessments.  
Funded by: The University Research Council

### **CLINICAL RESEARCH PROJECTS**

- 2007- 2008 *Identification and Therapy of Postpartum Depression*  
**Assessor and Case Manager**  
Principal Investigator: Katherine L. Wisner, M.D.  
Overview: Study of postpartum depression with females ages 18 and older as well as the cost, obstacles, and effectiveness of a depression care management model.  
Responsibilities: Conducted in-home and office clinical assessments and case management services.  
Funded by: The National Institute of Mental Health
- 2005 – 2007 *Fluoxetine in Depressed Adolescents and Young Adults with Alcohol Abuse: Long-term Outcomes*  
**Assessor and Counselor**  
Principal Investigator: Jack R. Cornelius, MD, MPH  
Overview: Study of the long-term effects of fluoxetine in adolescents diagnosed with Major Depressive Disorder and Substance Use Disorders.  
Responsibilities: Conducted diagnostic assessments, data collection, and clinical progress reports.  
Funded by: The National Institute on Alcohol Abuse and Alcoholism

- 2005 – 2006 *Fluoxetine in Depressed Adolescents and Young Adults with Alcohol Abuse  
Fluoxetine for Major Depressive Disorder/Cannabis Disorder in Young Adults*  
**Assessor and Counselor**  
Principal Investigator: Jack R. Cornelius, MD, MPH  
Overview: Study of the effects of fluoxetine in adolescents diagnosed with Major Depressive Disorder and Substance Use Disorders.  
Responsibilities: Conducted diagnostic assessments, weekly treatment visits, data collection, and clinical progress reports.  
Funded by: The National Institute on Alcohol Abuse and Alcoholism & National Institute on Drug Abuse
- 2005 – 2006 *Fluoxetine in Depressed Adolescents and Young Adults with Alcohol Abuse: Long-term Outcomes*  
**Project Coordinator**  
Principal Investigator: Jack R. Cornelius MD, MPH  
Overview: Study of the long-term effects of fluoxetine in adolescents diagnosed with Major Depressive Disorder and Substance Use Disorders.  
Responsibilities: Completed diagnostic assessments, recruitment, scheduled, prepared, and submitted Institutional Review Board (IRB) & National Institute on Alcohol Abuse and Alcoholism (NIAAA) renewal grant documents, data collection, maintained administrative database, analyzed administrative data, and created reports for team review.  
Funded by: The National Institute on Alcohol Abuse and Alcoholism
- 2001 – 2004 *Family and Peer Risk Factors for Preadolescent Drinking*  
**Research Associate**  
Principal Investigator: John Donovan, PhD  
Overview: Study of risk factors associated with initiation of alcohol use, and the influence of family during middle childhood on the development of personality and peer risk factors associated with later alcohol use.  
Responsibilities: Conducted home, office, and phone interviews with families, monitored recruitment and retention, data entry, data collection, maintained administrative database, analyzed administrative data, and created financial/budget reports.  
Funded by: The National Institute of Mental Health
- 2003 – 2003 *Alcohol and Mental Disorders in ED-Treated Adolescents*  
**Research Consultant**  
Principal Investigator: Thomas Kelly, PhD  
Overview: Study of the relationships between substance use and other mental disorders to injury in high-risk adolescents, to develop screening instruments for problematic alcohol use with this at-risk population, and to investigate health care and social service use in adolescents treated in emergency departments.  
Responsibilities: Recruited participants, consented participants, administered breathalyzer, and assisted with interview questionnaires.  
Funded by: The National Institute of Alcohol Abuse and Alcoholism

## UNIVERSITY TEACHING

*MEDU 761 Connecting Community and School*

Indiana University of Pennsylvania (Fall 22 - Present)

### **Associate Professor/Professor**

Teaching a course focused on the connections between families, schools, businesses, philanthropic organizations, and educational agencies that are essential for preparing 21st century learners. Students will explore intellectual, social, and performance benefits of engaged and synergistic relationships related to the diverse demands of a pluralistic society. Asynchronous Online.

*LTCY 635 Literacy Instruction to Meet the Needs of All Learners*

Indiana University of Pennsylvania (Spring 22)

### **Associate Professor**

Taught a course focused on differentiated instruction, designed to meet the needs of all learners, including those who speak English as a Second Language, have trouble learning to read and/or write, students who excel in reading and/or writing, as well as students from diverse backgrounds/cultures. Asynchronous Online.

*HDFS 330/FCSE 315 Consumer Economics and Family Finance*

Indiana University of Pennsylvania (Spring 20 - Spring 21)

### **Associate Professor**

Revised and taught a course focused on consumer economics (e.g., policies, products), family resources, and family decision-making. The course also addressed cultural influences as well as the historical impact of policies on minority groups. Course revised in 2020. Face-to-face & Asynchronous Online.

*HDFS/CDFR 323 Family Issues*

Indiana University of Pennsylvania (Fall 18 - Fall 21)

### **Assistant/ Associate Professor**

Revised and taught a course that focuses on family development, issues that impact families, as well as policies and programs that impact families. Distance education approved in 2020. Face-to-face & Asynchronous Online.

*HDFS/CDFR 481/430: Poverty and Human Development*

Indiana University of Pennsylvania (Spring 18 - Present)

### **Assistant/ Associate Professor**

Teach a course that focuses on theories of poverty, policies and programs intended to address poverty, and the implications for human development. Developed the course as a special topic in Spring 2018 and approved as a new course (CDFR 430) in May 2018. Distance education approved in 2020. Face-to-face, Synchronous online, & Asynchronous online.

*HDFS/CDFR 427/527: Administration of Human Service Programs*

Indiana University of Pennsylvania (Spring 2016 - Present)

### **Assistant/Associate Professor**

Revised and taught a course that focuses on skills and competencies needed to lead and manage a human service organization. Topics include but are not limited to leadership style, needs assessment, logic models, staff development, budgeting, and grant proposal writing. Distance education was approved in 2016. Face-to-face & Asynchronous online.

*HDFS/CDFR/CNSV 493: Internship*

Indiana University of Pennsylvania (Fall 2015 - Fall 2019)

**Assistant/Associate Professor**

Supervised students completing internship experiences in human service organizations (e.g., early care and education settings, hospitals, behavioral health providers, advocacy groups, home-based parent education).

*HDFS/CDFR 426/526: Techniques of Parent Education*

Indiana University of Pennsylvania (Fall 2015 - Present)

**Assistant/Associate Professor/Professor**

Teach a course that focuses on the history, purpose, and strategies for implementing parent education. Distance education approved in 2020. Face-to-face, Synchronous online, & Asynchronous online.

*HDFS/CDFR 218: Child Development*

Indiana University of Pennsylvania (Fall 2014-Fall 2017 & Fall 2021)

**Assistant Professor**

Taught a course that follows the developing person from conception to middle childhood across multiple cultures. The course combines theory, research, and practical applications from developmental psychology. Face-to-face & Asynchronous online.

*HDFS/CDFR 425/525: Adolescence: Risk and Resiliency*

Indiana University of Pennsylvania (Fall 2014 - Winter 2022)

**Assistant/Associate Professor**

Teach a course that focuses on adolescent development, risk factors, protective factors, and building resilience in adolescence. Face-to-face & Asynchronous online.

*HDFS/CDFR 310: Observation and Assessment*

Indiana University of Pennsylvania (Spring 2015)

**Assistant Professor**

Taught a course that focused on observation and assessment techniques utilized by professionals working with children and families. Face-to-face.

*HDFS/CDFR 321: Preschool Education: Play and Developmentally Appropriate Practice*

Indiana University of Pennsylvania (Fall 2014-Spring 2015)

**Assistant Professor**

Taught a course that focused on preschool education, early childhood practitioner's professional development, and developmentally appropriate practice in an early childhood setting. Face-to-face.

*PSYED 0005: Lifespan Development*

University of Pittsburgh (Spring 2012)

**Teaching Fellow**

Taught a course that followed the developing person from conception until the end of life. The course combines theory, research, and practical applications from developmental psychology. Face-to-face.

*PSYED 1001: Introduction to Educational Psychology*

University of Pittsburgh (Fall 2011-Spring 2012)

**Teaching Fellow**

Taught a course that focused on issues in education that psychological theory and research can address. Face-to-face.

*ECD 211: Family Systems*

Community College of Allegheny County (Fall 2011)

**Adjunct Faculty**

Taught a course specified for students in an early childhood associate degree program and those planning to transfer into a 4-year elementary education program. The course discussed the influence of family on development and issues of professionalism in working with diverse groups. Face-to-face.

*EDUC 2000: Psychology of Learning and Development for Education*

University of Pittsburgh (Summer 2011)

**Teaching Fellow**

Taught a course specified for students in a Master of Arts in education (MAT) program. The course discussed life span development and learning and its relevance for educators. Partnered with Schenley Heights Community Development Program and had MAT students implement programming with summer camp students. Face-to-face.

*PSYED 1036: Developmental Meaning of Cultural Distinction*

University of Pittsburgh (Fall 2007 - Spring 2008)

**Teaching Fellow/Adjunct Faculty**

Taught a course for traditional and nontraditional students (i.e., early childhood educators in the TEACH program). The course discussed culture and the influence of culture on development and professional practice. Face-to-face.

*PSYED 2588: Methods and Practice in Applied Developmental Psychology Research*

University of Pittsburgh (Fall 2007)

**Teaching Assistant**

Co-taught a graduate course on research methods and practices in the field of applied developmental psychology: assisted in teaching and grading of student assignments. Face-to-face.

*PSYED 2504: Development in Middle Childhood & Adolescence*

University of Pittsburgh (Spring 2007)

**Teaching Assistant**

Co-taught a graduate course on development in middle childhood & adolescence: assisted in course planning, teaching, and grading of student assignments. Face-to-face.

**PEER REVIEWED PUBLICATIONS**

Shelton, T., **Palmer, K.M.**, Brown, S.H., Salaway, J., Yeager, T., & Spadafora, E. (2022). Improving the quality of early childhood education (ECE) training through collaborative community partnerships. *Collaborations: A Journal of Community-based Research and Practice* 5(1), 1-11.

Bachman, H. J., Degol, J., Elliott, L., Scharphorn, L., El Nokali, N., & **Palmer, K.M.** (2018). Preschool math exposure in private center-based care and low SES children's math development. *Early Education and Development* 29(3), 417-434.

**Palmer, K.M.** & Bachman, H.J. (2015). The role of education in the parenting practices of Black parents of preschoolers. *Dialog* 17(4), 66-82.

Groark, C.J., McCall, R.B., McCarthy, S.K., Eichner, J.C., Warner, H.A., Salaway, J., **Palmer, K.**, & Lopez, M. (2013). The effects of a social-emotional intervention on caregivers and children with disabilities in two Central American institutions. *Infants and Young Children*, 26(4), 286-305.

### ADDITIONAL PUBLICATIONS

**Palmer, K.M.** (2022). Using Advising to Make the Case for Tenure and Promotion. *Academic Advising Today* 45(3), 9-14. <https://nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Using-Advising-to-Make-the-Case-for-Tenure-and-Promotion.aspx>

**Palmer, K.**, Stinson, D., Belkowski, B., Ziemanski, C., Haeuser, S., Parrey, T., & Swain, K. (2016). United Way of Indiana County needs assessment. Retrieved from <https://www.uwindianacounty.org/needs-assessment-report>

Li, J., Martin, K., **Palmer, K.** (2016). The simple human interactions that make learning possible. Retrieved from <http://remakelearning.org/blog/2016/01/06/the-simple-human-interactions-that-make-learning-possible/>

Li, J., Martin, K., **Palmer, K.** (2016). The simple human interactions that make learning possible, part two: People who help us try. Retrieved from <http://remakelearning.org/blog/2016/01/08/the-simple-human-interactions-that-make-learning-possible-part-two-3/>

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**Palmer, K.M.** & Bachman, H.J. (2015). Black parents of preschoolers educational attainment: Implications for parenting practices. *Dialog* 17(4), 138-143.

### INTERNATIONAL CONFERENCE PRESENTATIONS

**Palmer, K.**, Schmidt, K., & Norris, B. (2023, October). Ask a Faculty Advisor. Panel Presentation accepted at the annual conference for NACADA The Global Community for Academic Advising, Orlando, FL.

Schmidt, K., **Palmer, K.**, & Vance, K. (2023, October). Faculty Advising: Making Magic Happen. Presentation accepted at the annual conference for NACADA The Global Community for Academic Advising, Orlando, FL.

**Palmer, K.** (2021, October). *Remote advising: How to do it well*. Paper presented at the annual conference for NACADA The Global Community for Academic Advising, Cincinnati, OH.

**Palmer, K.** (2020, October). *Parent and advisor involvement: Are we doing too much?* Paper presented at the annual conference for NACADA The Global Community for Academic Advising, Virtual Conference (originally scheduled for San Juan, PR).

**Palmer, K.** & Bachman, H. (2011, March). *The role of parental education in the home literacy environment of African American preschoolers*. Poster presented at the Society for Research in Child Development Biennial Meeting, Montreal, Quebec, Canada.

## NATIONAL CONFERENCE PRESENTATIONS

**Palmer, K.** (2023, March). *Strategies to Engage Parenting Students and Encourage a Sense of Belonging*. Workshop accepted at the annual conference of the National Coalition for Campus Child Centers Conference and Professional Institute, New Orleans, LA.

**Palmer, K.** (2022, November). *Using Mixed-Method Evaluation to Guide Student-Parent College Accessibility and Inclusivity*. Paper presented at the annual conference of the American Evaluation Association, New Orleans, LA.

**Palmer, K.,** Ang, T., Cruse, L.R., Williams, B., Gillespie, C. (2022, September). *Supporting Parenting Students on College Campuses*. Invited panel guest at the Hope Center Policy Summit (Virtual).

**Palmer, K.** (2018, March) *Supporting effective parent involvement with diverse groups*. Workshop conducted at the annual conference of the National Coalition for Campus Child Care Centers Conference and Professional Institute, Albuquerque, NM.

**Palmer, K.,** & Salaway, J. (2015, November). *Evaluating a mentoring program for at risk and transient youth*. Poster was presented at the annual conference of the American Evaluation Association, Chicago, IL.

**Palmer, K.** & Bachman, H. J. (2013, November). *Increases in education for Black women: Implications for parent beliefs and expectations*. Paper presented at the annual conference of the National Council on Family Relations, San Antonio, Texas.

Bachman, H.J., Saafir, A., Crews, S., & **Palmer, K.** (2013, November). *Unpacking childcare center selection in low-income families*. Poster presented at the annual Association for Public Policy Analysis and Management Conference, Washington, DC.

Matson, A., **Palmer, K.,** & Salaway, J. (2013, October). *Interdisciplinary approach to evaluation: Beyond professional training and expertise*. Poster presented at the annual conference of the American Evaluation Association, Washington, D.C.

Pizzolato, J. & **Palmer, K.** (2007, August). *Inside and outside subject knowledge: Theorizing about integrated epistemological domains*. Poster presented at the American Psychological Association Conference, San Francisco, CA.

**Palmer, K.** & Pizzolato J. (2007, February). *Health risk behaviors and self-compassion in emerging adult mothers*. Poster presented at the Society for the Study of Emerging Adulthood Biennial Conference, Tucson, AZ.

## REGIONAL CONFERENCE PRESENTATIONS

Shelton, T. & **Palmer, K.** (2020, October). *Improving the Quality of ECE Training for Educators through Community Collaboration*. Workshop conducted at the Pennsylvania Association of Colleges and Teacher Educators (PAC-TE) Annual Conference, Virtual Conference (originally scheduled for Harrisburg, PA).

**Palmer, K.** (2016, October). *Developing productive parent-school partnerships with marginalized groups*. Workshop conducted at the Annual Family Involvement Conference, Harrisburg, PA.

**Palmer, K.** (2016, April). *Boost learning with technology*. Workshop conducted at the annual conference of the Pennsylvania Association of Family and Consumer Sciences, Indiana, PA.

**Palmer, K.** (2014, October). *Maximizing and enhancing interactions with STEAM*. Workshop conducted at the biennial PAEYC and Allegheny County Family Support Conference, Pittsburgh, PA.

### **SPEAKING ENGAGEMENTS**

- |                |  |
|----------------|--|
| 2023, August   | Invited guest speaker (Topics: Faculty advising   Supporting unique student needs) for the IUP New Faculty Orientation   |
| 2022, April    | Invited to testify (Topic: Child Care in Higher Education) for the PA Democratic Policy Committee  |
| 2022, June     | Invited guest speaker (Topic: Child Care Resources for Parenting Students) for the Pennsylvania Parent Pathways Learning Network (PPLN)  |
| 2021, November | Recorded Interview (Topic: Advising Practices) for SAHE 635, a graduate course on academic advising.   |
| 2021, February | Invited to facilitate workshop on Academic Advising for Temporary faculty at IUP   |
| 2020, January  | Co-facilitated large group meeting workshop on Engaging Effectively with Your Advisees for IUP Center for Teaching Excellence  |
| 2020, April    | Invited guest speaker (Topic: Community program evaluation) for ALS 852 a graduate course on school evaluation.  |
| 2019, February | Invited panelist (Topic: Postdoctoral career) for University of Pittsburgh School of Education Council of Graduate Students in Education   |
| 2013, January  | Invited guest speaker (Topic: <i>Social Science Research</i> ) for undergraduate course on sociology, Center for Urban Biblical Ministries, Pittsburgh, PA.  |
| 2011, November | Invited guest speaker (Topic: <i>Qualitative Interviewing</i> ) for graduate course on qualitative research methods, Department of Administrative and Policy Studies, University of Pittsburgh, Pittsburgh, PA.                  |
| 2011, February | Invited guest speaker (Topic: <i>Socioeconomic Status and Families</i> ) for undergraduate course on lifespan development for nursing students, Department of Psychology in Education, University of Pittsburgh, Pittsburgh, PA. |



## ADDITIONAL PROFESSIONAL EXPERIENCE

- 2008 - 2010 **Child Care Coach**, University of Pittsburgh Office of Child Development, Pittsburgh, PA
- Provided support and coaching to early childhood education (ECE) providers enrolled or considering enrollment in the PA Keystone Stars program.
  - Assisted ECE providers in forming community networking groups.
  - Developed a mentoring program for family providers.
- 2004 – 2005 **Child Development Specialist**, Family Care Connection, Children’s Hospital of Pittsburgh
- Conducted developmental assessments (Birth-6 years) and reviewed all center activities to ensure developmental appropriateness, implemented interventions based on research assessments, conducted parenting classes, after school programs, and assisted in the design/pilot of a need assessment tool used for all county funded family support agencies in Allegheny County.
- 2003 – 2003 **Therapeutic Staff Support**, Southwestern Human Services, Pittsburgh, PA
- Provided treatment services for a child diagnosed with attention deficit hyperactivity disorder (ADHD) and Oppositional Defiant Disorder (ODD) during out of school time.
  - Assisted parents with behavior plan implementation and utilized applied behavior analysis techniques to assist the child with social interactions.
- 1998 – 1999 **Tutor/Mentor**, Site: Institute for the Development of African American Youth, Temple University Get Smart Program, Philadelphia, PA
- Mentored African American and Latino males 16-21 years old convicted of firearm violations and provided tutoring in job, life, and computer skills.
  - Tutored African American females in preparation for the GED exam.

## HONORS AND AWARDS

IUP Sponsored Program Award for Outstanding Achievement in Curriculum and Instruction (2021)

IUP Center for Teaching Excellence Advising Award (2021)

Excellence in Academic Advising Award, NACADA The Global Community for Academic Advising Region 2 (2021)

Outstanding Junior Service Award, Indiana University of Pennsylvania College of Health and Human Services (2018)

University of Pittsburgh, Provost Development Fund (2012)

The School of Education, University of Pittsburgh Margaret M. Greenawalt Memorial Scholarship (2012)

The School of Education, University of Pittsburgh Student Research Grant Award (2011-2012)

The School of Education, University of Pittsburgh Faculty and Student Research Award (2011)

Council of Graduate Students in Education Research Award (2011), University of Pittsburgh

Outstanding Student Award for Achievement, Service, & Leadership (2007), University of Pittsburgh

K. Leroy Irvis Diversity Doctoral Fellowship (2006), University of Pittsburgh

Melvin Hayes Scholarship (2002), Pittsburgh Federation of Teachers