

April 25, 2022

Dear Colleagues,

First, I want to thank you for providing approval for me to take Professional Development leave in Fall 2022. Having this time to dedicate to scholarship was invaluable. Furthermore, I entered the Spring semester with a renewed enthusiasm for the work that I am doing at UTC. I am happy to report that I completed all of the goals that I set out to accomplish during this time, as well as engaged in other professional development activities. Below I will outline each stated outcome that was produced, along with the additional tasks I completed.

Measurable Outcomes Stated in Application: The planned activities for my professional development leave will culminate in two primary outcomes. First, I will prepare a proposal for a grant through the Templeton Foundation. Submission of the grant proposal prior to the professional development leave final report deadline will be the outcome measure. Second, I will work with student co-authors to finish preparing the three empirical scientific articles noted in the previous section. The measurable outcome for this activity will be the successful submission of the articles to a scientific journal before the final report is submitted.

Outcome 1: I prepared a grant application in the amount of \$234,000 to the Templeton Foundation to support the Inter-generational dialogue project outlined in the professional development leave application.. The grant entitled, Promoting Character Growth Through Inter-generational Dialogue, was submitted in late August and I was notified in December 2021 that the grant was not funded. Despite not receiving external funding, the project is progressing well. In collaboration with a recent hire, Dr. Ruth Walker, an inter-generational dialogue project has been embedded as the service-learning component in Psychology 2230 (Psychology of Aging). For the experiential learning component of the course, students are required to engage in five, semi-structured conversations with an older adult, reflect on those activities, and create a final product to summarize what they learned through the interaction. We are collecting both qualitative and quantitative data to assess outcomes, such as character growth, community citizenship, and reduced ageist attitudes. We collected data in this course during Summer 2021, Fall 2021, and will continue in Fall 2022. The qualitative results of the Summer data collection have been written up for publication and the manuscript will be submitted this summer. Furthermore, findings from this project were presented in a paper at the 2022 annual meeting of the Southern Society of Philosophy and Psychology, as well as the 2022 Research Dialogues conference. We are also in the process of cleaning and analyzing the quantitative data from Fall 2021, which will be used to make any necessary adjustments to the research plan. The data we will collect in fall 2022 will be used for the master's thesis project of Psychological Science MS student, Morgan Robinson. We are preparing a grant proposal to the Psi Chi Honor's Society to fund the project.

Outcome 2: I worked with student co-authors to prepare several manuscripts for publication in peer-reviewed journals. The citations for the three submitted papers are listed below. Notably, the Vorwerk et al. paper has been published in an open access journal, which was funded through the UTC Open Access award program. We are still awaiting feedback for the two additional papers.

MANUSCRIPTS PUBLISHED OR UNDER REVIEW

(* indicates undergraduate co-author, †indicates graduate co-author)

†Vorwerk, T., **Shelton, J.T.**, & Hood, R. W. (2022). Keeping your glass half full: Cognitive strategy intervention for older adults. *Gerontology and Geriatric Medicine*, <https://journals.sagepub.com/doi/10.1177/23337214221089178>

†Hacker, J. Y., **Shelton, J. T.**, & †Bianchi, C., (under review). *The influence of motivation on prospective memory and metacognition in the laboratory and the real world. Applied Cognitive Psychology.*

. †Nuno, C., Christopher, E. A., & **Shelton, J. T.** (under review). *Providing contextual cues improves academic goal execution. Active Learning in Higher Education.*

Additional Outcomes: During my professional development leave, I was also able to make good progress in preparing five additional papers for publication (see below for citations). Additionally, I delivered an invited talk for the Cognition and Brain Sciences colloquium at the University of Notre Dame in November 2022. This talk led to a potential collaboration with one of their faculty Dr. Nathan Rose. We are currently discussing plans for a collaborative NIH grant to support research on prospective memory and academic goal achievement. I also presented research at the annual meeting of the Psychonomic Society in November 2021 with Psychological Science MS student Stephanie Wells and Psychology undergraduate, Lindsey Neighbors. Finally, in preparation for my return to the Psychological Science MS program director position, I created a canvas site to house important information for students in our program. I also arranged a professional development series for our students that took place on the first Friday of each month spanning from September 2021 to April 2022. As part of this series students received training on topics, such as building a resume, professionalism, EndNote, scientific ethics, and grant-writing.

MANUSCRIPTS IN PREPARATION

(* indicates undergraduate co-author, †indicates graduate co-author)

†Wells, S., †Pusser, A., †Robinson, M., & **Shelton J. T.** (in preparation). *Those who teach can do: The development of the teaching assistant competency scale.*

†Swanson, Z., †Nuno, C., Walker, R., & **Shelton, J. T.** (in preparation). *Promoting character growth through inter-generational dialogue.*

†Gershman, D., Vorwerk, T., & **Shelton, J. T.** (in preparation). *The role of reverse implementation intentions in reducing commission errors in prospective memory*

*Sanford, B., *Whittemore, J., *Kruck, A., *Barahona, R., & **Shelton, J. T.** (in preparation). *Cognitive offloading; A tool for academic success.*

†Hutson, T., †Wymer, C., Zelin, A. I., & **Shelton, J. T.** (in preparation). *Catching a recruiter's*

In closing, I enjoyed a productive and restorative professional development leave. The activities I

engaged in have helped me to make significant progress in scholarship, building quality experiential learning programs in the classroom, and in service to the community and profession. Thank you again for providing me with this opportunity.

Kind regards,

Dr. Jill Shelton

