

Curriculum Vitae

Thomas R. Chibucos

Professor

Human Development and Family Studies
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ACADEMIC DEGREES

Doctor of Philosophy	Department of Psychology Developmental Psychology Michigan State University, 1974
Master of Arts	Department of Psychology Developmental Psychology Northern Illinois University, 1970
Bachelor of Arts	Department of Psychology Psychology/Minor: Sociology Northern Illinois University, 1969

PROFESSIONAL POSITIONS

Professor, Human Development and Family Studies, School of Family and Consumer Sciences, Bowling Green State University (BGSU), Bowling Green, OH 43403-0254, **1993-Present**.

Director, School of Family and Consumer Sciences, Bowling Green State University, Bowling Green, OH 43403-0254, **1993-2003**.

Research Affiliate, National Poverty Center, Gerald R. Ford School of Public Policy, **University of Michigan**, Ann Arbor, MI. **May 2004 - 2007**

Visiting Scholar, National Poverty Center, Gerald R. Ford School of Public Policy, **University of Michigan**, Ann Arbor, MI. **2003-04 AY**.

Faculty Affiliate, Center for Family and Demographic Research, Bowling Green State University, **2003-Present**.

Faculty Affiliate, Institute for Child and Family Policy
Bowling Green State University, 2007-

Faculty Research Associate, Center for Policy Analysis and Public Service,
Bowling Green State University, 1997-2002.

Professor, Family and Child Studies, Department of Human and Family
Resources, Northern Illinois University (NIU), DeKalb, IL 60115, 1989-93.

Associate Professor, 1981-1988.

Assistant Professor, 1976-1980.

Assistant Professor (Temporary), Department of Psychology, 1975-76.

Faculty Associate, Center for Governmental Studies (Adjunct), Social Science
Research Institute, Northern Illinois University, 1985-87.

Assistant Vice President for Academic Affairs (Interim), University of
Maryland, Central Administration, Adelphi, MD 20783, 1984-85 AY.

Fellow in Academic Administration, Academic Affairs, The University of
Maryland, Central Administration, Summer 1984.

Fellow in Academic Administration, Provost's Office, The American
University, 4400 Massachusetts Ave., NW, Washington, D.C. 20016, 1983-84.

Coordinator, Division of Family & Child Studies, Department of Human and
Family Resources, Northern Illinois University, 1980-1983.

Research Associate, National Institute of Education, Department of Health,
Education & Welfare, Washington, D.C., 1973-75.

Graduate Faculty Status, Full Membership, 1976-1993 Northern Illinois
University; 1993-Present. **Re-appointment through 2008.**

Graduate Research Assistant (Research Methodology and Statistics), Office of
Research Consultation, College of Education, Michigan State University,
1971-73.

Graduate Teaching Assistant, Developmental Psychology, Department of
Psychology, Michigan State University, East Lansing, MI, 48823, 1971-73.

Graduate Teaching Assistant, Department of Psychology, Northern Illinois
University, 1969-70.

HONORS AND AWARDS

Chair, Family Policy Section, National Council on Family Relations, 2007-2008
Chair-Election, FPS, NCFR, 2006-2007

Groundwork Campaign. Recognition for **Extraordinary Dedication, Service, and Leadership to Create a High Quality Early Care and Education System** for all Ohio Children, 2007.

National Council on Family Relations Fellow, Elected November 2006

Nominee, 2005 National Council on Family Relations' **Distinguished Service to Families Award.** September 2005.

Research Affiliate (Began 3-year appointment **15 May 2004**), National Poverty Center, Gerald R. Ford School of Public Policy, University of Michigan, Ann Arbor, MI.

Visiting Scholar (2003-2004 academic year), **National Poverty Center, Gerald R. Ford School of Public Policy, University of Michigan**, Ann Arbor, MI.

Chair of the Public Policy Committee, National Council on Family Relations. **1999 - November 2003.**

Invited participant to a *Forum on Creating Partnerships to Address Issues Pertaining to Juveniles and Individuals with Mental Disorders in the Criminal Justice System.* U.S. Department of Justice and the U.S. Department of Health and Human Services. Washington, DC. 22-23 July 1999.

Special invitation to attend *Family Re-Union 6: Families and Learning and Family Re-Union 10: Back to the Future.* Moderated by Vice President Gore. Vanderbilt University. Nashville, TN. 25 June 1997 & 19 November 2001.

Invited participant among a national group of about 60 scholars. Third National Applied Developmental Science Conference. *Social Change, Public Policy and Community Collaboration: Training Human Development Professionals for the Twenty-First Century.* Florida State University. Tallahassee, FL. 7-8 March 1997.

One of twelve (12) scholars selected nationally to attend a week-long Research Institute on secondary analysis of child abuse and neglect data. National Data Archive on Child Abuse and Neglect, Cornell University, 1995.

Elected Treasurer, International Association for Infant Mental Health, 1987-89.

Listed in various Who's Who in.....

Fellowship in Academic Administration (one of 35 granted nationally), The American Council on Education, 1983-84.

Award from school and day care organizations in Illinois for leadership in public service, 1982.

Elected to a 3-year term as chair of the Social Issues Committee of the International Association for Infant Mental Health, 1982-85.

Honor Society of Phi Kappa Phi.

SCHOLARSHIP

Publications

Laflin, M. T., Sommers, J. M., & Chibucos, T.R. (2005). Initial Findings in a Longitudinal Study of the Effectiveness of the *Sex Can Wait* Sexual Abstinence Curriculum for Grades 5-8. *American Journal of Sexuality Education (On-line)*, 1, 103-134. Available: <http://www.haworthpress.com/web/AJSE> (**Refereed**)

Chibucos, T.R., & Leite, R.W., with Weis, D.L. (Eds.). (2005). *Readings in family theory*. Thousand Oaks, CA: Sage Publications. (**Refereed**)

Chibucos, T.R. (2003). The role of NCFR in family policy initiatives: Marriage promotion as an exemplar. In *Family Focus on Marriage, Issue FF19*, 1-3. Minneapolis, MN: National Council on Family Relations. (Invited).

Hannan, K.L. & Chibucos, T.R. (2000). Welfare reform, poverty and families with young children. In the *National Council on Family Relations Report*, 45 (1), 15-16. Minneapolis, MN: National Council on Family Relations. (Invited)

Skinner, D., Casto, H., Chibucos, T.R. et al. (1999). Curriculum. In Ralston, P., Lerner, R.M., Mullis, A.K., Simerly, C.B., & Murray, J.B. (Eds.), *Social change, public policy, and community collaborations: Training human development professionals in the twenty-first century* (pp.147-150). Boston: MA. Kluwer Academic Publishers. (**Invited**)

Chibucos, T.R., Freeman, K., Kilmer, S.J., Larsen, F., O'Donnel, B., & Stricker, D. (1999). Child care and Head Start: Community action commission-university partnership. In T.R. Chibucos & R.M. Lerner (Eds.), *Serving children and families through community-university partnerships: Success stories* (pp. 293-302). Norwell, MA: Kluwer Academic Publishers.

Chibucos, T.R. & Lerner, R.M. (Eds.) (1999). *Serving children and families through community-university partnerships: Success stories*. Norwell, MA: Kluwer Academic Publishers. (**Refereed**)

Chibucos, T.R. & Lerner, R.M. (1999). Serving children and families through community-university partnerships: A view of the issues. In T.R. Chibucos & R.M. Lerner (Eds.), *Serving children and families through community-university partnerships: Success stories* (pp. 1-12). Norwell, MA: Kluwer Academic Publishers.

Potthoff, J., Chibucos, T.R., & Rosenberg, H. (1998). Shifting balances: Changing roles in policy, research and design. *Book of Abstracts IAPS 15 Conference*, 53. **(Refereed)**

Potthoff, J., Chibucos, T. R., & Rosenberg, H. (1998). Women's satisfaction with residential drug/alcohol treatment facilities: Interior design implications. In J. Teklenburg, J. van Andel, J. Smeets & A. Seidel (Eds.), *Shifting balances. Changing roles in policy, research and design* (pp. 246-255). Eindhoven, The Netherlands: EIRASS European Institute of Retailing and Services Studies. **(Refereed)**

Chibucos, T.R. (1995). Men's characteristics, family poverty and child maltreatment. *Abstracts of Papers Presented at The 4th International Family Violence Research Conference, Session 34*, pg. 2. Family Research Laboratory, University of New Hampshire: Durham, NH. **(Refereed)**

Smart, L.S., Chibucos, T.R. & Didier, L.A. (1990). Adolescent substance use and perceived family functioning. *The Journal of Family Issues*, 11, 208-227. **(Refereed)**

Chibucos, T.R. and Green, M.F. (1989). Leadership development in higher education: The ACE Fellows Program. *The Journal of Higher Education*, 60, 21-42. **(Refereed)**

Chibucos, T.R. and Chibucos, P.E. (1988). Teaching presidential elections: A guide for educators. *Social Education*, 52, Supplement. **(Refereed)**

Chibucos, T.R. (1985). Review of *The development of attachment and affiliative systems*, (R.N. Emde & R.J. Harmon Eds.). *Child Development Abstracts and Bibliography*, 59 (1).

Chibucos, T.R. (1984). Involvement of the aged in child development: Prolonging independence through interdependence. In W. Quinn & G. Hughston (Eds.), *Independent aging: Readings in social gerontology*. Rockville, MD: Aspen Systems, 243-255. **(Refereed)**

Chibucos, T.R. & Chibucos, P.E. (1983). Adjustment of infants to group care: Quality of parent-infant relationships. *Abstracts of the Society for Research in Child Development*, 4, 45. **(Refereed)**

Chibucos, T.R. (1982). Review of *Infancy* (R. McCall). *The Infant Mental Health Journal*, 3.

Chibucos, T.R. (1981). Review of *The first year of life: Psychological and medical implications of early experience*, (D. Shaffer & J. Dunn Eds.). *Child Development Abstracts and Bibliography*, 55 (5&6).

Chibucos, T.R. & Kail, P. (1981). Longitudinal examination of father-infant interaction and infant-father attachment. *Merrill-Palmer Quarterly*, 27, 81-96. **(Refereed)**

Chibucos, T.R. (Ed.). (1980). Toward broader conceptualization of child mistreatment. *The Infant Mental Health Journal*, 1, (4 Whole), 209-280. **(Refereed)**

Chibucos, T.R. (1980). A perspective on child mistreatment. In T.R. Chibucos (Ed.), *Toward broader conceptualization of child mistreatment. The Infant Mental Health Journal*, 1, 212-223. **(Refereed)**

Porter, A. and Chibucos, T.R. (1975). Common problems of design and analysis in evaluation research. *Sociological Methods and Research*, 3, 235-257. **(Refereed)**

Porter, A. and Chibucos, T.R. (1975). Selecting analysis strategies. In G. Borich (Ed.), *Evaluating educational programs and products* (pp. 415-464). Englewood Cliffs, N.J.: Educational Technology Press. **(Refereed)**

Gorry, T.H., Chibucos, T.R. and Bell, R.W. (1971). Visual and tactual variation-seeking in the rat: Intermodal effects of early rearing. *Developmental Psychobiology*, 4, 123-132. **(Refereed)**

Published Reports

Hannan, K.L. & Chibucos (1999). Welfare reform, poverty, and families with young children. Joint Center for Poverty Research Working Paper #94. Chicago: Joint Center for Poverty Research, Northwestern University/ University of Chicago. <http://www.jcpr.org/wp/WPprofile.cfm?ID=94.0> **(Refereed)**

Chibucos, T.R. (1987). *Final Report: Community Social Service Needs Assessment*. Contract #87-10-3979, U.S. Department of Housing and Urban Development.

Green, M.F. & Chibucos, T.R. (1987). *ACE Fellows Program. An Assessment of the First Eighteen Years*. Washington, D.C.: American Council on Education. **(Invited)**.

Chibucos, T.R. (1978). *Identifying and Reporting Child Abuse and Neglect: A Training Model*. Springfield, IL: Office of Pupil Personnel Services, Illinois Office of Education.

Professional Papers, Seminars, Symposia, Panels (Selected)

Chibucos, T.R. (2007). Presider and Discussant. *Poverty, Welfare, and Financial Security*. (Presenters: Lee, J., Katras, M.J. & Bower, J.W.; Reeser, C.S. & Heath, C.J.; Shjegstad, B.H. & Lohman, B.J.). The Annual Meeting of the National Council on Family Relations. Pittsburg, PA: 8 November. **(Invited)**

Chibucos, T.R. (2005). Discussant. *The Work-Family Interface: Public and Private Strategies*. (Presenters: Hill, J., Meteyer, K., & Stevens, D.). The Annual Meeting of the National Council on Family Relations. Phoenix, AZ: 17 November. **(Invited)**

Laflin, M.T., Wang, J., Barry, M., Sommers, J., Chibucos, T.R., & Horowitz, S.M. (2005). Self-esteem and attitudes toward abstinence, and sexual debut in early adolescence. Presented at the Meeting of the American Academy of Health Behavior, Charleston, SC, 20-23 February. **(Refereed)**

Laflin M.T., Sommers J., Wooley S., Chibucos M.C., Chibucos T.R., & Horowitz, S.M. (2004). Follow-up evaluation of the *Sex Can Wait* curriculum. Presented at the annual Meeting of the American Academy of Health Behavior, Sedona, AZ, 2 March. **(Refereed)**

Chibucos, T.R. (2003). Moderator. *Newcomer Families in Emerging Gateway Cities: Intersection of Research, Policy, and Practice*. (Panel: Ray, B., Morse, A., McLaren, A, Valsamakis, A., & Daugherty, D.) Special Public Policy Seminar. Annual Meeting of the National Council on Family Relations. Vancouver, BC: 20 November. **(Invited)**

Chibucos, T.R. (2003). Moderator and Discussant. *Federal Evaluations Research on Health Marriages: Current Activities and Future Directions*. Annual Meeting of the National Council on Family Relations. Vancouver, BC: 22 November. **(Invited)**

Chibucos, T.R. (2003). Moderator and Discussant. *Opening Plenary Session: Administration's Health Policy Agenda*. (Presenters: Zucker, H.A., Wilson, J.J., & Owcharenko, N.). Families and Health: 2003. Presented at the 4th Annual Public Policy and Education Conference of the National Council on Family Relations. Washington, DC. 10 April. **(Invited)**

Laflin, M.R., Chibucos, M.C., Chibucos, T.R., & Sommers, J. (2003). Longitudinal study of the effectiveness of *Sex Can Wait*, an abstinence only curriculum. Presentation at the Annual Conference of the Office of Adolescent Pregnancy Programs. Chicago, IL: 11 September. **(Refereed)**

Laflin, M.T., Horowitz, S.M., & Chibucos, T.R. (2003). Initial findings in a longitudinal evaluation of an abstinence education intervention. Poster presented at the Meeting of the American Academy of Health Behavior, St. Augustine, FL, 18 March. **(Refereed)**

Chibucos, T.R. (2001). *Discussant, Special Presidential Forum/Town Meeting: Family-Centered Community Building*. (Presenters: Doherty, W.J., Cardenas, G., Jarrett, R., Halfon, N., & Dressel, P.). National Council on Family Relations Annual Conference. Rochester, NY. 10 November. **(Invited)**

Chibucos, T.R. (2001). *Presider, Educating and Influencing Public Officials, Public Policy Seminar: Part I*. (Presenters: Broome, S.W., Bogenschneider, K., & Moore, P.). National Council on Family Relations Annual Conference. Rochester, NY. 9 November. **(Invited)**

Wilson, J.J., Evans, V.J., Dodge, D., & Chibucos, T.R. (2000). *Moderator, Issue Briefing 4: Panel on Health Care Proposals, New Directions from NICHD, and New Initiatives and Policies from the Office of Justice Programs*. At the Public Policy and Education Conference, National Council on Family Relations, *Economic Viability, Welfare Reform and Health Care: Assessing the Future for Families and Communities*. Washington, DC, 14 April. **(Invited)**

Chibucos, T.R. (1999). *Community-university partnerships in the service of children and families*. Annual Meeting of the American Association of Family and Consumer Sciences. Seattle, WA: 29 June. **(Refereed)**

Chibucos, T.R. & Hannan, K.L. (1999). *The effects of welfare reform on families with infants and toddlers*. Presented at the Sponsored Research Conference, 1998-99 ASPE/Census Bureau Small Grants. U.S. Department of Health and Human Services. Washington, DC, 17-18 May. **(Invited)**

Hannan, K.L. & Chibucos, T.R. (1999). *The impact of welfare reform on infants, toddlers, and their families: Data from the 1993 SIPP and family interviews*. Biennial Meeting of the Society for Research in Child Development. Albuquerque, NW: 17 April. **(Refereed)**

Chibucos, T.R. (1998). *Father involvement in children's lives and children's care: Focus on generativity*. Presented at the Annual Meeting of the Midwest Association for the Education of Young Children. Toledo, OH, 25 April. **(Refereed)**

Chibucos, T.R. & Hannan, K.L. (1998). *Welfare reform: Focus on families with infants and toddlers*. Conference on Work and Family: Today's Realities and Tomorrow's Visions (Sloan Foundation, The Business and Professional Women's Foundation, and Wellesley College). Boston, MA: 6-7 November. **(Refereed)**

Potthoff, J., Chibucos, T.R. & Rosenberg, H. (1998). *Women's satisfaction with residential drug/alcohol treatment facilities: Interior design implications*. Fifteenth Annual International Association for People-Environment Studies (IAPS) Conference, 14-17 July, Eindhoven, The Netherlands. **(Refereed)**

Chibucos, T.R. (1997). *Corporal punishment: Generativity perspectives. Panel: To Spank or Not to Spank*. Chibucos, T.R., Gentry, D.B. (Chair), Myers-Walls, J.A., Pratto, D.J., & Ramburg, D. Annual Conference of the National Council on Family Relations. Washington, DC. 8 November. **(Invited)**

Chibucos, T.R. (1995). *Historical perspective on values, policy and child maltreatment*. The 1995 Summer Research Institute, National Data Archive on Child Abuse and Neglect. Cornell University, Ithaca, NY. 22 June 1995. **(Invited)**

Chibucos, T.R. (1995). *Men's characteristics, poverty and child maltreatment..* Part of a symposium on Neglect and Psychological Maltreatment of Children. The 4th International Family Violence Research Conference. University of New Hampshire, Durham, NH. 23 July 1995. **(Refereed)**

Harter, D., Rosemier, R., Paek, S., Chibucos, T. and Luckenbill, D. (1989). *The effects of casual dress and use of humor on the judgment of professional ability*. Midwestern Educational Research Association. Chicago, October. **(Refereed)**

Chibucos, T.R. (1987). *Direct and indirect influences of policy changes on children and families*. Illinois Home Economics Association. March. **(Invited)**

Chibucos, T.R. (1986). *The quality of childhood in 1986*. Annual Meeting of the Chicago Association for the Education of Young Children. Chicago, February. **(Refereed)**

Chibucos, T.R. (1986). *Changing childhood in the 1980's: Perspectives on excessive maturity demands*. The Maryland/ Washington. D.C. Infant Development Association. Baltimore, January. **(Invited)**

Chibucos, T. R. and Chibucos, P.E. (1983). *Adjustment of infants to group care: Quality of parent-infant relationships*. Biennial Meeting of the Society for Research in Child Development. Detroit, April. **(Refereed)**

Kail, P. and Chibucos, T.R. (1981). *Father-infant attachment processes in the first year*. Annual Meeting of the Midwestern Psychological Association. Chicago, March. **(Refereed)**

Chibucos, T.R. (1981). *Developmental study of attention and habituation in early infancy*. Biennial Meeting of the International Society for the Study of Behavioral Development. Toronto, August. **(Refereed)**

Chibucos, T.R. (1980). *Fathers and infants: Emerging trends*. Annual Meeting of the Chicago Association for the Education of Young Children. Chicago, February. **(Refereed)**

Chibucos, T.R. (1979). *Mistreatment of children: A context for understanding*. Annual Meeting of the Illinois Council on Family Relations. Oak Brook, IL. May. **(Refereed)**

Chibucos, T.R. (1978). *Child abuse: A family perspective*. Annual Meeting of the Illinois Council on Family Relations. Oak Brook, IL. May. **(Refereed)**

Chibucos, T.R. (1978). *Basic issues in child abuse and neglect*. Part of a symposium on, *Psychological Issues in Child Abuse and Neglect*. Annual Meeting of the Midwestern Psychological Association. Chicago, March. **(Refereed)**

Chibucos, T.R. (1978). (Symposium Chair), *Psychological issues in child abuse and neglect*. Annual Meeting of the Midwestern Psychological Association. Chicago, March. **(Refereed)**

Chibucos, T.R. (1978). *Understanding child abuse and neglect*. Annual Meeting of the Illinois Vocation Home Economics Teacher's Association. Chicago, August. **(Refereed)**

Wohlford, P. and Chibucos, T. (1978). *Research evidence on corporal punishment in the schools: Needs and roadblocks*. Part of a symposium on, "Corporal Punishment in Schools: Is it Necessary Discipline?" Annual Meeting of the American Psychological Association. Chicago, September. **(Refereed)**

Chibucos, T.R. (1974). *Longitudinal methodology: A perspective for choosing research designs*. Address to the Texas Tech University. Conference on Methodology in Longitudinal Research. Lubbock, June. **(Invited)**

Porter, A. and Chibucos, T.R. (1974). *Summative evaluation: Selecting analysis strategies*. Annual Meeting of the American Education Research Association. Chicago, April. **(Refereed)**

RESEARCH PROJECTS, GRANTS, CONTRACTS

Co-author. \$500,000 3-year grant (1 September 2005 – 31 August 2008). Funded by the Tobacco Use Prevention and Control Foundation (Columbus, Ohio) to the American School Health Association. Tobacco Free Schools, Stand Teams, and Policy Implications: An Intervention and Evaluation Pilot Study. Project design and evaluation responsibilities, 2005-2006.

Adolescent Sexual Abstinence. \$1.25 Million for five years (\$250,000/year). Laflin, M. & Horowitz, S. (CO-PIs). Administrative and design/evaluation responsibilities. Funded by NIH, 1999-2004.

Grant funded to start a BGSU student affiliate organization of the National Council on Family Relations. Author \$500. Spring 2002.

Grant **funded** to recruitment for new HDFS graduate program. **\$3,000**. Bowling Green State University. Landrymeyer, L. & Hannan, K.L. 2001. Administrative oversight.

Assessment grant to funded to develop undergraduate student assessment. Hentges, D., Horowitz, S., Hines, J., Potthoff, J. & Chibucos, T.R. **\$5,000**, funded by Bowling Green State University. 2000

Grant funded to develop series of Family Impact Seminars for state policy-makers. Co-PI with R. Leite. University of Wisconsin-Madison. **\$4,000** in start up dollars. Fall 2000.

Effects of Welfare Reform on Families with Infants and Toddlers. **\$20,000**. Funded by the Joint Center for Poverty Research (Northwestern University and The University of Chicago), NIH, May 1998. Hannan, K. & Chibucos, T.R. (Co-Principal Investigator)

Women's Satisfaction with Residential Drug/Alcohol Treatment Facilities: Design Implications. **\$5,000**. Internal competitive university funding (1995-96). Potthoff, J., Chibucos, T.R. & Rosenberg, H. (Co-author and co-PI).

Special Services in Vocational Family and Consumer Sciences. 1993-94 thru 1995-96 funded at \$4,000 per year for in-service teaching training. 1996-97 thru 2002-2003, funded at **\$20,000 to \$30,000** annually. U.S. Department of Education flow through monies. Erickson, P. & Chibucos, T.R. (Co-PI and Administrative oversight). **Total = \$175,000**.

Social Service Needs Assessment in Community Context. Community Development Block Grant, U.S. Department of Housing and Urban Development, **\$26,000**, Chibucos, T.R., (PI and project director) 1986-87.

Understanding and Analyzing Research: A Workshop for Undergraduates. The purpose of this project was to explore ways to improve the teaching of research methodology skills to undergraduates. Committee for the Improvement of Undergraduate Education, **\$3200**, 1983.

Fathers and Infants: Developing Positive Relationships. This research attempted to assess the quality of father-infant interaction and, through peer modeling, to positively influence fathers' sense of self confidence about their paternal role. Graduate School Fund, NIU, **\$2600**, Principal Investigator, 1982.

The Effects of Same-age and Different-age Peers on Socially Withdrawn Children. Graduate School Fund, NIU, **\$2700**, Principal Investigator, 1981.

Identifying and Reporting Child Abuse and Neglect. A training grant to educate teachers, nurses, principals and other school personnel on the identification and reporting of child abuse and neglect, and to test a curriculum package developed by HEW. Illinois Office of Education, **\$10,600**, PI & Project Director, 1977.

Child Abuse: An Examination of the Process. This was a study relating several demographic and situational variables to various forms and degrees of mistreatment. Graduate School Fund, NIU, \$2400, Principal Investigator, 1977.

An Evaluation of the Taba Teaching Strategies. This study implemented and evaluated the Taba Teaching Strategies in the Lansing, Michigan schools. Michigan Department of Education, \$32,400, Project Director & Co-Principal Investigator (with Porter, A.C.), 1973.

**PROFESSIONAL SERVICE, AND RESEARCH OR PROFESSIONAL
CONSULTANTSHIPS (selected)**

Member, 2008 Program Committee, National Council on Family Relations, 2007-2008

Co-Developer, Pre-Conference Public Policy Workshop on Human Services, *The Pennsylvania and Ohio Success Stories*, National Council on Family Relations, 6 November 2007.

Reviewer, Wisensale, S.K. & Haas, L. (Eds.), (2006). *Families and Social Policy: National and International Perspectives*. Binghamton, NY: The Haworth Press. June

Member, Panel Number 33, Parental Information and Resource Center (PIRC) Grant Review Competition, U.S. Department of Education, June 2006.

Chair, Family Policy Section, National Council on Family Relations, 2007-2008
Chair-Elect, Family Policy Section, National Council on Family Relations, 2006-2007.

Reviewer, Special Issue on Welfare and Families, *Marriage and Family Review*, 2005.

Manuscript Reviewer, Biennial Conference, Society for Research in Human Development, 2005-2006.

Evaluation Consultant, Assessment, Implementation, and Evaluation of School District Policy for Tobacco Free Schools, American School Health Association, 2005-2006.

Editorial Board Member, *Journal of Teaching in Marriage and Family: Innovations in Family Science Education*, 2002-present.

Reviewer, Cambridge University Press, 2003-2004.

Member, Public Policy Committee, National Council on Family Relations, 2000-present.

Chair, Public Policy Committee, National Council on Family Relations, 1999-2003.

Editorial Board Member, *Family Relations: Journal of Applied Family and Child Studies*, 2000 - continuing (*reappointed in 2004 for 4-year term*).

Program evaluation, research design, data analysis, and communication with constituents: Five-year project on adolescent sexuality education. American School Health Association, 1999 - 2004.

Committee Member, Reuben Hill Award Selection Committee, National Council on Family Relations, 2000 - 2002.

Moderator, *Issue Briefing on Health and Justice Programs and Policy*. NCFR Inaugural Public Policy and Education Conference. Washington, DC. 14 April 2000.

Representative of the Affiliated Councils, Public Policy Committee, National Council on Family Relations, 2000 - 2003.

Editorial Board, Michigan State University Series on Children, Youth, and Families. 1999 - 2002.

Reviewer, Kluwer Academic Publishers, 1999.

Reviewer of Annual Conference Submissions, National Council on Family Relations, Public Policy Section, 1999-present.

Reviewer of Annual Conference Submissions, National Council on Family Relations, Theory and Research Section, 2001.

Reviewer, *Journal of Family and Consumer Sciences*, 1995-2003

Editorial Board Member and Reviewer, *Family Science Review*, 1993-2001.

Reviewer, Special Issue on Prevention of Family Problems and Violence by Children, *Family Relations: Journal of Applied Family and Child Studies*, 1995.

Co-organizer and presenter, Chairs and Directors Workshop, Bowling Green State University, 21-22 September 1995

Reviewer for Refereed Paper Submissions for Annual Conference, American Association of Family and Consumer Sciences, 1995

Work-family Seminars: Child Care Options, YWCA Child Care Resource and Referral, Naperville, IL. 1992

Research design, questionnaire construction and data analysis, Illinois Department of Adult, Vocational and Technical Education (1987-90).

Minnesota State University System, "Evaluation of a Proposal by the Human Relations Faculty at St. Cloud State University for a new Master of Science in Human Relations," June 1990 (with Professor Eve Spangler, Department of Sociology, Boston College).

Questionnaire development and communication with decision-makers. Social Service Needs Assessment, Carol Stream, IL, 1987.

Research Design, The Ontario Mental Health Foundation, 1986.

Discussion Leader, "Dealing with conflict, maintaining faculty morale and encouraging professional growth." Leadership development program on Chairing the Academic Department, American Council on Education, Alexandria, VA. 18-21 June 1985.

Role of schools in identifying and reporting child abuse and neglect. Virginia Child Protection Association, 1984-85.

Coordinator, System-wide Leadership Development Institute for Department Chairs, University of Maryland, 1985.

Book reviewer for various presses, including MacMillan (1980-81, 1983, 1986-88).

Program evaluation, Closeup Foundation, Alexandria, VA., 1986-88.

Critical analysis of current research. Baltimore/Washington D.C. area Infant Development Association, 1985.

Program Evaluation, American Council on Education, 1984-87.

Reviewer of grant proposals for the Fund for the Improvement of Postsecondary Education, U.S. Department of Education, 1984 & 1985.

Educational Research Consultant, CBS News (New York) and The American University (DC), for the series on Current Issues in Higher Education, 1983-84.

Occasional panel member/reviewer for convention paper presentations: Society for Research in Child Development (1981, 1983); American Psychological Association (Division 9, Society for the Psychological Study of Social Issues; Division 27, Community Psychology; Division 37, Children, Youth and Families, 1981-92).

Occasional reviewer of article submissions for *Child Development*, 1980-1990.

Occasional book reviewer *Child Development Abstracts and Bibliography*, 1979-88.

Editorial board member of the *Infant Mental Health Journal*, 1979-87.

Representative, Illinois White House Conference on Families, 1980.

Cofounder of the Illinois Association for Infant Mental Health, 1982.

Member, Policy Committee, 1982-83

Chair, Bylaws Committee, 1982-83

Board Member, 1982-84

International Association for Infant Mental Health

Board of Directors (1980-92, Founding Member and Reelected to two 4-year terms);
Bylaws Committee, 1981-83;
Program Planning Committee, 1983-85;
Elected Chair, Social Issues Committee, 1983-85;
Elected Treasurer, 1987-90

Family Assessment, Ill. Department of Children and Family Services, 1979-81.

Advisor, Panel for Day Care Worker's Training Project, Title XX and Illinois Office of Education, 1980-82.

Member, Advisory Committee on Child Development Curricula in Secondary Schools, Illinois Office of Education, 1978-79.

Parenting Curriculum, Project on "Parent Education: A Curriculum Guide," Department of Adult, Vocational and Technical Education, Illinois Office of Education, 1978-79.

Child Abuse and Neglect, Department of Pupil Personnel Services, Illinois Office of Education, 1977-78.

Reviewer, Symposium on Methodology, National Institute of Education, DHEW, Washington, DC, 1975.

Research Design, Evaluation, and Data Analysis. Office of Research Consultation, Michigan State University, 1971-74.

Evaluation of the Hilda Taba Teaching Strategies in the Lansing Public School System, Michigan Department of Education, 1972-73.

PUBLIC SERVICE (selected)

On-line course in child development offered in response to the Sloan Foundation's support for a network of universities and colleges to support students displaced by hurricane Katrina. Fall 2005.

Public Forum on Foster Care. WBGU TV, Taped 24 February 2003.

American Studies Classroom Discussion: Adolescent development and involvement in public debates. Bowling Green High School, 30 January 2003.

Television panel on human services and the role of government. WBGU TV, October 1995.

Radio interview show: Children and families in the 1990s. WSPD, Toledo, 10 January 1994.

Presentation and seminar for employees of ATT on "Problems and possibilities regarding school-age child care," Naperville, IL, 20 April and 1 May 1992.

"Hurried childhood: How to recognize excessive maturity demands in the family." Presentation to parent members of "Family Connections," a family support group. DeKalb, IL, 12 May 1989.

"Good discipline, bad discipline and child abuse." Presentation at Sycamore Municipal Hospital's Health Education Program on child care issues, Sycamore, IL, 12 May 1987.

Interviewed by *Northern Today* and the *Northern Star* (16 March & 16 April 1987) regarding pregnancy leave policy developments in the U.S.

"Climbing to the top: A message for child care professionals." Keynote Address at the Galesburg, IL Regional Child Care Training Conference, 21 March 1987.

"Developing professionalism for child care providers." Keynote Address at the Freeport, IL Regional Child Care Training Conference, 28 February 1987.

"Thoughts on the roles of fathers in 1987." Presentation to parent members of "Family Connections," a family support group, DeKalb, IL, 20 February 1987.

"Fathering: Personal and academic perspectives." Presentation and discussion group participant at the Northern Illinois University Family Center Series on Child and Family Issues, DeKalb, IL, November 1986.

"On 'missing children': Is society overreacting?" Presentation to parents and teachers at Langley H.S., McLean, VA, 16 September 1984.

Expert testimony on child custody, District Court of DuPage County, IL, February 1982 & May 1983.

Chairperson, Co-Organizer of "The transition from preschool to kindergarten." Program for parents sponsored by DeKalb County Coordinated Child Care and DeKalb Community School District #428, April 1982.

Member, Human Relations Commission (Education and Labor Committee), DeKalb, IL, 1982-83.

Expert testimony on the needs of children, Illinois House Select Committee on the Needs of Children, Chicago, IL, 20 March 1981.

Consultant for the Cooperative Extension Service, University of Illinois at Urbana-Champaign. Extension Program Planning Committee on Single Parents, 1980-83.

Interviewed on the Today Show (NBC TV), Chicago) regarding child care options for working parents, 10-11 December 1981.

"The day care dilemma." Interviewed by the *NIU Alumni News*, November-December 1981.

"Day care and attachment to parents." Presentation to parents and day care providers at Northern Illinois University, September 1981.

"Parents' roles in day care." Presentation to day care providers in Sycamore and DeKalb, March and May 1981.

Interviewed regarding the prevention of child mistreatment by the *Northern Star*, 12 February 1981.

Interviewed regarding the prevalence of child neglect and other aspects of child abuse by the *DeKalb Daily Chronicle*, 25 January 1981.

Interviewed by the *Arlington Heights Daily Herald* regarding the abandonment of children, 11 December 1980.

Consultant, Growing Place Inc., on child care, DeKalb, IL, 1979-82.

Inservice workshop for teachers on child abuse. New Trier Township Teacher's Institute Day, Winnetka Public Schools, 3 February 1981, 8 February 1980.

Consultant to the DeKalb County Child Protection Association, 1979-81.

"The uses of free play in day care." Workshop for day care providers in DeKalb, 7 November 1980.

Presentation to Sycamore High School class on preventing child abuse, 30 November 1979.

"Research on parenting." Presentation at Parenting '79 Conference, Rockford, IL, 15 September 1979.

Workshop and presentation to Sycamore Parent Day Care Group on child abuse and day care, 5 April 1979.

"Child abuse and teachers." Workshop presented for teachers at "Focus on Teachers," Northfield Township Institute, 2 March 1979.

Interviewed regarding parental discipline by the *Northern Star*, 29 November 1978.

Interviewed regarding child abuse by the *DeKalb Evening News*, 8 December 1978.

Consultant on day care and infant care licensing, Department of Child and Family Services and DeKalb Community Coordinated Child Care, 1977-1980.

Board of Directors, DeKalb Community Coordinated Child Care, June 1976 - April 1977;
June 1978 - April 1979.

Inservice workshop for Elementary School staff at Roberts School, DeKalb, IL, 15
December 1977.

"Neglect and other subtle forms of mistreatment." Presentation at Loyola University's
Workshop on Child Abuse, Chicago, 14-15 November 1977.

"What the educator sees in child abuse and neglect." Presented at the Rockford College
Workshop on Child Abuse and Neglect, Rockford, IL, 6-7 October 1977.

"The role of the educator in reporting child abuse." Presented at the Moline Regional
Workshop on child Abuse, Moline, IL, 2-4 October 1977.

Interviewed regarding the stresses on new families by the *Moline Herald News*, 4 October
1977.

Interviewed regarding child abuse by WREX-TV, Rockford, IL, 7 October 1977.

"LeBoyer and other methods of childbirth." Presentation to the Northern Illinois
Association for the Education of Young Children, 7 March 1977.

Consultant for Project H.E.L.P. (Help Ease Learning Problems). DeKalb County Special
Education Association, December 1976 - March 1977.

PROFESSIONAL DEVELOPMENT (recent, selected)

Numerous disciplinary and administrative conferences attended, most often as a
participant (presenter, reviewer, board member, etc.). Conferences attended are too
numerous to list. Below are several recent representative professional development
activities.

- Attended and participated in a variety of data analysis and policy analysis seminars and workshops at the University of Michigan during the 2003-2004 academic year (e.g., through the Ford School of Public Policy, the National Poverty Center, and the departments of economics, sociology, psychology, and epidemiology). Completed book, *Readings in Family Theory* (2005), Sage.
- Participant, Annual Council of Fellows Meeting, American Council on Education, *Technology in the University*, Washington, DC, 4-5 June 2005.
- Invited Participant, *Research Conference on Marriage and Family Formation among Low-Income Couples*, Georgetown University, Washington, DC. 3-5 September 2003.

- National Council on Family Relations Board Meeting, Review of Public Policy Committee Directions and Accomplishments. 11 April 2003.
- Conflict Resolution Workshop for Chairs and Directors, Bowling Green State University, 17 January 2003.
- Attended by Invitation, *Family Re-Union 10: Back to the Future*. Vanderbilt University. Nashville, TN. 19 November 2001.
- Board Meeting, Public Policy Committee, National Council on Family Relations (NCFR), NCFR Annual Conference. Minneapolis, MN: 8-12 November 2000.
- Participated (Member of NCFR Public Policy Committee) in the Inaugural Public Policy and Education Conference held by the National Council on Family Relations--*Economic Viability, Welfare Reform and Health Care: Assessing the Future for Families and Communities*. Washington, DC. 13-14 April 2000.
- Attended by Invitation, *Forum on Creating Partnerships to Address Issues Pertaining to Juveniles and Individuals with Mental Disorders in the Criminal Justice System*. U.S. Department of Justice and the U.S. Department of Health and Human Services. Washington, DC. 22-23 July 1999.
- Attended by invitation, *Family Re-Union 6: Families and Learning*. Vanderbilt University. Nashville, TN. 25 June 1997.
- Attended and participated by invitation, Third National Applied Developmental Science Conference. *Social Change, Public Policy and Community Collaboration: Training for Human Development Professionals in the Twenty-First Century*. Florida State University, 7-8 March 1997.
- Participant, Summer Research Institute on Secondary Analysis, National Data Archive on Child Abuse and Neglect, National Center on Child Abuse and Neglect, Cornell University, July 1995.

TEACHING EXPERIENCE

(In parentheses: the # of times I've taught the course; and whether the course is for graduate credit (G), undergraduate credit (U), or both (G/U). Through December 2007)

Regular On-Campus Courses

Research Methods (31, G/U)
 Child and Family Policy (4, U)
 Child Development (22, U)
 Social Policy, Children and Families (10, G/U)
 Child in the Family (2, G)
 Assessment of the Infant and Young Child (3, G)
 Seminar in Family and Child Studies (4, G)
 Research Seminar (4, G)
 Graduate Research Seminar (2, G)
 Family and Child Policy (3, G)
 Child Abuse & Neglect (4, G/U)
 Infant Development (9, G/U)
 Theories of Child Development (6, G/U)
 Readings in Family & Child Studies (3, U)
 Human Development and Society (6, U)
 Observation of the Young Child (1, U)
 Collaborative Partnerships for Children and Families (3, G/U)

Continuing Education, Off-Campus Courses, Internships

Research Methods (8, G)
 Assessment of Young Children (1, G)
 Internship Supervision, Child and Family Community Services (6, U)
 Internship Supervision, Health Education and Health Promotion (3, U)
 Internship Supervision, Child Development and Family Relations (4, U)
 Child Abuse & Neglect (7, G/U)
 Infant Development (3, G/U)
 Child Development and Social Policy (2, G/U)

Online Courses

Child and Family Policy (2, U), Summer 2006, 2007
 Child Development (2, U), Fall 2005, Summer 2006

Academic Advising

I have been involved in academic advising of graduate and undergraduate students in the following areas throughout my career as a professor and administrator:

human development	marriage and family therapy
family studies	child development
health promotion	early childhood studies
food and nutrition	child and family community services
family relations	psychology
sociology.	

Graduate Theses, Dissertations, and Comprehensive Exam Committees

Through December 2007 I have served on a total of 89 graduate committees (20 as chair or director): 56 theses; 15 dissertations, and 18 comprehensive and preliminary exams.

CURRICULUM AND PROGRAM DEVELOPMENT (selected)***Examples of Program Development: Administrative and Disciplinary Contributions***

Disciplinary and administrative contributions are specified as appropriate.

- Extensive revisions of undergraduate program in Child and Family Community Services. With others. Administrative and disciplinary contributions, 2004 and 1996.
- Masters specialization in Human Development and Family Studies redesigned to emphasize the development of collaborative partnerships to serve the needs of families and children. With others. Completed, November 2000.
- New undergraduate program development in apparel merchandising and product development. Administrative contributions. Completed Spring 1997.
- Extensive revision of undergraduate program in early childhood studies (education) to meet new Ohio licensure standards. My primary role was in providing vision for an early childhood studies program that emphasized family, contextual, interdisciplinary, and developmental perspectives. This work was carried out by various faculty in the SFCS in collaboration with faculty from other campus units. Initiated 1994-95. Completed for new licensure, December 1998.
- B.S., Interdisciplinary Early Childhood Studies Degree, 1985-86. Result was a cross-college interdisciplinary degree in ECS. With many others.

- Masters program in Applied Family and Child Studies, 1980-81. Disciplinary contributions. With others.
- Masters program in Marital and Family Therapy, 1981-82. Contributions were disciplinary and administrative. One of the first (and continuing) masters level American Association for Marital and Family Therapy (AAMFT)-approved programs.

Examples of Individual Course and Workshop Development

- Developed a web course version of research methods, 2007
- Developed and taught child development, and child and family policy online courses (2005-2006)
- Child and Family Policy undergraduate course, 2004.
- Collaborative Partnerships for Children and Families graduate course, 2003. A significant priority related to national disciplinary trends. With colleagues.
- Child and Family Policy graduate course. Course first taught as a workshop, then approved in 1998.
- Undergraduate/graduate 3 credit course on Social Policy, Children and Families. Developed and approved in 1986-87. ***One of the earliest such courses in child and family development programs produced nationally.***
- Graduate Research Methods course. Developed in 1978-79; redeveloped 1987-88.
- Undergraduate/graduate 3 credit course on Child Abuse and Neglect. First taught as a workshop in 1977, then approved as a regular course in 1985. ***One of the first such courses nationally.***
- Masters program in Applied Family and Child Studies, 1980-81. With others. Both disciplinary and administrative contributions.

Educational Materials (examples)

- *Reading and Evaluating Research Articles: Primer for Human Development and Family Studies Students.* May 2007
- Developed a new *Handbook for Child and Family Community Services Internships.* With other faculty, 1999.
- Packet of materials to teach research methodology to undergraduates, 1988.

- Chibucos, P.E. and Chibucos, T.R. (1988). *Study guide: "Child and Adolescent Development."* New York: MacMillan.
- Chibucos, P.E. and Chibucos, T.R. (1988). *Test bank: "Child and Adolescent Development."* New York: MacMillan.
- *Integration of a Policy Perspective into a Family & Child Studies Undergraduate Curriculum*, 1986.

UNIVERSITY SERVICE

Department/School

Advisory Board Subcommittee, Chair 2006 - present
 Faculty Mentor for Tenure Track Faculty, 2003 - present
 Human Development & Family Studies, Collaborative Scholarship Chair 2004-05
 Faculty Search Committee, Chair, 1993-94, 1994-95, 1995-96, 1996-97, 1997-98,
 1998-99, 1999-2000, 2000-2001; Member 2005-2006
 Strategic Planning Committee, Chair, Co-author, Strategic Plan (1995-1997)
 Graduate Faculty Coordinator, 1994-96
 Faculty Workload Committee, 1992-93
 Teacher Evaluation Committee, 1991-92
 Graduate Faculty Chair, 1988-90, 1977-80
 Curriculum Committee Chair, 1985-1986
 Chair, Program Review Committee, 1980-82
 Co-author of an interim report on re-accreditation (North Central
 Association), 1981-82,
 Personnel Committee, 1979-80
 Faculty Search and Screening Committee Chair, 1982-83
 Faculty Search and Screening Committee Member, 1978-80
 Nominations and Elections Committee, 1976-78
 Student Grade Appeals Committee, Chair 1986-88

College

Undergraduate Scholarship Committee, 2005-present
 Dean's Executive Committee, 1993-2003
 Early Childhood Studies Coordinating Committee, 1997-2003
 Chair, 1998-2001
 Strategic Planning Steering Committee, 1993-1999
 Advanced Program (Graduate) Council 1994-1996
 Committee on Minority Faculty Recruitment, 1994-95 & 1995-96
 College Council Representative, 1986-87, 1987-88
 Dean End-of-Term Review Committee, Chair 1986-87
 Member of the Committee to select a Dean for the College of Professional
 Studies, 1980-81

Committee on Early Childhood Certification, 1979
 Colloquium Committee, 1977-79

University

College of Technology Review Task Force Committee, Chair, Fall 2007
 Engagement Scholarship Academic Standards Committee, Member, 2005
 Chair, Subcommittee on Policy, 2005
 Outstanding Graduate Student Award Selection Committee, 2004-2005
 Chair, Search Committee, Director of Leadership and Policy Studies, 2000-2001
 Graduate Council, 1994-95/1996-97
 Search Committee Member, Associate Director, Office of Sponsored Programs
 and Research, 1994-95
 Graduate College Dissertation Committee Representative, 1993-94, 1994-95,
 1995-96, 1996-97, 1997-98, 2003-2006
 Elected to Faculty Senate, 1992
 Graduate Council Curriculum Committee, 1988-90
 President's Commission on the Status of Women, 1988-90
 Member of 4-person Faculty Committee to Re-Write University Sabbatical Leave
 Policy, 1988.
 Provost Search Committee Interview Group, 1987
Ad hoc member, University of Maryland Bioethics Task Force, 1984-85
 Liaison with Educational Policy Committee of the Board of Regents, University
 of Maryland, 1984-85
 Reviewer/analyst of all tenure and promotion decisions for the University of
 Maryland System, 1984-85
 Member, Budget and Planning Committee, University of Maryland System,
 1984-85.
 University Council Personnel Committee which reviewed all university
 promotions, tenure, and leave decisions, 1982-83, 1987-88.
 University Council Rules and Governance Committee, 1982-83.
 Graduate Dean's Designate for Review of Dissertation Oral Exams, 1981-83,
 1987-90.
 Member of Graduate School Committee on Research Fellowships, 1982-83.
 Member of Graduate School Faculty Review Committee, 1981-83.
 Member of Graduate School Committee on Research and other Creative
 Activities 1980-82.
 Member of a university-wide task force which did a self-study and planning
 document concerning research and research support related to
 reaccreditation by the North Central Association, 1981-82.
 University Council Member, 1982-83.
 Faculty Assembly, 1982-83.
 Nominations and Elections Committee, 1982-83.

ADMINISTRATIVE EXPERIENCE

Director, School of Family and Consumer Sciences (SFCS), Bowling Green State University (BGSU), 1993 - 2003

Within the SFCS there were nine undergraduate major programs and two masters degree programs distributed among the following five program areas: Human Development and Family Studies; Health Promotion; Food and Nutrition; Interior Design; and Apparel Merchandising and Product Development. The School was also responsible for administering its own preschool child development center (research and training facility), including AM and PM programs that served the broader campus and community. Essentially, the administrative and leadership responsibilities of the SFCS director were comparable to those of deans of moderate-sized colleges. At BGSU, SFCS was one of the larger schools and, indeed, exceeded two of BGSU's six colleges in number of students, diversity of programs, comprehensiveness, and complexity.

Budgetary responsibilities were correspondingly diverse and wide-ranging, and included: 1) personnel dollars totaling approximately \$1.75 million for regular faculty, and \$250,000 for part-time and adjunct faculty, and staff; 2) operating and fee budgets totaling about \$170,000; 3) \$346,000 in various development accounts to support students and faculty; and 4) over \$1.2 million in externally funded grants and contracts in the 2002-2003 academic year (an increase from approximately \$15,000 in 1993-94).

Key Accomplishments

The overall situation in the academic unit when I assumed my leadership role in the summer of 1993 required serious attention. Over the course of my decade of service the faculty and staff produced a revitalization that increased the unit's stature, vitality, and impact. A selective list of accomplishments, achieved in a highly competitive campus and state environment with ongoing serious fiscal and budgetary constraints, is presented below:

1. ***A comprehensive self-study and strategic planning process began in 1993-94, and placed the unit 'ahead of the curve' when a campus-wide planning process developed by a new executive administrative team began in 1995-96;***
2. ***There was full faculty and staff participation in a rigorous and open planning and evaluation process. This work produced a new mission statement, goals, priorities, resource commitments, a unit name change, and a re-organization from department to school status (the latter occurred in 1995-96);***
3. ***The number of full-time continuing faculty and academic staff increased from 14 in 1993-94 to 22 in 1999-2000, and to 27 in 2002-2003. This near doubling exceeded gains by any other campus department, school, or college at BGSU over this time period;***

4. The *strategic plan* was implemented. This follow-through produced extensive curriculum revision creating a new graduate program focus on the development of collaborations to serve children and families, a new undergraduate food science major, a revised health promotion curriculum, a completely revamped joint program in early childhood studies, and a new major in apparel merchandising and product development. In addition, 3 programs were combined, 3 were eliminated, and the Health Education and Promotion faculty joined the School from another ;
5. Two years after my academic unit had begun its own strategic planning and self-study process, the university undertook a campus-wide strategic planning effort. The SFCS provided leadership that helped produce a set of proposed changes at the college and university levels, including: a college name change to reflect a broader human development perspective; a mission statement to reflect the same; reorganization of governance at the college and academic unit levels; and *personnel evaluation documents to integrate outreach and collaborative scholarship into the school mission*;
6. A *differential workload policy* was developed, adopted, and implemented. In a survey of 15 campus academic units, this kind of policy was found to exist in only two other units (Chibucos, 2002). As part of a university-wide effort all faculty and staff evaluation policies and procedures were re-written;
7. As a result of consistent implementation of the differential workload policy, *increased grant productivity*, and *significant increases in faculty scholarship*, average academic year teaching loads were reduced from over 6 in 1993-94 to 5 by 1998-99, and were maintained at the level of 5 through AY 2002-2003;
8. Enhanced opportunities and support for faculty to engage in research and grant writing were identified and developed. The number of *externally funded grant proposals increased* from several yearly submissions to an average of 12 external submissions over the last 4 years of my tenure as school director;
9. *External funding* increased from < \$15,000 in 1993-94 to over \$700,000 in 1999-2000, over \$900,000 in 2001-2002, and **\$1.2 million in 2002-2003**;
10. *Development accounts* (scholarship and other dollars donated to the School) were 4 in number totaling **\$43,000 in 1993**. There were 8 development accounts totaling nearly **\$346,000 by 2002**;
11. The number of *undergraduate majors* in the school increased from about **530 in 1993-94 to nearly 1,200 in 2002-2003**. The increase was due to emphasis on the *quality* of individual programs, to *programs and faculty joining the School* from other units (e.g., in health education and health promotion), to an *unwavering commitment to undergraduate advising*, and, through *work with other colleges and programs* to some administrative shifting in responsibility for academic programs (e.g., early childhood studies);

12. The School *exceeded the university percentage benchmark* for graduate assistantship dollar allocation *to support minority graduate students every year for 7 straight years* (1993-94 thru 1998-99), and had not done so in the previous 3 decades;
13. The School made significant efforts to *recruit and retain minority and other typically underrepresented faculty* in the School, in the college, and at the university, with the result that *4 such persons joined the SFCS faculty since 1995*; and
14. Beginning 1994-95, the School provided *strong support for part-time faculty*, e.g., providing professional development dollars, upgrading office facilities and office support, and integrating part-time faculty into the social life of the academic unit.
15. **Accreditation and re-accreditation reviews** were successfully completed for dietetics through the American Dietetic Association (twice) and for the school's preschool child development center through the National Association for the Education of Young Children (twice). The SFCS also participated in a successful North Central Association re-accreditation review. Further, the groundwork was established for subsequent (2005) Certified Family Life Educator approval of the Human Development and Family Studies undergraduate major by the National Council on Family Relations.
16. Consistent with a major priority of the school, the development of community-university collaborative partnerships (Chibucos & Lerner, 1999), the School served as a *model* in its wide range of *collaborative (outreach) research, teaching, and service relationships with community-based groups and organizations, and contributed significantly to a major university initiative on the "scholarship of engagement."* Examples included: the Toledo Museum of Art, community action agencies, public schools, local and regional child and family service agencies, health promotion and wellness public and private organizations, hospitals, the Medical College of Ohio, area child care associations, senior citizen programs, community nutrition efforts, and community colleges.
17. Developed the **continuing community-university collaborative partnership** between the SFCS (BGSU) and the WSOS Community Action Agency on Head Start education and community/campus child care (including infant care). A new on-campus facility housing these (new) programs was built (then subsequently expanded), and continues to provide learning opportunities for students, research opportunities for faculty, professional development opportunities for the WSOS staff who run the programs, and service for university and community families.

References:

Chibucos, T.R. (2002). *Faculty Workload Policy, and Doctoral and Thesis Committee Service: A Survey of BGSU Academic Units.*

Chibucos, T.R. & Lerner, R.M. (Eds.). (1999). *Serving children and families through community-university partnerships: Success stories*. Norwell, MA: Kluwer Academic Publishers.

Self-Study, Department of Family and Consumer Sciences (1995). Primary responsibility with multiple authors. 96 pp. plus appendices and tables.

Chibucos, T.R. & Kilmer, S. (1994). *Integrating Head Start and Campus Child Care with the Missions of The Department of Applied Human Ecology and Bowling Green State University*.

OTHER ADMINISTRATIVE AND RELATED EXPERIENCE

Assistant Vice President for Academic Affairs (Interim), University of Maryland, 1984-85 Academic Year.

This was a one-half time appointment in the central administration of the State of Maryland's land-grant institution. During this time period the university system comprised 5 separate campuses as well as a Cooperative Extension Service, the Center for Environmental and Estuarine Studies, and an Agricultural Experiment Station. This position provided the opportunity to work with a wide range of University of Maryland faculty members and campus units as well as broad exposure to a full range of issues in higher education administration. Important **accomplishments** included:

- 1) an *analysis and report of campus use of special recruitment and retention funds*;
- 2) a *study* and report on the *status of women at the university*. This report formed the basis of the president's report to the Board of Regents and was subsequently used to inform university policy on this matter;
- (3) *reviewing all tenure and promotion decisions from the five campuses of the University of Maryland* and making recommendations on them to the president;
- (4) *coordinating a university-wide leadership development institute* for department chairs;
- (5) serving as *liaison with the educational policy committee of the Board of Regents*; and
- (6) representing the administration on the *university's bioethics task force*.

References:

Chibucos, T.R. (1985). *The Status of Women at the University of Maryland*, Office of the Vice President for Academic Affairs, University of Maryland, 55 pp. plus tables.

Chibucos, T.R. (1985). *Use of Special Recruitment and Retention Funds*, University of Maryland, 24 pp. plus tables.

Fellowship in Academic Administration (American Council on Education, ACE, Fellowship), The American University, 1983-84 academic year, and the University of Maryland, Summer, 1984.

The accomplishments and experiences in the role of ACE Fellow increased my interest and expertise in many aspects of academic administration. I participated in a wide range of administrative activities including: graduate education and research; faculty personnel and faculty development; student recruitment and retention; fund raising and other development activities; policy and planning; capital budget development; analysis of state funding guidelines; and Board of Regents-University relations. Several **accomplishments** during this administrative fellowship included:

- (1) an *analysis of the status of graduate education*, including an examination of graduate degree production vis-à-vis comparison institutions as well as staffing, indirect cost allotment and priority-setting (The American University);
- (2) writing a major set of *recommendations to re-organize the Provost's office*. These recommendations were largely adopted over the succeeding 2-3 years (The American University);
- (3) *review and critique of accreditation documents* (The American University);
- (4) participation in meetings of the President's Cabinet and the Provost's Council as well as staff meetings concerning every major issue within the domain of the Provost/Vice President for Academic Affairs (The American University);
- (5) *contributing to the university's 5-year planning* document (University of Maryland);
- (6) participation in meetings of budget and planning committee, including *work on capital budget development and funding guidelines* (University of Maryland);
- (7) writing *recommendations* regarding the university's need to respond to calls *for accountability by developing an integrated assessment program* (University of Maryland); and
- (8) fulfilling general administrative responsibilities (both institutions).

References:

Chibucos, T.R. (1984). *Analysis of the Status of Graduate Education at The American University*, Office of the Provost, The American University, 36 pp. plus tables.

Chibucos, T.R. (1984). *Recommendations on a Re-organization of the Provost/VPAA's Office*, The American University, 11 pp. plus tables.

Coordinator, Division of Family & Child Studies, Department of Human and Family Resources, Northern Illinois University, 1980-83.

This position was as head of one of three divisions within the Department of Human and Family Resources. The other divisions were Nutrition, Dietetics and Food Sciences, and Textiles, Merchandising and Educational services. The Family & Child Studies Division budget was approximately \$300,000, there were 11 full-time and 8 part-time faculty, 260 undergraduate majors and 30 graduate students.

Responsibilities of the position included:

- (1) budget analysis and preparation;
- (2) undergraduate and graduate program development, implementation and evaluation;
- (3) faculty recruitment and hiring;
- (4) appointment of graduate assistants and fellows;
- (5) faculty development and faculty assignments; and
- (6) articulation of the division's programs and mission to the broad university community and to the public.

Some of my **accomplishments** in this position included:

- 1) the development of *new Master's degree programs* in Applied Family and Child Studies, and in Marital and Family Therapy;
- (2) extensive revision and refinement of undergraduate curricula;
- (3) initiation of a program to provide research support for faculty in the form of reduced teaching loads;
- (4) initiation of an ongoing series of department colloquia and "Occasional Papers" to stimulate collegial support for scholarship;
- (5) development of a proposal which led to the successful acquisition of laboratory facilities for training undergraduates and for faculty research;
- (6) recruitment of several outstanding faculty; and
- (7) *chairing the program review committee to prepare for reaccreditation examination by the North Central Association.*

References:

Chibucos, T.R. (1983). *Program review of the Division of Family and Child Studies*. Northern Illinois University, 22 pp. (with others).

Chibucos, T.R. (1981). *Integrating the Child Development and Family Relations Programs at Northern Illinois University*, Northern Illinois University 20 pp. (with others).

Chibucos, T.R. (1980). *Proposal for a Child and Infant Study Center*, Northern Illinois University, 12 pp.

Research Associate, National Institute of Education, Department of Health, Education & Welfare, Washington, D.C., 1973-75.

An extensive and intensive post-graduate experience in (non-academic) administration, budget management, politics, and policy. A brief list of duties and accomplishments follows:

- 1) *writing RFP's;*
- 2) developing budget requests and *preparing House and Senate testimony;*
- 3) serving as *project officer* for *over \$2,000,000 in contracts and grants,* including a \$200,000 Northwestern University contract on secondary analysis of educational data;
- 4) serving on and *chairing grant proposal review committees;*
- 5) making recommendations regarding support for funded projects;
- 6) making numerous *site visits to review progress of funded projects.*
- 7) wrote or co-authored numerous federal government reports, RFPs, and analyses and reviews of educational funding, evaluation, and human development issues.