**Jeffrey Drake Terry, M.S.**

Department of Psychology

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Norfolk, VA 23529

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**EDUCATION**

Old Dominion University, Norfolk, VA

*Ph.D. Candidate, Industrial and Organizational Psychology, Expected May 2021*

* Comprehensive candidacy exams passed in Spring 2020
* Advisor: Dr. Konstantin P. Cigularov
* Dissertation: *Recovery guilt: Construct validation and implications for employee well-being*
* GPA: 3.97/4.00

The University of Tennessee at Chattanooga, Chattanooga, TN

*M.S., Industrial and Organizational Psychology, May 2018*

* Thesis: *A noble task: Testing an operational model of clergy occupational health*
  + Committee: Dr. Christopher J. L. Cunningham, Dr. Ralph W. Hood, Jr., Dr. Kristen Jennings Black
* GPA: 4.00/4.00

Mississippi College, Clinton, MS

*B.A., English Writing and Psychology, May 2016*

* Summa Cum Laude
* Minor in Christian Studies and Philosophy
* GPA: 4.00/4.00

**RESEARCH INTERESTS**

My research focuses primarily on occupational health, work as a calling, and recovery from work, particularly as these areas relate to one another. The goal of my research is to identify the demands and resources under which individuals and organizations can thrive at optimal and sustainable levels of performance. My research has often involved small organizations, such as regional hospitals, and occupations with broader community influence, such as clergy.

**JOURNAL ARTICLES**

**Terry, J. D.**, & Cunningham, C. J. L. (2020). Some rest for the weary? A

qualitative analysis of clergy methods for managing demands. *Journal of Religion and Health*. Advance online publication. https://doi.org/10.1007/s10943-020-01086-5

**Terry, J. D.**, & Cunningham, C. J. L. (2020). The sacred and stressed: Testing a model

of clergy health. *Journal of Religion and Health*, *59*, 1541-1566. https://doi.org/10.1007/s10943-019-00920-9

**ARTICLES IN PREPARATION**

Cigularov, K. P., **Terry, J. D.**, Jalil, D., Xu, V., & Zhu, S. (in preparation). The leadership cube:

A new conceptualization of leadership during COVID-19. Target: *Journal of Applied Psychology*.

Cunningham, C. J. L., & **Terry, J. D.** (in preparation). Identifying and

understanding safety education gaps and transfer challenges experienced by practicing nurses. Target: *Journal of Managerial Psychology*.

**Terry, J. D.**, & Cigularov, K. P. (in preparation). Called to challenges and hindrances: An

examination of clergy work experiences and job strain during the COVID-19 pandemic. Target: *Journal of Applied Psychology*.

**Terry, J. D.**, & Cigularov, K. P. (in preparation). Living a calling during COVID-19: A resource

gain perspective. Target: *Journal of Career Assessment*.

Xu, V., Jalil, D., Zhu, S., **Terry, J. D.**, & Cigularov, K. P. (in preparation). Lack of detachment

and health outcomes during COVID-19. Target: *Journal of Applied Psychology*.

**BOOK ENTRIES**

**Terry, J. D.** (in press). Clergy occupational distress index (CODI; Frenk,

Mustillo, Hooten, & Meador, 2013). In P. C. Hill & R. W. Hood, Jr., (Eds.), *Measures of*

*religiosity and spirituality*.

**Terry, J. D.** (in press). Clergy situational restoration inventory (CSRI; Sutton

& Jordan, 2013). In P. C. Hill & R. W. Hood, Jr., (Eds.), *Measures of religiosity and spirituality*.

**Terry, J. D.** (in press). Clergy spiritual well-being scale (Proeschold-Bell,

Yang, Toth, Rivers, & Carder, 2014). In P. C. Hill & R. W. Hood, Jr., (Eds.), *Measures of religiosity and spirituality*.

**Terry, J. D.** (in press). Faith at work scale (FWS; Lynn, Naughton, &

VanderVeen, 2009). In P. C. Hill & R. W. Hood, Jr., (Eds.), *Measures of religiosity and spirituality*.

**Terry, J. D.** (in press). Leadership restoration scales (LRS; Sutton

& Jordan, 2013). In P. C. Hill & R. W. Hood, Jr., (Eds.), *Measures of religiosity and spirituality*.

**Terry, J. D.** (in press). Meaning and purpose at work questionnaire (Ashmos &

Duchon, 2000). In P. C. Hill & R. W. Hood, Jr., (Eds.), *Measures of religiosity and spirituality*.

**Terry, J. D.** (in press). Parental spiritual support scale (Desrosiers, Kelley, &

Miller, 2011). In P. C. Hill & R. W. Hood, Jr., (Eds.), *Measures of religiosity and spirituality*.

**Terry, J. D.** (in press). Protestant ethic scale (Mirels & Garrett, 1971). In P. C. Hill & R. W.

Hood, Jr., (Eds.), *Measures of religiosity and spirituality*.

**Terry, J. D.** (in press). Religious belief scale (RBS; Chiang et al., 2017). In P.

C. Hill & R. W. Hood, Jr., (Eds.), *Measures of religiosity and spirituality*.

**Terry, J. D.** (in press). Spirit at work scale (SAWS; Kinjerski, 2013). In P. C.

Hill & R. W. Hood, Jr., (Eds.), *Measures of religiosity and spirituality*.

**Terry, J. D.** (in press). Spiritual health scale – short form (SHS short form;

Hsiao et al., 2013). In P. C. Hill & R. W. Hood, Jr., (Eds.), *Measures of religiosity and spirituality*.

**Terry, J. D.** (in press). Workplace spirituality scale (Sheng & Chen, 2012). In

P. C. Hill & R. W. Hood, Jr., (Eds.), *Measures of religiosity and spirituality*.

**OTHER PUBLICATIONS**

Thoresen, P. H., & **Terry, J. D.** (2019). SIOP ECC interviews Hugo AKA "Hugo Munsterberg:

SIOP's tweet laureate!" *The Industrial-Organizational Psychologist*, *56*(4).

Thoresen, P. H., & **Terry, J. D.** (2019). What's in a tag? A quick primer on #SIOP19. *The*

*Industrial-Organizational Psychologist*, *56*(3).

**PRESENTATIONS**

**Terry, J. D.**, & Cigularov, K. P. (2021, April). Living a calling during COVID-19: A resource

gain perspective. In J. D. Terry & K. P. Cigularov (co-chairs), *Stress during COVID-19: Stressors, resources, and theory*. Symposium proposed to the 36th annual Society for Industrial and Organizational Psychology (SIOP) Conference, New Orleans, LA.

**Terry, J. D.**, Dillulio, P., Maverick, M., & Cigularov, K. P. (2021, April). Zooming in on

university employees’ job demands and resources during COVID-19. In M. Fila (chair), *Job design in higher education: New perspectives on stress and strain*. Symposium proposed to the 36th annual Society for Industrial and Organizational Psychology (SIOP) Conference, New Orleans, LA.

**Terry, J. D.**, Cigularov, K. P., Dillulio, P., Maverick, M., & Warnock, K. (2020, October). *Your*

*email didn’t find me well: Employee perceptions of work and feeling safe during COVID-19*. Presentation delivered at the 2020 River Cities I-O (RCIO) Psychology Conference, Chattanooga, TN.

**Terry, J. D.**, Cunningham, C. J. L., & Lall-Trail, S. (2020, August). *Some rest for the weary? A*

*qualitative analysis of clergy methods for managing demands*. Presentation delivered as part of the Mindfulness and Personal Growth virtual session at the 80th annual meeting of the Academy of Management, Vancouver, BC, Canada.

**Terry, J. D.**, & Cunningham, C. J. L. (2019, November). An examination of safety standards in

nursing education programs. In R. M. Brossoit (chair), *Applied health and safety research projects, challenges, and recommendations*. Symposium presented at the 13th International Conference on Work, Stress, & Health: What does the future hold? Philadelphia, PA.

Cunningham, C. J. L., **Terry, J. D.**, & Rogers, M. (2019, November). *Identifying and*

*understanding safety education gaps and transfer challenges experienced by practicing nurses*. Paper presented at the 13th International Conference on Work, Stress, & Health: What does the future hold? Philadelphia, PA.

**Terry, J. D.**, & Cunningham, C. J. L. (2019, November). *The sacred and stressed: Testing a*

*model of clergy health*. Paper presented at the 13th International Conference on Work, Stress, & Health: What does the future hold? Philadelphia, PA.

Dillulio, P., Jimenez, W. P., **Terry, J. D.**, Maverick, M. R., & Cigularov, K. P. (2019, February).

*Preliminary evaluation of a leadership training program for combat wounded warriors*. Breakout session presented at the Leading Change Inaugural Conference, Harrisonburg, VA.

Maverick, M. R., Dillulio, P., Jimenez, W. P., **Terry, J. D**., & Cigularov, K. P. (2019, February).

*Effects of engaging in leadership and other meaningful social activities on life satisfaction of combat-wounded veterans*. Breakout session presented at the Leading Change Inaugural Conference, Harrisonburg, VA.

**Terry, J. D.** (2019, January). *Spirituality, religiosity, and I-O psychology: Research and*

*implications for the greater good*. Invited brownbag presented to the faculty and students in the I-O psychology doctoral program at Old Dominion University, Norfolk, VA.

**Terry, J. D.** (2018, May). *Supporting shepherds: Best practices for clergy health*. Invited talk

presented to the elders of Lancing Tabernacle, Lancing, West Sussex, UK.

**Terry, J. D.**, Cunningham, C. J. L., & Hood, R. W., Jr. (2018, April). *Crossroads of spirituality*

*and work: Constructs, measures, and future directions*. Poster presented at the 33rd annual Society for Industrial and Organizational Psychology (SIOP) Conference, Chicago, IL.

**Terry, J. D.**, Cunningham, C. J. L., Hood, R. W., Jr., & Black, K. J. (2018, April). *A noble*

*task: Testing an operational model of clergy occupational health*. Poster presented at the 2018 UTC ReSEARCH Dialogues conference. Chattanooga, TN.

**Terry, J. D.**, Cunningham, C. J. L., Hood, R. W., Jr., & Black, K. J. (2017, October). *A noble*

*task: Testing an operational model of clergy occupational health*. Poster presented at the 2017 River Cities I-O (RCIO) Psychology Conference, Chattanooga, TN.

**Terry, J. D.** (2017, May). *Supporting mental wellness in pastors*. Breakout session presented at

the National Alliance on Mental Illness Mississippi Annual Conference, Jackson, MS.

**Terry, J. D.** (2017, April). *A noble task: Work stress, sense of coherence, and work-nonwork*

*conflict in Christian ministers*. Three Minute Thesis pitch delivered at the 2017 UTC ReSEARCH Dialogues conference, Chattanooga, TN.

Cunningham, C. J. L., Chaff, L., Preston, T., & **Terry, J. D.** (2017, April). *Identifying gaps in*

*nursing safety education and practice*. Poster presented at the 2017 UTC ReSEARCH Dialogues conference, Chattanooga, TN.

**RESEARCH & TEACHING EXPERIENCE**

OLD DOMINION UNIVERSITY, Norfolk, VA

**Researcher, Leadership and Employee Assessment and Development (L.E.A.D.) Team**

Fall 2018 – Present

* + Review extant literature related to occupational health and stress, safety, and leadership.
  + Communicate findings with other members of the team.
  + Analyze data from employees adapting to work changes during the COVID-19 pandemic.

**Graduate Teaching Assistant, Organizational Psychology (PSYC 345) and Industrial-Organizational Psychology (PSYC 303) Online**

Summer 2019, Fall 2020

* + Communicate expectations and upcoming assignments.
  + Provide constructive and timely feedback to students.
  + Serve as liaison between students and professor.

**Instructor of Record, Social Psychology (PSYC 304 Online)**

Summer 2020

* + Designed online course for upper-level undergraduate students.
  + Evaluated student progress through quizzes, discussion board posts, and papers.
  + Addressed student concerns and questions through e-mail.

**Instructor of Record, Introduction to Psychology (PSYC 201S)**

Fall 2019 – Spring 2020

* + Exposed undergraduate students to the various fields in psychology.
  + Evaluated student progress through exams and other assignments.
  + Addressed student concerns and questions in-person and through e-mail.

**Graduate Teaching Assistant, Research Methods Laboratory (PSYC 318W) Instructor**

Fall 2018 – Spring 2019

* + Taught undergraduate students about research methods in psychology.
  + Graded student papers and assignments.
  + Provided constructive and timely feedback to students.

THE PENNSYLVANIA STATE UNIVERISTY, State College, PA

**Private Consultant**

May 2017 – August 2018

Advisor: Dr. Ralph W. Hood, Jr.

* + Reviewed measures of religiosity and spirituality for future publication as funded by a grant from the John Templeton Foundation.
  + Revised drafts of reviews in consultation with advisor.
  + Trained fellow graduate students to review measures.

THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA, Chattanooga, TN

**Research Assistant, safetyCures Nursing Safety Education and Practice**

January 2017 – June 2018

Advisor: Dr. Christopher J. L. Cunningham

* + Researched common stressors in the nursing profession as funded by a Collaborative Research Initiative for Sponsored Programs grant from the University of Tennessee at Chattanooga.
  + Assessed how nursing school curricula address stressors.
  + Reported findings to advisor and nursing collaborators.

**Instructor of Record**, **Introduction to Psychology (PSY 1010)**

Fall 2017

* + Exposed undergraduate students to the various fields in psychology.
  + Evaluated student performance through tests.
  + Assessed student learning through final grades.

**Instructor,** **Psychological Statistics Laboratory (PSY 2040)**

Fall 2016 - Spring 2017

* + Taught undergraduate students how to use statistical software.
  + Answered student questions, both in-class and through e-mail.
  + Graded homework and provided feedback to students.

**STUDENT EVALUATIONS OF TEACHING**

Mean ratings (N = 9) from PSYC 304 (Online) Summer 2020 on a 5-point scale from strongly disagree (1) to strongly agree (5):

* + The instructor welcomed questions and other class participation: 4.78
  + The instructor was enthusiastic with respect to the subject matter: 4.56
  + The instructor was available for consultation and helpful: 4.67

Highlights of the comments from PSYC 304 (Online) Summer 2020:

* + Question: “What did you like most about the class and your instructor?”
    - “The subject in itself was extremely interesting and my professor was quick to respond to emails to answer any questions, big or small, that I had.”
    - “Best part was seeing what my peers had written during our discussion board assignments. Professor Terry was always responding to us and keeping us updated.”
    - “I liked that there were very clear guidelines and instructions.”
  + Question: “What factors about this class contributed the most to your learning? What aspects of this class helped you to learn to think critically?”
    - “The discussion board questions were thought provoking and made me read and learn the material to comment.”
    - “The reading was of the text was great. I could apply it immediately into the real world. The discussion board was a great place to help me think critically about the readings.”
    - “The discussion boards were a great tool, as well as the online quizzes.”

Student evaluations were not distributed for PSYC 201S Spring 2020 due to the COVID-19 pandemic.

Mean ratings (N = 45) from PSYC 201S Fall 2019 on a 5-point scale from strongly disagree (1) to strongly agree (5):

* + The instructor welcomed questions and other class participation: 4.87
  + The instructor was enthusiastic with respect to the subject matter: 4.82
  + The instructor was available for consultation and helpful: 4.51
  + The instructor’s presentations were informative: 4.60
  + Overall, the instructor is an effective teacher: 4.64

Highlights of the comments from PSYC 201S Fall 2019:

* + Question: “What did you like most about the class and your instructor?”
    - “I liked how my instructor was easy to talk to. If I ever needed to talk about my tests, extra credit, etc, he would not mind talking to me and getting things on straight.”
    - “he was always joyous and tried to use current problems and memes to get us to understand.”
    - “I liked that my instructor was young and enthusiastic. He related to what it is like to be in college much more than other professors. Understanding!”
  + Question: “What factors about this class contributed the most to your learning? What aspects of this class helped you to learn to think critically?”
    - “Drake is a really cool guy and very good at explaining any questions we had.”
    - “I enjoyed how engaging the professor was, it made paying attention and retaining information a lot easier”
    - “My professor provided real life examples to many of the things we learned about which allowed me to apply the knowledge to every day life .”

Mean ratings (N = 4) from PSYC 318W Spring 2019 on a 5-point scale from strongly disagree (1) to strongly agree (5):

* + The instructor welcomed questions and other class participation: 5.00
  + The instructor was enthusiastic with respect to the subject matter: 5.00
  + The instructor was available for consultation and helpful: 5.00
  + Overall, the instructor is an effective teacher: 5.00

Highlights of the comments from PSYC 318W Spring 2019:

* + Question: “What did you like most about the class and your instructor?”
    - “I liked how the instructor himself wasn't boring even though the class material was. It was relaxed so it took some of the pressure off of having to stress over everything.”
    - “The instructor was very informative and was really willing to help his students.”
    - “very friendly, cut through the BS and didnt waste our time. he respected our time and was there to help us succeed if we put in the effort”

Mean ratings (N = 3) from PSYC 318W Fall 2018 on a 5-point scale from strongly disagree (1) to strongly agree (5):

* + The instructor welcomed questions and other class participation: 5.00
  + The instructor was enthusiastic with respect to the subject matter: 5.00
  + The instructor was available for consultation and helpful: 5.00
  + Overall, the instructor is an effective teacher: 5.00

Highlights of the comments from PSYC 318W Fall 2018:

* + Question: “What did you like most about the class and your instructor?”
    - “Being able to ask questions and have them answered properly and promptly.”
    - “Kindness and patience and knowledge of instructor and participation of class”
  + Question: “What factors about this class contributed the most to your learning? What aspects of this class helped you to learn to think critically?”
    - “asking questions and going over recommendations with instructor”
    - “One on one discussions with my TA.”

Mean ratings (N = 11) from PSY 1010 Fall 2017 on a 7-point scale from completely disagree (1) to completely agree (7):

* + The instructor is willing to help students: 6.91
  + The instructor encourages students to be actively engaged in learning the content of this course: 6.55
  + The instructor provides timely feedback on assignments and exams: 6.82
  + The instructor expects high quality work from students: 6.91

Highlights of the comments from PSY 1010 Fall 2017:

* + “I really enjoyed this class. I thought that he did a great job being that he is just a grad student.”
  + “The instructor is amazing.”
  + “The stories you gave along with definitions really helped me learn the material because it made the material relatable.”
  + “The lectures were very informational and helped me to do well on the exams.”
  + “I have absolutely learned a lot in this class, I feel that I am much more versed when it comes to behavioral studies.”

Mean ratings (N = 11) from PSY 2040 Spring 2017 on a 7-point scale from completely disagree (1) to completely agree (7):

* + The instructor is willing to help students: 6.38
  + The instructor encourages students to be actively engaged in learning the content of this course: 6.38
  + The instructor provides timely feedback on assignments and exams: 6.44
  + The instructor expects high quality work from students: 6.75

Highlights of the comments from PSY 2040 Spring 2017:

* + “My TA, Drake, definitely was the most beneficial component of the class. He always went over how to do the example problems with us step­by­step, and was always willing to help if we had a question about the homework. Without Drake, I feel like I would have learned nothing.”
  + “Drake was always willing to explain things to me when I had questions and he could do it multiple ways if needed.”
  + “The instructor was always upbeat and in a very happy mood. With my lab being on a Monday morning, this characteristic helped me stay focused and determined to do well on my assignments.”
  + “Drake is very helpful, patient, and clearly explains any questions asked, even if its repetitive from different students.”
  + “lab instructor was great, always willing to help and knew what he was doing.”

Comments unavailable for PSY 2040 Fall 2016 due to small class size and survey response.

**COMMUNITY AND INDUSTRY PARTNERSHIPS**

OLD DOMINION UNIVERSITY COLLEGE OF SCIENCES, Norfolk, VA

Fall 2019

* + Role: *Training needs assessment, development, and evaluation consultant team member*
  + Responsibilities: Conducted interviews with and administered surveys to graduate students and faculty, and analyzed qualitative and quantitative data for presentation to the leadership of the College of Sciences.

YNOT ITALIAN RESTAURANTS, Virginia Beach, VA

Spring 2019

* + Role: *Training design and leadership consultant team member*
  + Responsibilities: Met with the company leaders and managers of individual restaurant locations, and provided evidence-based recommendations for the development of their online training and leadership development programs.

COMBAT WOUNDED COALITION, Virginia Beach, VA

Fall 2018

* + Role: *Training needs assessment, development, and evaluation consultant team member*
  + Responsibilities: Conducted a training needs assessment of approximately 400 combat wounded veterans and evaluated the effectiveness of the Overcome Academy, a leadership training program for combat wounded warriors.

CITY OF CHATTANOOGA OFFICE OF COMMUNITY AND ECONOMIC DEVELOPMENT, Chattanooga, TN

Spring 2018

* + Role: *Performance management consultant team member*
  + Responsibilities: Conducted employee interviews and provided evidence-based recommendations for revising the office’s performance management system.

THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA OFFICE OF PLANNING, EVALUATION, AND INSTITUTIONAL RESEARCH, Chattanooga, TN

Spring 2018

* + Role: *Organizational assessment consultant team member*
  + Responsibilities: Analyzed interview and archival data to provide findings and recommendations related to the roles, tasks, communication patterns, and feedback in the office.

LUTHER-ANDERSON PROFESSIONAL LIMITED LIABILITY PARTNERSHIP, Chattanooga, TN

Fall 2017

* + Role: *Team assessment consultant team member*
  + Responsibilities: Conducted two employee interviews regarding the legal team’s strengths and weaknesses, and provided evidence-based recommendations for improving team performance.

THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA OFFICE OF HUMAN RESOURCES, Chattanooga, TN

Spring 2017

* + Role: *Personnel selection consultant team member*
  + Responsibilities: Conducted four interviews with Student Services Staff employees and developed competency models for their respective positions.

**WORK EXPERIENCE**

THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA, Chattanooga, TN

Graduate Assistant, Office of the Vice Chancellor of Research and Dean of the Graduate School August 2016 – April 2017

* + Researched funded grant proposals to assist professors in developing new grant proposals.
  + Summarized grant activity for campus-wide e-mails.
  + Analyzed and reported university data to the Associate Dean of the Graduate School.

IN HIS STEPS MINISTRIES, Canton, MS

General Intern June – July 2016

* + Interacted with at-risk youth through daily devotionals and group activities.
  + Developed promotional materials to inform businesses about In His Steps.
  + Met with business leaders to develop partnerships with In His Steps.

MISSISSIPPI COLLEGE WRITING CENTER, Clinton, MS

Writing Tutor August 2014 – July 2016

* + Collaborated with students from various departments on their writing assignments.
  + Reflected on tutoring experiences for improvement in future sessions.
  + Assisted international students with learning how to write essays in English.

METROPOLITAN NEW YORK BAPTIST ASSOCIATION, New York City, NY

Office Intern June – July 2015

* + Communicated with mission teams preparing to serve in New York City.
  + Led orientation for mission teams upon their arrival in New York City.
  + Served as a main point of contact for mission teams during their stay in New York City.

MISSISSIPPI COLLEGE OFFICE OF ADMISSIONS, Clinton, MS

Student Worker August 2013 - August 2014

* + Developed posts for the Mississippi College admissions blog.
  + Planned posts for the Mississippi College social media accounts.
  + Communicated with prospective students to tell them about admissions events.

LAKE FOREST RANCH, Macon, MS

Workstaff May - August 2013

* + Instructed elementary to high school campers on team building exercises.
  + Maintained camp property from cabins to ropes courses.
  + Aided staff members with various other tasks.

**HONORS AND AWARDS**

OLD DOMINION UNIVERSITY

* + Department of Psychology Graduate Student Service Award, Spring 2020

THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA

* + Outstanding I-O Psychology Master’s Student, Spring 2018
  + 1st Place, Three Minute Thesis Competition, Spring 2017
  + Provost Student Research Award ($1,000 for Master’s thesis research), Spring 2017

MISSISSIPPI COLLEGE

* + Perry Academic Award, Spring 2016
  + Psi Chi, Fall 2015
  + Sigma Tau Delta, Fall 2015
  + Mortar Board, Fall 2015
  + Who’s Who, Spring 2015
  + President’s List, Fall 2012-Spring 2016

**PROFESSIONAL AFFILIATIONS**

Academy of Management (AOM; since 2020)

* + Human Resources Division, and Management, Spirituality and Religion Division

Society for Occupational Health Psychology (SOHP; since 2017)

Society for Industrial and Organizational Psychology (SIOP; since 2016)

**UNIVERSITY SERVICE**

OLD DOMINION UNIVERSITY

* + Prospective Psychology Graduate Students Meet and Greet Weekend Chairman, Spring 2020
  + Industrial and Organizational Psychology Student Association (IOPSA), Philanthropic Coordinator, Fall 2019-Spring 2020
  + Industrial and Organizational Psychology Student Association (IOPSA), Webmaster, Fall 2018-Spring 2019

THE UNIVERISTY OF TENNESSEE AT CHATTANOOGA

* + Chattanooga I-O Psychology Group (CHAIOP), Brand Ambassador, Fall 2016-Spring 2018
  + Graduate Student Association, Psychology Representative, Fall 2016-Spring 2017

MISSISSIPPI COLLEGE

* + Shawreth Men’s Service Club, Chaplain, Fall 2015-Spring 2016
  + Student Government Association, Senator, Fall 2013-Spring 2016
  + Shawreth Men’s Service Club, Service Chairman, Fall 2014-Spring 2015
  + Student Government Association, Reporter, Fall 2014-Spring 2015
  + Association of Student Leaders, Orientation Leader, Summer 2014-Summer 2015
  + Freshmen Mentor, Fall 2013-Fall 2014

**PROFESSIONAL SERVICE**

* + *Sociology of Religion*, Ad-hoc Reviewer, Fall 2020 – Present
  + SIOP Annual Conference, Submission Reviewer, Fall 2020
  + River Cities I-O (RCIO) Psychology Conference, Poster Competition Judge, October 2020
  + AOM Annual Conference, Submission Reviewer, Spring 2020
  + SIOP Electronic Communications Committee, Member, June 2018 – June 2019
  + SIOP Annual Conference, Volunteer, April 2017; April 2018
  + Jefferson County (AL) Personnel Board, Assessor, July 2017

**COMMUNITY ACTIVITY**

* + Trinity Presbyterian Church, Youth Ministry Volunteer, Fall 2018-Spring 2020
  + Northshore Fellowship, Youth Ministry Volunteer, Fall 2016-Spring 2018
  + Broadmoor Baptist Church, Youth Ministry Volunteer, Fall 2013-Summer 2016