

NOMINATION SIGNATURE PAGE

2025 Virginia Outstanding Faculty Awards

Nominations **must** include this as the cover page of the nomination package PDF submission

Name of Applicant:	Michelle Kelley
Institution:	Old Dominion University
Category (choose only one): <ul style="list-style-type: none">• Baccalaureate Institution• Masters/Comprehensive Institution• Research/Doctoral Institution• Two-Year Institution• Rising Star	Research/Doctoral University
Signature of President or Chief Academic Officer:	
Printed Name of President or Chief Academic Officer:	Brian K. Payne
E-mail address of President or Chief Academic Officer:	bpayne@odu.edu
Telephone number of President or Chief Academic Officer:	757-683-3079

Mission Statement

Old Dominion University

The Mission of Old Dominion University is as follows:

“Old Dominion University, located in the City of Norfolk in the metropolitan Hampton Roads region of coastal Virginia, is a dynamic public research institution that serves its students and enriches the Commonwealth of Virginia, the nation, and the world through rigorous academic programs, strategic partnerships, and active civic engagement.”

The Mission Support section of the mission statement describes in detail the principles and practices that underlie the University’s undergraduate and graduate teaching, research, and service missions: a sound general educational program; critical thinking; diversity; academic freedom; serving the needs of the local, national, and international communities, including military members and their families; and collaborating with government, industry, and alumni. Finally, the Major Goals of the University are described under the following headings: Students, Faculty, Academic Programs, Teaching, Research, Scholarship and Creativity, Distance Learning, Life-long Learning, Community Service, Student Life, Alumni, and Quality.

A complete statement of the mission and major goals may be found in the *Old Dominion University 2022-2023 Catalog* available at:

<https://catalog.odu.edu/graduate/generalinformation/#text>.

Summary of Accomplishments

Professor Kelley is an award-winning teacher and mentor, and an internationally known researcher who has been federally funded nearly continually since 1995. Her high-profile research advances our understanding and develops new treatments for those with mental health issues and addiction. She has accomplished this while serving significant departmental, college, university and professional service and mentoring hundreds of students.

Teaching:

Dr. Kelley believes the most important reason to take an academic job is the love of teaching. She frequently tells her students they are the reason she is there and the time with them is the highlight of her week, which she genuinely believes.

She embraces a quote possibly originating from Plutarch: "Education is not the filling of a pail but the lighting of a fire." Given her passion for teaching, Dr. Kelley reflects carefully on what she wants students in her lifespan developmental psychology course to learn. She then crafts materials to meet these learning objectives. She develops interactive exercises that teach concepts that students can relate to, such as taking a Smartphone Addiction Test to teach about how to conduct a survey and understand how to compare groups. Another assignment involves students taking personality tests and mapping this information onto their intended career and writing about their discoveries. When discussing death and dying, Dr. Kelley has students write their own funny and creative obituaries, to explore their joys, uniqueness, and think about what is important to them and how they want to be remembered. In her graduate grant and manuscript writing course, she works to break down writing into manageable chunks, develops peer groups, and has journal editors, current grantees, a pre-/post-award officer, and a NIH program officer visit the course. Students leave with working knowledge from various perspectives and a vetted, ready to submit manuscript and grant application. Dr. Kelley continually attends workshops to improve her teaching. She is constantly striving to utilize new technology. In her 2024 online summer course, she converted all materials to Canvas to allow greater interaction between students.

Dr. Kelley has won college and university-wide teaching awards. Evaluation excerpts from undergraduate students illustrate their appreciation: "I liked how [we] could talk freely on the zoom calls based on the topic that Dr. Kelley was speaking on. We shared so many things and laughed while still learning. Dr. Kelley is such a great teacher...She does things in a timely matter." "Dr. Kelley is an example of how teachers should be. She was very patient. I love how kind she was." "I liked how fun and interesting it was and my instructor was amazing, goofy, and understanding with her students." "I loved her lectures and the way she taught the material!! She has a great style of teaching." "She made things interesting and fun. Her assignments were interesting and made me think through the class material" and, "I really like the information of this class and the professor made it fun. I loved her."

Graduate students' anonymous opinion surveys are equally laudatory: "Dr. Kelley was one of the key factors that contributed to my learning. She was enthusiastic and knowledgeable, which resulted in a stimulating and informative learning environment. The class discussion allowed for a wonderful opportunity to understand the content more deeply and to identify the clinical implications of the content.... the peer review groups were helpful for the development of my own research proposal and the development of my skills as a reviewer." "Dr. Kelley is incredibly approachable and gives excellent feedback on written assignments," and "The instructor's knowledge on manuscript and grant writing in the biggest strength of the course. I trusted all her advice and she provided excellent feedback which helped improve my work."

Dr. Kelley's teaching extends beyond the classroom; she has won mentoring awards at college and university levels, and from professional organizations. She has chaired 30 dissertations, 45 theses, and 17 undergraduate honors theses; worked with 76 undergraduate students (formally) in her lab, and with countless other students. She has served as faculty mentor to 6 ODU faculty members formally, informal mentor to faculty and students at university, medical schools, and research institutions. She has served as supervisor for 4 NIH Loan Repayment recipients and mentored three undergraduate students from an NIH Summer Research with NIDA grant and two NSF REU students. She mentored three disabled veterans returning to college. She has expressed gratitude that her job enables her to work closely with and see students mature into scholars and true colleagues. Further, she has continued mentoring relationships with many former students and has ongoing collaborations with several former students.

Discovery

Since joining ODU, Dr. Kelley has published 185 manuscripts or chapters, has 10 manuscripts under review, and leads the Military Science Lab and the Youth and Family Development Lab. Her h-index is 61 with 11,995 total citations. She has had extensive funding from the Department of Defense (DOD), several NIH agencies, and small agencies. Her work focuses: (1) on the impact of deployments/combat on service members and their families, and (2) on the impact of parent substance misuse on their children and couples treatment for substance use disorder (SUD) that benefits substance users, their partners, and their children.

Dr. Kelley is a pioneer in understanding the impact of deployment, as well as risk and protective factors that may impact outcomes. She was the first to longitudinally and systematically examine (1) how wartime deployment impacts service members, their partners, and children, and (2) the first to study Navy mothers and deployment, cross-sectionally, and to follow Navy mothers, their children, and their children's caregivers over the course of deployment as compared to a control group of Navy mothers with children not anticipating deployment in the near future. Her works have been cited in virtually every article/chapter/report on military families since their publication and were cited extensively in the DOD Report on the Impact of Deployment of Members of the Armed Forces on Their Dependent Children (October 2010), and in the press (e.g., Invited Expert, ABC News Special Report, Interviewed by Deborah Roberts - Broadcast nationally, April 11th, 2003; *CNN*, *MSNBC*, *Child, People, Journal*, *Chicago Tribune*, *With Good Reason*, etc.). Her work has been integrated into worldwide programs designed to prepare military families for deployment and provided needed information to mental health professionals who work with these families.

Dr. Kelley has continued to study critically important issues. Take-home messages include: (1) the effect of the number of deployments on intimate partner violence diminishes among those with higher relationship satisfaction, (2) high levels of opioid (46.2%) and sedative (21.7%) misuse, that are 11 and 9 times that in civilians among recent-era combat wounded veterans, and co-misuse of opioids and sedatives that puts veterans at risk for overdose; (3) the longitudinal effects of combat-related PTSD diagnosis is associated with partners' reports of veteran drug use which in turn results in partners' reports of intimate partner violence years after initial PTSD diagnosis; and (4) the intersection of command stress on depression, alcohol misuse, and sleep, and that sleep and alcohol misuse never return to predeployment levels among Navy personnel experiencing frequent deployments.

Recently, Dr. Kelley's work has focused on moral injury, that is, events that violate one's personal values and beliefs, for example, killing a noncombatant, or being sexually assaulted by a military peer. This resulted in Dr. Kelley's current NIH grant (R34 AT011038, PI: Kelley), in which her team developed a theory-driven 7-week live, facilitated, web-based group intervention for veterans, Mindfulness to Manage Moral Injury [MMMI]). Results of a small randomized

clinical trial showed that relative to an equally intensive educational support condition, MMMI had greater reduction in moral injury symptoms, such as shame, guilt, remorse, grief, and impaired functioning, and was equally effective to the control for the reduction of PTSD symptoms and suicidality (Kelley et al., in press). Thus, MMMI may provide a way for veterans who will not receive VA care or do not qualify for VA care to receive treatment.

Given the number of military women who experience sexual harassment or assault while in the military (e.g., Hamrick et al., 2021), the increase in sexual assault in the most recent DOD report, and that confidence in the military system to obtain justice has plummeted, Dr. Kelley and her students have conducted research showing that some military women perceive institutional betrayal (Davies et al. 2024), Davies & Kelley, 2024), the belief that the organization created an environment that contributed to sexual harassment or assault behaviors, and that the tenets of mindfulness, including acceptance, letting go, and decentering, may give women a choice in how they respond to the moral injury and institutional betrayal (Kelley et al., 2024).

Dr. Kelley has also worked to understand the effects of parental addiction on youth and young adult children. She has provided evidence that parental substance use creates risk for mental health issues and substance use for children. She pioneered research funded by NIH demonstrating that when parents with substance use disorder (SUD) receive treatment, children benefit, even though children are not in treatment themselves. This is important because parents who have SUD rarely allow their children to receive mental health treatment, and 21 million parents with SUD in the U.S. are estimated to have children living in their homes. Treating parents may have the best chance of helping these children.

Knowledge Integration

Dr. Kelley's research transcends academic boundaries. Work from her lab with service members and their families has been used to develop new materials and modify predeployment programs to benefit many types of military families worldwide. For instance, with awareness that many children of military mothers live with grandparents and non-family caregivers, policies are now in place that these individuals can get services for children during deployment even if they are not in a military area.

Dr. Kelley is an academic affiliate with the U.S. Department of Veterans Affairs-Mental Illness Research, Education & Clinical Center (MIRECC VISN6) Women Veterans Work Group and the MIRECC VISN6 Family Interest Group. One reason she joined the VISN6, was because the mission of MIRECCs is to quickly translate research into VA practice.

Further, while research has been conducted on couples' treatment for substance use, Dr. Kelley conducted her work in numerous outpatient treatment settings both in New York and Virginia. Not only does this work demonstrate the importance of treatment for children who live with parent(s) with SUD, this work may have implications for other forms of parental treatment. For instance, parent mental treatment for suicidality or depression may also benefit children in their homes, thus providing an additional reason to fund mental health treatment.

In addition, Dr. Kelley's work on moral injury has implications for veterans who have experienced moral injury from combat and for veterans who have experienced military sexual harassment and sexual assault. To date, she has developed one of two treatments developed for moral injury that has been subjected to a registered clinical trial. Dr. Kelley's work on moral injury is leading the field as other disciplines, including helping professions, police, and mental health providers, experience moral injury.

Service

Over 36 years, Dr. Kelley has served numerous department, college, and university roles. She served as GPD for the M.S. program in Psychology, Head of the Health program, and department chair and assistant chair. She served on or chaired numerous committees including the Faculty Affairs Committee. She served as mentor to 6 faculty members formally, and supervisor for 4 NIH Loan Repayment recipients. She served on or chaired 14 hiring committees within and outside the department. She served on university selection committees (e.g., internal grants, award committees-e.g., eminent scholar). She has given faculty talks on professional advancement. She and her M.S. student conducted a study of sexual harassment among all full-time ODU women, which led to developing ODU's first policy and pamphlet on sexual harassment. She served on college and university committees, including the University P&T committee and College of Sciences P&T committee, of which she is currently Chair. She served on faculty senate committees, including the Faculty Senate Grievance. She is currently on the Faculty Senate Status & Remuneration committee.

Dr. Kelley is Fellow of the American Psychological Assn (APA) and the Assn for Psychological Sciences (APS), the two largest U.S. psychological associations. She served on APA taskforces, and as designated deployment media expert for the APA. She served on APA Division 19 (Society for Military Psychology) committees. She has served on 19 NIH or CDC federal grant committees between 2009 and April of 2024. She is a member of the U.S. Department of Veterans Affairs-Mental Illness Research, Education & Clinical Center (MIRECC) Women Veterans Work Group and Family Interest Group. She served on the advisory board for an NSF grant (i.e., Strengthening the Pipeline from Service to STEM for Women Veterans). She has collaborated on research with multiple U.S. military branches and with militaries abroad regarding mental health issues among military members, veterans, and their families.

Dr. Kelley serves as consulting editor for the *Journal of Family Psychology* and on the *Journal of Family Psychology*, *Military Psychology*, and *Aggression & Violent Behavior* editorial boards. She co-organized a statewide conference for professionals, and has given or co-presented 299 presentations including keynote addresses at international, national, regional, and local conferences, and webinars for mental health professionals who work with veterans, for veterans and their families, and community members. She wrote a column for *Psychology Today* until becoming department chair.

Dr. Kelley also served as a literacy tutor for adults, a rec league softball coach, an afterschool multicultural teacher for Norfolk Public Schools, and a planner and speaker for a parenting conference for family members of children who reside at St. Mary's Home for Disabled Children. For several years she served as a member of the Specially Constituted Committee for the Protection of Patient Rights, for St. Mary's Home for Disabled Children. She has given numerous talks and workshops to Fleet and Family Services, Naval Medical Center Portsmouth, professionals at Children's Hospital of The King's Daughters, and Navy family support groups.

Personal Statement

I vividly remember being told not to let anyone wrap a shoestring around my neck. It was during my brief orientation for an undergraduate practicum course, a day I will never forget. Before that day, as an undergraduate psychology student working my way through college, I had vague plans to become a psychotherapist. Becoming a teacher and researcher had never crossed my mind. But that practicum course, in which I worked with patients diagnosed with severe mental illness who had been committed to a chronic ward at a state mental hospital in my home state of Oklahoma, changed me.

The first weeks of the practicum were overwhelming. Eventually I began to associate what I was learning in classes with what I was seeing in patients. However, I was completely unprepared for the traumatic early events and home environments many patients had experienced. I began to question how these experiences may have contributed to mental illness. As the semester continued, while I was not especially successful at using behavioral principles to discourage patients' self-harming or other inappropriate behaviors, I enjoyed spending time with the patients. After the semester ended, I continued to visit the hospital over the next year, and though I eventually stopped visiting, what began as a question, "How do early experiences shape behavior and mental health?" became my life-long passion.

This question led me to shift my interests toward a possible career in teaching and research. Seeking a mentor yet having no research experience, I was rejected by three professors. The fourth professor I asked agreed to enlist me as an undergraduate research assistant, and henceforth I was "Chuck's undergraduate" among graduate students, postdocs, and several faculty. The hours were long, but I was so grateful for that experience as I learned a lot, including the basics of how the research process worked.

At U. of Houston, I found the perfect graduate program which provided a mix of rigorous training in developmental psychology, and social and family development, combined with a research assistantship at the U. of Texas Medical School at Houston, where I worked in the departments Developmental Disabilities and Neuropsychology. During this time I realized I had a 'fire in the belly' for research. The scientist in me wanted to know how things worked, and I was equally fervent about the conduct of research that would both inform our understanding and transform people's lives.

In 1988, ODU interviewed me for a faculty position. As someone who grew up in land-locked Oklahoma, I remember flying into Norfolk, awed by views of Navy ships docked at the Joint Expeditionary Base piers near the airport. The wonder piqued my curiosity: what impacts might re-occurring military deployments have on service members and their families? I was thrilled to receive ODU's offer, and ten days after defending my dissertation, I bought a fold out map, packed my car, and drove across the country.

My first year at ODU I began what would be a long career of research serving the military research community, military members and their families, who are among the university's core constituencies. This work began with a study to follow families over a peacetime deployment, then called a "Mediterranean cruise." I was excited to study concepts such as attachment, family stress, and resilience. As I sat in pre-deployment meetings for families, the reality of what they experienced settled in as one commander after another unemotionally told sailors to make sure they update their wills and give power of attorney to their spouses. The realization of what these families experience continued when Iraq invaded Kuwait. In response to the invasion, two weeks after deploying, ships attached to the last carrier group that was part of my study were rerouted to the Persian Gulf and Red Sea. My research quickly became a study of Navy families experiencing a routine, versus those experiencing wartime crisis, with findings on the

implications of wartime deployments on family functioning.

This led to many more studies. With funding from the U.S. Army Medical Research and Materiel Command, I focused on Navy women and their children. This work subsequently informed pre-deployment programs, brochures, and related materials, which at the time were geared to single sailors or couples in which the military member was male. I learned firsthand that while some ship captains welcomed female sailors, others were not welcoming toward women, even calling their command a “dumping ground” for Navy mothers. This led to my joining the U.S. Department of Veterans Affairs-Mental Illness Research, Education & Clinical Center (MIRECC VISN6) Women Veterans Work Group, and the MIRECC VISN6 Family Interest Group, to increase my access to military women. Moreover, MIRECCs are designed to quickly translate research into VA practice. This work solidified my belief that military stressors and mental health are family issues nuanced by a member’s gender and deployment context.

In the last several years, I have turned my work to moral injury among military members. In the context of combat, moral injury involves events that are sanctioned/approved in combat, but nevertheless violate the military member’s personal values and beliefs, for example, seeing the death of a child, killing a noncombatant, and violation of rules of engagement. Such experiences “haunt” many veterans. With funding from NIH, my team and I have developed a mindfulness treatment to alleviate some of the burden, including guilt, shame, anger, lack of self- or other-forgiveness, lack of trust, and bitterness, which has implications for moral injury and mental health. Our work has demonstrated that mindfulness, with its focus on letting go, compassion, and forgiveness, has benefits for the reduction of moral injury (Kelley et al., 2022; Kelley et al., 2024). Of note, our program has been identified by other researchers both in the U.S. (UNC School of Medicine) and in other countries (Argentina and Spain) and implemented in their programs that target mental health. We are now working research and funding to treat moral injury among military women who have experienced military sexual trauma (Kelley et al., 2024).

Another major line of research I developed in parallel to military research focuses on impacts and treatment of substance use disorder. In my family of origin, I have experienced the loss of multiple family members, including my sister, who left two very young children. With funding from NIH, this line of research has focused on impacts of parental addiction on children in their homes, treatment for couples in which one or both partners have substance use disorder, and the secondary effects of parent treatment for substance use on children in their homes. This work has broad implications as 43.2 million people in the U.S. aged 12 or older, or 16.5% of the population, met the DSM-5 criteria for substance use disorder in the past year (SAMSHA, 2023). Children in these homes are at risk for mental health and substance use disorders, but few parents with substance use disorders allow their children to receive mental health counseling (Kelley et al., 2014). Our work has shown that parent treatment may both reduce or eliminate parent substance use and have secondary benefits for their children (e.g., Kelley et al., 2017; Kelley et al., 2017).

Few weeks go by when I don’t think of the many wonderful mentors and teachers who taught me so much. For this reason, I am committed to mentoring students and junior colleagues at ODU and beyond. Nearly all of my publications and presentations have included student authors and I have worked diligently to develop the next generation of research psychologists, many who have gone on to successful research, clinical, and teaching careers. Through these many student and faculty collaborations, my goal has been to generate knowledge to help translate science on real-world problems, that is, to bridge the gap between knowledge and positive applications to change the trajectory of veteran, parent, youth, and family development.

Abbreviated Curriculum Vitae

Michelle L. Kelley

Employment

1988 - 1994	Assistant Professor (1988-1994), Associate Professor (1994-2000), Professor (since 2000) Psychology Dept., Old Dominion University
2013 - 2016	Assistant Chair, Psychology Department, Old Dominion University
2016 – 2000	Chair, Psychology Department, Old Dominion University
2017	Eminent Scholar, Old Dominion University (permanent)

Education

B.S. 1983	Psychology, University of Oklahoma
M.S. 1985	Experimental Psychology, University of Oklahoma
Ph.D. 1988	Developmental Psychology, University of Houston

Honors/Awards (select recent awards/honors)

2023	Nominee, Charles S. Gersoni Awards Military Psychology Award for outstanding contributions to research (to be decided in August 2023)
2021	ODU Faculty Research, Scholarship, and Creativity Award (highest ODU research honor)
2021	Fellow, American Psychological Association
2020	Old Dominion University, Eminent Scholar (permanent university wide)
2020	American Psychological Association -Division 19 (Society for Military Psychology) Military Psychology Distinguished Mentor Award
2020	American Psychological Association Division 19 (Society for Military Psychology) Presidential Citation-2020
2019	College of Sciences-Undergraduate Research Mentor Award
2018	College of Sciences-Gene W. Hirschfeld Faculty Excellence Award-Highest College of Sciences Award
2018	Old Dominion University, Excellence in Graduate Student Teaching Award (University Wide Award)
2018	College of Sciences, Doctoral Mentoring Award
2016	Fellow, Association for Psychological Sciences
2014-2015	College of Sciences, Faculty Excellence Award
2013-2014	College of Sciences, Distinguished Research Faculty of the Year
2014	ODU Nominee for the SCHEV Outstanding Faculty Award
2012-2013	College of Sciences, Teaching Award – Tenure
2010-2011	College of Sciences, Distinguished Research Faculty of the Year
2006-2007	College of Sciences, Faculty Excellence Award

Grants Funding (Federal NIH, NSF, or DoD only)

Total NIH or DoD/VA grants as PI \$2,904,117

Total NIH grants as co-I/site PI \$8,888,713

Primary Mentor or Mentor on four NIH K01 (Research Scientist Development Awards (Yarish, Lau-Barraco, Braitman, Pearson), one NIH F32 Individual Fellowships for Postdoctoral Researchers (Braitman), three F31 Ruth L. Kirschstein Predoctoral Individual NRSA's (Pearson, Linden, Strowger), and Faculty Mentor on a Summer NSF REU (PI: Yamani).

Publications

Current h-index 61; total citations 11,925

I have published 186 peer-reviewed articles or chapters and six tech reports. Graduate and undergraduates are first authors on 40 and 5 of these articles, respectively. We did

not begin a doctoral program in my area until 2007, so my co-authors were MS or undergraduates. I have 10 manuscripts under review. My students, colleagues, and I have presented 299 posters/presentations at local, national, and international conferences. I serve as an academic affiliate on two Mental Illness Research Education and Clinical Center (MIRECC VISN6) VA workgroups (the Women Veterans Workgroup and was a founding member of the Family Interest Group). MIRECC's work to translate research into treatment quickly. Given my research, I have conducted research with Children's Hospitals of The King's Daughters, VA hospitals, the U.S. Navy, the U.S. Air Force, the Swiss Air Force (currently), and I am beginning a collaboration with NASA Langley U.S. Air Force Integrated Resilience Division.

Teaching and Mentoring Awards

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| | I teach Graduate Grant and Manuscript Writing, Graduate Developmental. and Undergraduate Lifespan Development. |
| 2020 | American Psychological Association -Division 19 (Society for Military Psychology) Military Psychology Distinguished Mentor Award |
| 2019 | College of Sciences-Undergraduate Research Mentor Award |
| 2018 | Old Dominion University, Excellence in Graduate Student Teaching Award (University Wide Award) |
| 2018 | College of Sciences, Doctoral Mentoring Award |
| 2012-1013 | College of Sciences, Teaching Award – Tenured faculty |

I have chaired 17 undergraduate honors theses, 45 M.S. theses, and 30 dissertations. I have had 76 undergraduate students work (formally) in my lab. My students have won 59 awards including two outstanding Graduate Classroom Instructor Awards, one John & Kate Broderick Honors Opportunity Scholarship, two PEO Scholarships (\$15,000 and \$20,000, respectively), two Provost's Awards for Undergraduate Research, nine Honors College Grants, one Alumni Association Award, thesis and dissertation awards, best paper awards, NIH fellowship awards, and travel grant awards. Several former students have positions at universities, medical schools, and large private employers (e.g., Amazon).

Summary of University and Professional Service

I served as Assistant Chair (2013-2016) then Chair (2016-2020) of the Psychology Department. I am Head of the Health doctoral concentration. I have served on Faculty Senate committees, including Faculty Grievance Committee and Faculty Status & Remuneration, the Eminent Scholar Selection Committee, and various internal grant selection committees. I serve on the College of Sciences P&T committee (chair since July 2023) and the University P&T Committee. I served on the University DWFI committee. I have given presentations to incoming faculty, to the Women's Caucus P&T workshop on getting tenure or promotion, Preparing Future Faculty, and teaching and grant writing talks. I have served as a reviewer on 19 NIH and CDC grant review committees between 2009 and 2024 and serve on the editorial board of four journals and consulting editor for one journal. I have given numerous radio and television interviews including being an Invited Expert, ABC News Special Report, Interviewed by Deborah Roberts - Broadcast nationally on April 11th, 2003 (Military Deployment and Children). I have served in leadership roles for the American Psychology Association. I have served as a trainer for VA-wide podcasts and in-person conferences which provide CEUs to mental health providers who serve veterans. I was an Advisory Board-National Science Foundation – Strengthening the Pipeline from Service to STEM for Women Veterans.

Excerpts Letters of Support

Supervisor

Dr. Kelley's research is highly impactful and broadly respected. She is a fellow of both the American Psychological Assoc. and the Assoc. for Psychological Science. She has received so many scholarly awards that listing them all would be excessive. I would like to note that she received ODU's Faculty Research, Scholarship, and Creativity Award (2021) and the mentor award from Division 19 of APA. Dr. Kelley's work is prolific, socially significant, highly respected, and visible. **George Noell, PhD, B.C.B.A., Chair & Prof. Dept of Psych., ODU**

Colleagues

Dr. Kelley is an eminent scholar within the field of military psychology, having shaped the literature with many pivotal studies that focus on service members and their families. Her scholarship has been cited over 11,000 times. She has h- and i10 indices of 61 and 142, respectively. Her methods are rigorous and her dissemination of research is of the highest quality. **Rebecca K. Blais, PhD, Assoc. Prof., Psychology, Director of Psych4All: Excellence, Access, and Inclusion, Arizona State U**

Though I had experience with clinical trials and veteran research before joining her team, I credit Dr. Kelley's generosity with my scholarly development and productivity. Through her mentorship, my career as a researcher, and therefore my ability to generate meaningful research to improve the quality of life among veterans, has grown exponentially. Dr. Kelley's work has already and will continue to make a meaningful difference in the lives of veterans and their families and I am honored to work alongside her. **Elizabeth Burgin, PhD, NCC, LPC-S, RPT, Military Behavioral Health Counselor, HJF employee collaborating with Center for Deployment Psychology, DoD and Uniformed Service Contractor**

Her early work conceptualizing military psychology within a framework of family systems theory changed the paradigm of military mental health to thinking of service members as part of family units where the burdens of military life were shared. She has had a tangible impact on her field. **Leyla Stambaugh, Ph.D., Research Psychologist, RTI International, Research Triangle Park, NC**

Her work has profoundly moved our understanding of the ways that family environment, dyadic relationships, and parenting create risk for offspring of parents with substance use disorder. Her work has global implications for mental health and substance abuse treatment. She has a well-deserved national and international reputation. Although the quantity of her research is striking, the real strength lies in her willingness to tackle vexing, long unaddressed questions. **Timothy J. O'Farrell, Ph.D., ABPP, Prof. of Psychology, Chief, Families and Addiction Program Harvard Medical School Dept of Psychiatry at the VA Boston Healthcare System**

Dr. Kelley's research is outstanding in her selection of state-of-the-art measurement and analytic techniques. Her research on ways services for children can be integrated into substance abuse treatment for parents is highly innovative. This work is critical to improve outcomes for children and parents affected by substance abuse. **Catherine Stanger, Ph.D., Prof., Dept of Psychiatry, Geisel School of Medicine at Dartmouth**

Many people pay lip service to conducting systems-oriented research, but Prof. Kelley fulfills the promise! This is difficult work as it requires a sophisticated grasp of theory, the ability to recruit multiple members of a family into research protocols, and application of advanced statistical methods. **Prof. and Dir., The Pampered Chef Endowed Chair in Family Resiliency**

Students/Former Students

I did not attend college until I was 30. I was a single parent with two small children. I transferred to ODU. My thesis project was complex, and Dr. Kelley spent hours with me ensuring that the study design was rigorous, data analyses performed and interpreted correctly, and I was thoroughly prepared for my defense. I cannot adequately express the extent to which she shaped my academic future and value structure about teaching. I recently submitted materials [for] tenure and promotion. Dr. Kelley has been a primary force and major contributor. For over 20 years, my mentor and guide. **Andrea Berndt, Ph.D. Assoc. Prof. and Statistician, Dept of Family and Community Health Systems, U of Texas Health Science Center**

I came to ODU not as your typical grad student. I had just left the U.S. Navy while stationed in Japan to care for my two young children while my husband was continuously deployed, something that did not change upon our arrival at Norfolk Naval Station. Upon meeting Dr. Kelley, I realized how supportive and committed to me she was, not only as a student, but also as a mother and spouse; we began a very successful collaboration. **Valerie Schroeder, Ph.D., Cognitive Developmental Psychology, Miami U**

I struggle to portray the depth of gratitude I feel toward her; she made the difference in my successful graduate school experience. No one in my family attended graduate school, let alone pursued a doctoral degree, but with Dr. Kelley's guidance I am confident in my career path. Dr. Kelley has provided me with unlimited support and guidance. She pushes us to realize our potential through presenting posters and papers at national conferences and submitting (and publishing!) articles to peer-reviewed journals. **Gabrielle Maria D'Lima, PhD Candidate, ODU**

What made a lasting impression was when Dr. Kelley announced I would be second co-author on two journal articles based on her research in parent-child role reversal and attachment of adult children of alcoholics. I felt incredibly honored. Dr. Kelley's gesture underscores her strong desire for her students to succeed. These publications had a significant impact on my educational and professional careers. **Alexis French, M.A., Research Associate, Walter R. McDonald & Associates, Inc.**

Her actions in my last mile are the sole reason I was able to complete my degree and be qualified for the job I now hold. I proudly serve as the first principal advisor for Human Factors to the Commander of the Naval Force Atlantic for the United States Navy. Because of her incredible character and genuine love for students, I am here to provide guidance for decisions that impact 45K Sailors across air, land, and sea. **Kellie D. Kennedy, PhD., COMNAVAIRLANT Force Human Factors Engineer, US Navy**

Community Leaders

Her ability to work with our research data and translate it into applicable clinical care concepts impressed the psychologists in our facility, who have been thrilled to have a local collaborator who understands the importance of translational research applications. **Marinell Miller Mumford, Coordinator of Research and Development and Chief Psychologist, Hampton Veteran Affairs Center, VA**

Clinical research with families with longstanding abuse problems is extremely difficult. I applaud Michelle for this work and her unwavering dedication to make the lives of families in our community better through research that really does change lives . . . families that stick with this program show real improvements in sobriety, communication, the reestablishment of trust and the reduction of violence. **Dr. Paul Hardy, Executive Dir., Recovery for Life, Va Beach, VA**