

# Nazlı Baydar

## Curriculum Vitae

### Education

B.Sc.	1979	Sociology	Middle East Technical University	Ankara, Turkey	Cum Laude
Ph.D.	1984	Demography	Interuniversity Programe in Demography	Brussels, Belgium	Summa Cum Laude

### Employment

**Associate Professor**, Koç University, Department of Psychology, 2008- current

**Visiting Associate Professor**, Koç University, Department of Sociology and Psychology, 2001-2008

**Associate Professor**, University of Washington, School of Nursing, Department of Family and Child Nursing, 2001-2002

**Affiliate Research Associate Professor**, University of Washington, School of Nursing, Department of Family and Child Nursing, 2002-current

**Senior Research Scientist**, Centers for Public Health Research and Evaluation, Battelle, 1990 - 2001

**Associate Research Scientist**, Educational Testing Service, Education Policy Research Division, Princeton, New Jersey, 1988-1990

### Visiting Scholar

Visiting Professor, **Princeton University**, Department of Psychology, 1989-1990

Associate Research Scientist, Center for Socio-Cultural Research on Drug Use, Department of Psychiatry, **Columbia University**, Columbia, New York, 1987-1988

Staff Member, Office of Population Research, **Princeton University**, Princeton, New Jersey, 1985-1987

Visiting Scholar, Department of Sociology, **Stanford University**, 1984-1985

## Publications

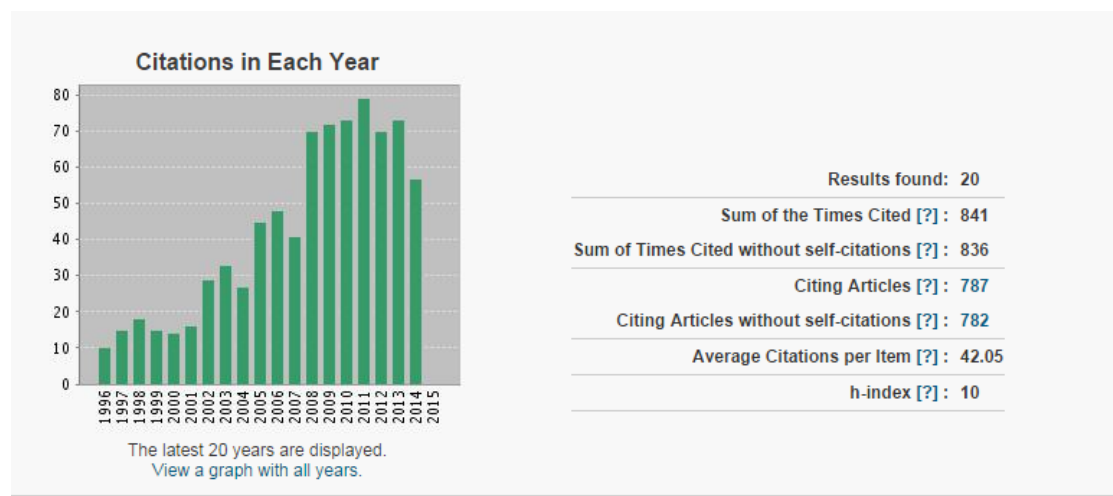
### Synopsis

Publications that appeared in top Journals of Psychology.

<i>Journal</i>	<i>Number of articles appeared in this Journal</i>	<i>Impact Factor</i>	<i>Journal's ranking*</i>
<i>Journal of Consulting and Clinical Psychology</i>	1	5.228	1/110
<i>Child Development</i>	3	4.235	2/69
<i>American Journal of Public Health</i>	1	4.229	11/209
<i>Developmental Psychology</i>	2	3.782	4/69
<i>Sociological Methodology</i>	1	3.167	4/138
<i>Demography</i>	1	2.631	1/27
<i>Social Science and Medicine</i>	1	2.558	3/38
<i>Sociological Methods and Research</i>	1	2.292	5/138
<i>Journal of Marriage and the Family</i>	3	2.048	1/45

\*source: <http://www.journal-ranking.com/ranking/listCommonRanking.html?citingStartYear=1901&externalCitationWeight=1&journalListId=419&selfCitationWeight=1>

Citations to Publications (retrieved from Web of Science on Oct 15, 2014)



## Publications in Peer Reviewed Journals

- Baydar, N. & Akcinar, B. (in press). Ramifications of social stratification for three year old children and their families in Turkey. *Early Childhood Research Quarterly*.  
**IF: 2.06**
- Akcinar, B. & Baydar, N. (2014). Parental Control Is Not Unconditionally Detrimental for Externalizing Behaviors in Early Childhood. *International Journal of Behavioral Development*, 38, 118-127. **IF: 1.50**
- Baydar, N., Küntay, A., Yağmurlu, B., Aydemir, N., Çankaya, D., Gökşen, F., & Cemalcılar, Z. (2014). "It Takes a Village" to Support the Vocabulary Development of Children with Multiple Risk Factors. *Developmental Psychology*, 50, 1014-1025. **IF: 3.78**
- Baydar, N., Keickhefer, G., Joesch, J. M., Greek, A., & Kim, H. (2010). Changes in the Health Burden of a National Sample of Children with Asthma. *Social Science and Medicine*, 70, 321-328. **IF: 2.56**
- Kagıtcıbası, C., Cemalcılar, Z., & Baydar, N. (2009). Children of rural to urban migration: An integrative intervention for adaptation to social change. *ISSBD bulletin*, Vol. 33 (55), 10-14.
- Kagıtcıbası, C., Sunar, D., Bekman, S., Baydar, N., & Cemalcılar, Z. (2009). Continuing Effects of Early Intervention in Adult Life: The Turkish Early Enrichment Project 22 Years Later. *Journal of Applied Developmental Psychology*, 30, 764-779. **IF: 1.37**
- Baydar, N., Kagıtcıbası, C., Kuntay, A., & Goksen, F. (2008) Effects of an Educational Television Program on Preschoolers: Variability in Benefits. *Journal of Applied Developmental Psychology*, 29, 349-360. **IF: 1.37**
- McCann, M., F., Baydar, N., & Williams, R. L. (2008). Consumption of soft drinks and other sweet drinks by WIC infants. *American Journal of Public Health*, 98, 1735. **IF: 4.23**
- McCann, M., F., Baydar, N., & Williams, R. L. (2007). Breastfeeding attitudes and reported problems in a national sample of WIC participants. *Journal of Human Lactation*. 23, 314-324. **IF: 2.00**
- Baydar, N., Joesch, J. M., Keickhefer, G., Kim, H., & Greek, A. (2007). Employment Behaviors of Mothers Who Have a Child with Asthma. *Journal of Family and Economic Issues*, 28, 337-355.
- Kieckhefer, G., Greek, A., Joesch, J., Kim, H., & Baydar, N. (2007) Presence and Characteristics of Medical Home and Health Services Utilization Among Children with Asthma. *Pediatric Nutrition -- A Building Block for Life*, Vol. 30 No. 1. [Reprinted with Permission of Journal of Pediatric Health Care, Vol 19, pp. 285-293, Copyright 2005 National Association of Pediatric Nurse Practitioners.

- Joesch, J. M., Kim, H., Kieckhefer, G., Greek, A., & Baydar, N. (2006). Does your child have asthma? Filled prescriptions and household report of child asthma. *Journal of Pediatric Health Care*, 20(6),374-383. **IF: 1.97**
- Greek, A.A., Kieckhefer, G.M., Kim, H., Joesch, J.M., & Baydar, N. (2006). Family Perceptions of the Usual Source of Care among Children with Asthma by Race/Ethnicity, Language and Family Income. *Journal of Asthma*, 43(1), 61-69. **IF: 1.83**
- Kieckhefer, G.M., Greek, A.A., Joesch, J.M., Kim, H., & Baydar, N. (2005). Presence and Characteristics of Medical Home and Health Services Utilization among Children with Asthma. *Journal of Pediatric Health Care*. 19(5):285-292. **IF: 1.97**
- Baydar, N. (2004). How to analyze missing data: review of two books. *Sociological Methods and Research*, 33, 157-161. **IF: 2.29**
- Reid, M. J., Baydar, N., Webster-Stratton, C. (2004). Halting the development of externalizing behaviors in Head Start children: The effects of a preventive parenting training program. *Journal of Clinical Child and Adolescent Psychology*, 33, 279-291. **IF: 2.55**
- Baydar, N., Reid, M. J., Webster-Stratton, C. (2003). The role of mental health factors and program engagement in the Effectiveness of a preventive parenting program for Head Start mothers. *Child Development*, 74, 1433-1453. **IF: 4.24**
- Kim, H., Baydar, N., & Greek, A. (2003). Testing conditions influence the race gap in cognition and achievement estimated by household survey data. *Journal of Applied Developmental Psychology*, 23, 567-582. **IF: 1.37**
- Cauce, A.M., Domenech-Rodriguez, M., Paradise, M., Cochran, B. N., Shea, J. M., Srebnik, D., & Baydar, N. (2002). Cultural and contextual influences in mental health help seeking: a focus on ethnic minority youth. *Journal of Consulting and Clinical Psychology*, 70(1), 44-55. **IF: 5.23**
- Baydar, N., Greek, A. & Gritz, R. M. (1999). Young mothers' time spent at work and time spent caring for children. *Journal of Family and Economic Issues*, 20, 61-84. Finalist in Ross Kanter award for excellence in work-family research.
- Baydar, N. & Brooks-Gunn, J. (1998). Profiles of grandmothers who help care for their grandchildren in the United States. *Family Relations* (Special issue: The family as a context for health and well-being), 47, 385-393. **IF: 0.86**
- Baydar, N., Greek, A. & Brooks-Gunn, J. (1997). A longitudinal study of the effects of birth of a sibling during the first 6 years of life. *Journal of Marriage and the Family*, 59, 939-956. **IF: 2.05**
- Baydar, N., Hyle, P. & Brooks-Gunn, J. (1997). A longitudinal study of the effects of the birth of a sibling during preschool and early grade school years. *Journal of Marriage and the Family*, 59, 957-965. **IF: 2.05**

- Srebnik, D., Cauce, A. M. & Baydar, N. (1996). Help-seeking pathways for children and adolescents. *Journal of Emotional and Behavioral Disorders*, 4, 210-220. **IF: 0.85**
- Baydar, N. (1995). Consequences for children of their birth planning status. *Family Planning Perspectives*, 27, 228-234. **IF: 1.94**
- Baydar, N. (1995). Reliability and validity of the temperament scales of the NLSY child assessments. *Journal of Applied Developmental Psychology*, 16, 339-370. **IF: 1.37**
- Baydar, N., Brooks-Gunn, J. & Furstenberg, F.F. (1993). Early warning signs of functional illiteracy: a structural analysis of childhood and adolescent determinants. *Child Development*, 64, 815-829. **IF: 4.24**
- Baydar, N. & Brooks-Gunn, J. (1991). Effects of maternal employment and child-care arrangements in infancy on preschoolers' cognitive and behavioral outcomes: evidence from the Children of the NLSY. *Developmental Psychology*, 27, 932-945. **IF: 3.78**
- Baydar, N., Simkins, C. & Babakol, O. (1990). Effects of agricultural development policies on migration in peninsular Malaysia. *Demography*, 27, 97-109. **IF: 2.63**
- Baydar, N. & White, M. (1988). A Method for analyzing backward recurrence time data on residential mobility. *Sociological Methodology*, 18, 105-135. **IF: 3.17**
- Baydar, N. (1988). Effects of parental separation and reentry into union on the emotional well being of children. *Journal of Marriage and the Family*, 50, 967-981. **IF: 2.05**

### Peer Reviewed Book Chapters

- Baydar, N., Akcinar, B., & Imer, N. (2012). Çevre, Sosyoekonomik Bağlam ve Ebeveynlik. In M. Sayıl & B. Yağmurlu (Eds.), *Ana Babalık: Kuram ve Arastırma*. Istanbul: Koc University Press.
- Baydar, N. (2009). Design of Culturally-appropriate Developmental Interventions. In: Koc, A. & Bekman, S. (Eds.), *Perspectives on Human Development, Family and Culture* (pp 314-330). Cambridge University Press.
- Baydar, N. & Brooks-Gunn, J. (1994). The dynamics of child support and its consequences for children. In I. Garfinkel, S. McLanahan, & P. Robins, P. (Eds.), *Child Support and Child Well-being*. Washington D.C.: Urban Institute.
- Baydar, N. (1990). Effects of coaching on the validity of the SAT: results of a simulation study. In W. W. Willingham, C. Lewis et al. (Eds.), *Predicting college grades: an analysis of institutional trends over two decades* (pp. 213-224). Princeton, NJ: ETS.

- Kandel, D. B., Davies, M. & Baydar, N. (1990). The creation of interpersonal contexts: homophily in dyadic relationships in adolescence and young adulthood. In L. N. Robins & M. Rutter (Eds.), *Straight and Devious Pathways from Childhood to Adulthood* (pp.221-241). New York: Cambridge University Press.
- Baydar, N. & Willekens, F. (1985). Hybrid log-linear models. In P. Nijkamp, H. Leitner, & N. Wrigley (Eds.), *Measuring the unmeasurable* (pp. 141-176). The Hague: Martinus Nijhoff.
- Willekens, F. & Baydar, N. (1983). Forecasting place-to-place migration with generalized linear models: an application to urbanization in the Netherlands. In E. Woods & P. Rees (Eds.), *Population structures and models* (pp. 203-244). London: Allen and Unwin.

### **Manuscripts Currently Underway**

- Akcinar, N. & Baydar, N. Escalating and De-escalating Trajectories of Aggressive Behaviors through Early Childhood in Turkey. Paper submitted, under review.
- Alan, S., Baydar, N., Boneva, T., Crossley, T. F., & Ertac, S. Parental Socialization Effort and the Intergenerational Transmission of Risk Preferences. Paper submitted, under review.
- Kagıtcıbası, C., Baydar, N., & Cemalcılar, Z. Assessment, Analysis, and Cross-Cultural Validation of Autonomous and Related Self Construals. Paper submitted; under review.
- Baydar, N. & Greek, A. Effects of income on reading achievement in the presence of heritable endowments: comparison of three alternative methods for modeling. Paper finalized; to be submitted soon.
- Slusher, C., Baydar, N., & Joesch, J. Critical Ages for Effective Cognitive Stimulation in the Home Environment. Bu da tamamlanmış bir manuscript. Paper finalized; to be submitted soon.
- Akcinar, B., Baydar, N., & Arslan, P. Parental Control and Its Behavioral Consequences for Preschool Children in Turkey and in USA. Paper finalized; to be submitted soon.
- Baydar, N. & Yagmurlu, B. Development of Social Competence in 4-7 Year Old Children in Turkey. Manuscript in preparation.
- Rafe, E. & Baydar, N. A meta-analysis of interventions targeting preschool children with externalizing behaviors. Manuscript in preparation.
- Webster-Stratton, C., Baydar, N., & Reid, J. Effectiveness of a preventive parenting program for Head Start mothers: sustainability and variability of the benefits one year later. Manuscript in preparation.

## Other Publications

Baydar, N. & Aydemir, N. (2008) The Study of Early Childhood Developmental Ecologies in Turkey (TECGE). *Frontier* (3), 10-15.

Baydar, N. & Bekar, O. (2007). Gelisim bilime bir katkı (A contribution to developmental science). *Kule* (22), 18-19.

Baydar, N., Goksen, F., Kagitcibasi, & C., Kuntay, A.. (2006) Could television be beneficial for young children? *KU Frontier*, April, Issue 1, pp. 6-9.

*Following papers are publications based on a large-scale contract work commissioned by GMAT. They requested publication in their Journal called "Selections".*

Dugan, M.K., Payn, B., Grady, W.R., Johnson, T.R. & Baydar, N. (1998). The new values of MBAs: myth or reality? *Selections*, Winter, 10-18.

Dugan, M.K., Payn, B., Johnson, T.R., Grady, W.R., & Baydar, N. (1997). Financing a graduate management education: borrowing by graduate management students. *Selections*, Spring-Summer, 1-5.

Dugan, M.K., Payn, B., Johnson, T.R., Grady, W.R., Baydar, N. & Miersch, C.W. (1997). Using GMAC data to develop an admissions marketing plan. *Selections*, Winter, 24-31.

Dugan, M. K., Baydar, N., Grady, W. R. & Johnson, T. R. (1996). Affirmative action: does it exist in graduate business schools? *Selections*, Winter 11-18.

Grady, W. R., Dugan, M. K., Johnson, T. R. & Baydar, N. (1996). The costs and benefits of a graduate management education: a comparison of the expectations and experiences of matriculants in MBA programs. *Selections*, Spring, 15-24.

Dugan, M.K., Grady, W.R., Payn, B., Baydar, N. & Johnson, T.R. (1996). The importance of prior work experience for full-time MBA students: Evidence from the GMAT registrant survey. *Selections*, Autumn, 1-9.

Grady, W.R., Johnson, T.R., Dugan, M.K. & Baydar, N. (1995). Program and gender differences in progress through the MBA pipeline: Wave II of the GMAT Registrant Survey, *Selections*, Autumn, 31-39.

Dugan, M. K., Baydar, N., Grady, W. R. & Johnson, T. R. (1994). Increasing the numbers of black MBA students: what can business schools do? *Selections*, Spring, 8-17.

Grady, W. R., Johnson, T. R., Baydar, N. & Dugan, M. K. (1994). Sending GMAT score reports to schools: patterns of requests at registration. *Selections*, Autumn, 28-35.

Johnson, T.R., Baydar, N., Dugan, M.K. & Grady, W.R. (1994). Gender and racial/ethnic differences in MBA Pipeline dropout: Wave II of the GMAT Registrant Survey. *Selections*, Winter, 16-25.

Baydar, N., Dugan, M.K., Grady, W.R. & Johnson, T.R. (1993). Early dropout from the MBA pipeline: Wave II of the GMAT Registrant Survey, *Selections*, Autumn, 7-16.

## Selected Research Grants

Projects with **Principle Investigator** role

**Total Budget:** 3,122,000 USD

1. **TECGE PROJECT.** <http://home.ku.edu.tr/~tecge/>

The Study of Early Childhood Developmental Ecologies in Turkey II, Turkish Institute for Scientific and Technical Research, 2010-2013, (\$250,000).

**Role: Principal Investigator**

*Study description:* This study identifies the developmental trajectories and the variability in these trajectories by continuing to longitudinally follow a large national sample of approximately 1,000 children between ages 5-7. This is the second phase of a study completed in 2009 that followed the same cohort at ages 3 and 4. All data, assessments, and documents of the study are shared with all interested researchers nationally and internationally, establishing an infrastructure for furthering the advancement of developmental science in Turkey.

2. Adaptation and Pilot Implementation of an Effective Intervention Program Targeting Early Childhood Conduct Problems, Turkish Institute for Scientific and Technical Research, 2007-2009, (\$17,000)

**Role: Principal Investigator**

*Study description:* This study translates and adopts the Incredible Years Parent Training program for use with the Turkish parents of preschool-age children. The Incredible Years Program has been empirically validated with a variety of populations in the US and in Europe, with clinical and non-clinical populations, and with majority and minority populations. The program is then implemented in a pilot study and evaluated with a quasi-experimental pre-test/post-test design.

3. The Study of Early Childhood Developmental Ecologies in Turkey, Turkish Institute for Scientific and Technical Research, 2007-2009, (\$296,000).

**Role: Principal Investigator**

*Study description:* This study will identify the developmental trajectories and the variability in these trajectories by following a large national sample longitudinally. Early childhood development is conceptualized in its social and cultural context. Therefore, it is essential to measure the family and community level ecological



factors that may influence the developmental trajectories of children. When completed, this will be a 5-year longitudinal study, following children from 36-47 months till age 7. The sample will consist of 1,368 children and their families obtained from a stratified clustered sample of 33 communities designed to be nationally representative. All data, assessments, and documents of the study will be shared with all interested researchers through the Internet. Thus, this study will establish an infrastructure for furthering the advancement of developmental science in Turkey.

4. Dynamics of Family Disadvantage and Childhood Asthma, Agency for Health Care Policy and Research, 2001-2005, (\$911,000).

**Role: Principal Investigator**

*Study description:* Family processes in the families of children with asthma are examined longitudinally to allow for reciprocal relationships between a child's asthma condition and the family's economic well being. Specifically, the impact of family economic status on family's asthma control activities; the impact of asthma control activities on asthma burden; and the impact of asthma burden on maternal employment and family economic resources will be investigated. The study uses longitudinal family history data from the Medical Expenditure Panel Survey and the National Longitudinal Survey of Youth.

5. Dynamics of Behavior Problems and School Achievement, 2000-2003, (\$311,000).

**Role: Principal Investigator**

*Study description:* It is common for school-age children who have achievement problems to have behavior problems as well. The reasons for this association may be bi-directional causality where low achievement causes behavior problems, and behavior problems cause low achievement. The reasons may also be common environmental causes or associated genetic predispositions to have problems in both domains. This study investigates the processes that may be responsible for the co-occurrence of behavior problems and low achievement.

6. Linkages between Family Income and Child Outcomes, National Institute for Child Health and Human Development, 1994-2000, (\$430,000).

**Role: Principal Investigator**

*Study description:* Directed a research program to investigate the family processes that mediate the link between family income and children's competence. Used data from the National Longitudinal Survey of Youth and the National Survey of Families and Households. Estimated instrumental variables, longitudinal and kinship models that account for the genetic linkages between parent characteristics and child outcomes.

7. Childhood Mental Health and Smoking in Adolescence, National Institute for Drug Abuse, 1998-2000 (185,000)

**Role: Principal Investigator**

*Study description:* Will test three alternative hypotheses about the nature of the linkage between childhood emotional and behavioral problems and smoking in adolescence. These hypotheses pertain to (1) direct effects of childhood mental health problems on smoking in adolescence, (2) familial (genetic and environmental) effects on both childhood mental health and smoking in adolescence, and (3) intervening effects of social influences that may mediate the effects of childhood mental health on smoking in adolescence. Will use data from the National Longitudinal Survey of Youth.

8. Linkages between Maternal and Adolescent Drug Use, National Institute for Drug Abuse, 1993-1995 (\$223,000).

**Role: Principal Investigator**

*Study description:* Conducted a study to identify the intergenerational effects on adolescent substance use that can be attributed to family risk factors. Using data from the National Longitudinal Survey of Youth, a longitudinal model was estimated that assessed the effects of maternal drug use on subsequent family life events, the affective quality of the home environment, problem behaviors in childhood and adolescence, and substance use in adolescence.

9. Planning Status of Births and Child Outcomes, National Institute for Child Health and Human Development, 1993-1994 (\$131,000).

**Role: Principal Investigator**

*Study description:* Investigated the characteristics of a woman that affected the likelihood of a wanted, mistimed, or unwanted birth. In addition, investigated the effects of being wanted, mistimed or unwanted on a child's cognitive, behavioral, and emotional development.

10. Effects of Changes in Living Arrangements on Children, National Institute for Child Health and Human Development, 1993-1994 (\$96,000).

**Role: Principal Investigator**

*Study description:* Investigated the changes in cognitive and behavioral developmental trajectories of children as a consequence of the birth of a sibling. Identified the subgroups of children who were the most vulnerable to the negative effects of birth of a sibling.

- 11. Development of a Psychological Assessment Instrument for Populations Exposed to Traumatic Events, U.S. Air Force, Office for Prevention and Health Services Assessment, 1998-1999 (\$50,000 ).**

**Role: Principal Investigator**

*Study Description:* Reviewed psychological assessment instruments in specified areas and developed a comprehensive assessment instrument. Developed the procedures for psychometric testing and calibration of the recommended instrument.

- 12. Development of a Survey Instrument for Assessing Risk to Families Related to Deployment, U.S. Air Force, Office for Prevention and Health Services Assessment, 1998-1999 (\$122,000 ).**

**Role: Principal Investigator**

*Study Description:* Reviewed family assessment instruments in specified areas and developed a comprehensive family risk assessment instrument. Developed the procedures for psychometric testing and calibration of the recommended instrument.

- 13. Cost and Impact of Illnesses and Injuries Associated with Child-Care Attendance, Centers for Disease Control and Prevention, 1993-1994 (\$100,000).**

**Role: Principal Investigator**

*Study description:* Designed a study to determine the role of non-maternal group child-care on infectious illnesses in children, their families and child-care workers and the cost implication of increased morbidity due to non-maternal group child-care arrangements. A longitudinal study was designed including a sampling plan, all study protocols, and questionnaires.

Projects with **Co-Investigator** role

**Total Budget:** 2,090,000 USD

1. Positive Development in Early Adolescence: Understanding and Supporting Development in Different Contexts, 2011-2014 (\$200,000).

**Role: Co-Investigator**

Based on established theories of Positive Psychology, an intervention program is developed, that supports the socio-emotional development of early adolescents. The program is implemented and evaluated with a quasi-experimental design. The study aims to: (1) understand the association of developmental indicators in early adolescence with socio-economic and cultural context; (2) promote adolescents' positive development in furthering an autonomous-related self; self worth and self esteem; positivity and optimism; implicit personality and intelligence beliefs; attribution, empathy and social competence; and intergroup attitudes and conflict

resolution orientations; and, (3) make available an effective intervention program that can be disseminated in primary schools.

2. Effectiveness of Educational Television on Children's Development and Parenting, Mother and Child Education Foundation, 2002, (\$15,000).

**Role: Co-Investigator**

*Study description:* An educational television program for preschool age children and their mothers was evaluated using an experimental design among Turkish low income families. Families were randomly assigned to experimental and control conditions and were followed up weekly. Pre and post screening assessments were conducted to assess the impact of 13 weeks of program exposure on children's school readiness, cognitive abilities, and mothers' parenting skills.

3. The Effectiveness of a Parent Training Program for High Risk Families, 2001-2002, (\$90,000).

**Role: Co-Investigator**

*Study Description:* Selective prevention programs are offered to those individuals who are at high risk. However, it is well known that attendance to those programs and benefits from them are usually far from universal. It is often stated that those individuals who most needed the prevention programs might be the least able to attend or least able to benefit from them. The validity of this assumption was tested using data from a preventive parenting training program for Head Start families. It was investigated whether mothers with risk factors for parenting problems and children with risk factors for behavior problems could benefit from this parent training program.

4. Unintended Fertility and Subsequent Well-Being of Men, 2000-2002, (\$335,000).

**Role: Co-Investigator**

*Study description:* Unintended births and their impacts on mothers have been well studied. Little is known about the impacts of unintended births on fathers. This study investigates the psychological consequences of unintended births on fathers. The consequences for psychological well being, alcohol use, marital and relationship continuity are considered.

5. Outcomes of Multigenerational Child-Care Arrangements, National Institute for Child Health and Development, 1989-1992 (\$200,000).

**Role: Co-Investigator**

*Study description:* Determined the prevalence of multigenerational care and living arrangements and their consequences for the children and the elderly. Using data from the National Longitudinal Survey of Youth, investigated the prevalence and consequence of multigenerational care and living arrangements among children.

Using data from the National Survey of Families and Households determined the prevalence and correlates of caregiving among grandmothers.

6. Job Corps Outcomes Measurement System Support Contract, Measurement of Student Safety, 1996-2001 (\$900,000).

**Role: Co-Investigator**

*Study Description:* Developed a student safety measure that is included in the ongoing quarterly survey of all Job Corps students. Conducted a thorough psychometric analysis including an experimental testing of the effects of survey conditions on the survey responses. The randomized experimental design involved surveying of 3,500 students under experimental conditions in twelve Job Corps centers nationwide.

7. Job Corps Outcomes Measurement System Support Contract, Student Survey Information System Support, 1999-2001 (\$200,000).

**Role: Co-Investigator**

*Study Description:* Developed a new student survey to be administered quarterly to all Job Corps students. Developed a statistical analysis and artificial intelligence software that produced customized reports to each center. Developed a web-based data support system for Job Corps that reports student survey results.

8. Evaluation of Job Corps Demonstration Program: Drug Treatment Enrichment, Office of Treatment Improvement, Center for Substance Abuse Treatment, 1991-1995 (\$150,000).

**Role: Co-Investigator**

*Study description:* Evaluated an enhanced drug treatment demonstration program for Job Corps students. A quasi-experimental longitudinal study design was used to evaluate the effectiveness of the enhanced drug treatment services. The impact analysis relied on the data obtained at intake, during the program and at one-year post-program follow-up interview.

## **Selected Recent Presentations**

Baydar, N. (2014, September). *How Do We, the Parents, Unwittingly Create and Maintain Aggressive Behaviors In Our Children?* Koc University Interdisciplinary Seminars.

Baydar, N. & Akcinar, B. (2014, July). *Escalating and Non-Escalating Trajectories of Aggressive Behaviors Through Early Childhood.* The Biennial Meetings of the International Society of Research on Aggression, Atlanta, GA.

Baydar, N. (2014, June). *Self in the Virtual World.* Invited Symposium on the Youth and the Virtual World, Istanbul.

- Baydar, N. (2014, May). *The Attitude of Mothers in Turkey on Issues that Influence the Social Structure (Turkiye’de Annelerin Sosyal Yapıyı Belirleyici Konularda Tutumu)*. The Association for Child and Family Therapies, Istanbul, Turkey.
- Akcinar, B. & Baydar, N. (2014, April). *What Basic Research Can Tell Us About the Choice Between Parent Interventions and Child Interventions*. Poster presentation at the SRCD Special Topic Meetings (Strengthening Connections among Child and Family Research, Policy and Practice), Alexandria, USA.
- Baydar, N. & Akcinar, B. (2013, June). *Ramifications of Social Stratification for Three Year Old Children and their Families in Turkey*. Paper presented at the 21<sup>st</sup> IACCP Regional Conference 2011, Los Angeles, USA.
- Baydar, N. & Akcinar, B. (2013, May). *Türkiye’deki Ebeveynler için Eşsiz Yıllar Ana-Babalık Eğitim Programı [Incredible Years Parenting Education Program for Turkish Parents]*. Paper presented at the 23<sup>rd</sup> National Child and Adolescence Mental Health and Illness Congress, Edirne, Turkey.
- Baydar, N. (2011, November). *About Love, Dating, and Marriage*. Seminar for the Psychology Club, Koc University.
- Baydar, N. (2011, July). *Where do we search for intervention effects when they seem to be lost?* University of Washington, School of Nursing.
- Kagıtcıbası, C., Baydar, N., & Cemalcılar, Z. (2011, June). *Assessment, Analysis, and Cross-Cultural Validation of Autonomous and Related Self Construals*. Paper Presented at the Annual Conference of the International Association of Cross Cultural Psychology, Istanbul.
- Akcinar, B., Baydar, N., & Arslan, P. (2011, June). *Parental Control and Its Behavioral Consequences for Preschool Children in Turkey and in USA*. Paper Presented at the Annual Conference of the International Association of Cross Cultural Psychology, Istanbul.
- Baydar, N., Küntay, A., Yağmurlu, B., Aydemir, N., Çankaya, D., Gökşen, F., & Cemalcılar, Z. (2009, October). *Ailenin Ekonomik Düzeyi ve Annenin Psikolojik Sağlığının Düzenleyici Etkileri: Okul Öncesi Çağındaki Çocuklarda Dil Gelişimi. (Language Development in Early Childhood: the Moderating Effects of the Economic Status of the Family and Maternal Psychological Well Being)*. The 2nd Conference on Early Childhood Development, Hacettepe University, Ankara.
- Baydar, N., Küntay, A., Yağmurlu, B., Aydemir, N., Çankaya, D., Gökşen, F., & Cemalcılar, Z. (2009, June). *TEÇGE: Türkiye’de Erken Çocukluk Gelişim Ekolojileri (ECDET: the Study of Early Childhood Developmental Ecologies in Turkey)*. Presentation at Mother Child Education Foundation, Istanbul, Turkey.
- Baydar, N. & Webster-Stratton, C. (2008, June). *Variability in the Effectiveness of a Preventive Parenting Program for Head Start Mothers: Sustainability and Variability of the Benefits One Year Later*. Paper presented at the Biennial Head Start Research Conference, Washington, DC.

- Baydar, N., Kagitcibasi, C., & Cemalcilar, Z. (2008, July). *A Comparative Study of Autonomy and Relatedness in Six Countries*. Paper presented at the 20<sup>th</sup> biennial meeting of the International Society for the Study of Behavioural Development. Wurzburg, Germany.
- Baydar, N. (2008, April). *Analyzing Longitudinal Intervention or Treatment Data: WS ANOVA or Hierarchical Linear Models*. Workshop for the Department of Family and Child Nursing, University of Washington, Seattle, WA.
- Baydar, N. (2008, August). *Determining the Sample Size: the Statistics and the Practice of Power Analysis*. Workshop, Koc University, Istanbul, Turkey.
- Baydar, N. (2005, July). *Changes in the Severity of Childhood Asthma and Its Correlates*. Workshop on Childhood Asthma, Seattle, WA.
- Baydar, N. (2004, August). *Interventions that Enhance the Cognitive Development of Young Children: Lessons Learned from the US and Turkey*. Paper presented at an invited symposium of the meetings of the International Union of Psychological Science, Beijing, China.
- Baydar, N. & Kagitcibasi, C. (2003, June). *The Effects of the Television Program "Will You Play With Me?" on Children and their Mothers*, Mother Child Education Foundation, Istanbul, Turkey.
- Baydar, N. & Webster-Stratton, C. (2002, May). *Prevention and Treatment of Aggression in Young Children. Presented at the Colloquium on Aggression in Early Childhood*, Centre of Excellence for Early Childhood Development, Montreal, Canada.
- Baydar, N. & Webster-Stratton, C. (2002, May). *Effectiveness of a Preventive Parenting Program on the Behaviors of Head Start Children*. Presented at the Biennial Meetings of the International Society of Research on Aggression, Montreal, Canada.
- Baydar, N., & Webster-Stratton, C. (2002, April). *Implementing a Preventive Parenting Program with Head Start Mothers: Who Benefits and Who Doesn't?* Presented at the annual meetings of the Society for Prevention Research, Seattle.
- Baydar, N. (2001, May). *Race gap in children's test scores assessed in household surveys*. Paper presented in the Population Association of America meetings, Washington, DC.
- Baydar, N. (2001, April). *Trends in the Support of Federal Programs Targeting Children*. Invited presentation for the Institute on Aging, University of Washington, Seattle.

## **University Service**

### **Founding Director, Koç Office of Learning and Teaching (KOLT), 2009-2012**

Founded and directed the first university level learning and teaching center in Turkey. Established tutoring services, specialized wrap-around services for students at high risk, training programs for teaching assistants, new faculty orientation programs, and offered a monthly series of teaching workshops focusing on specific teaching issues. Established a “Teaching Innovation” grant program for innovative faculty at Koç University. KOLT was soon recognized as a model and its services were implemented in several other universities in Turkey.

### **Freshman Advisor, 2006-2008**

The responsibilities of the Freshman Advisor included tracking of performance of all freshmen students, identifying problem areas, reporting the findings to the University Administration and proposing solutions. Identified the widening gap in the performance of freshman students depending on their test scores at entry, an issue which was responded to by a series of reforms by the Administration.

### **Innovative Teaching, 2013-Present**

Redesigned the Introductory Psychology course as an exemplary core course that has an integrated curriculum including the following components: concepts, theories and scientific methods of Psychology; a liberal arts point of view with a holistic approach to each topic; learning to learn; cooperative active learning; and, student development. The course relies on response systems technology, and a fully integrated course management system in Blackboard or Moodle environment, and is offered to 370 students in a single section.

### **Committee work**

Technology Committee (2010-2011): reviewing and supporting the use of technology for teaching and learning.

Core Committee (2011-2012): reviewing the weaknesses of the teaching and the content of the core liberal arts program.

Committee on Attendance (2013): Surveyed the faculty and the students to identify the extent and the reasons for absenteeism. Reported the findings and proposed solutions tailored to the causes of absenteeism.

### **Membership in Administrative Councils**

Member of the College of Social Sciences and Humanities Faculty Council (2011-Present)

Member of the Graduate School of Social Sciences and Humanities Council (2012-Present)

### **Student Clubs**

Faculty Advisor of Koç University Equestrian Club (2011-Present)



## **Courses Taught**

Introduction to Psychology (PSYC 100)

Introduction to Research Methods in Social Sciences (SOCI/PSYC 201)

Family Studies and the Turkish Family (PSYC/SOCI 350, PSYC/SOCI 208)

Research Methods and Inferential Statistics (SOCI/PSYC 301)

Psychological Assessment (PSYC 302, PSYC 504)

Crash Course in Social Statistics (PSYC 501 – Segment 1)

Advanced Statistical Research Methods I (PSYC 501)

Advanced Statistical Research Methods II (PSYC 502)

Applied Developmental Psychology (PSYC 525)

## **Workshops Taught**

Workshop on Effective Problem Sessions for Teaching Assistants in Physics, Chemistry, Mathematics, Social Sciences, and Engineering

New Faculty Orientation (2010, 2011)

Lunch Workshop Series for Faculty Development (miscellaneous topics such as student engagement, exam preparation, explaining complex concepts, grading) (2010, 2011, 2012)

Workshop on Confirmatory Factor Analysis organized upon request from the Cross-Cultural Work-Family Conflict workgroup (2011).

Workshop on Teaching Excellence for Graduate Teaching Assistants (every semester since 2009)

3-Day Workshop on Successful PS, DS, and LS sessions for Graduate TAs (every semester since 2010)

Workshop of Confirmatory Factor Analysis (organized by the Cross-Cultural Work-Family Conflict workgroup, 2011)

Workshop on Structural Equation Modeling (for AREMSIS Institute organized by the Graduate School of Social Sciences, Koc University, 2010)

Workshop on Understanding the Undergraduate Students (organized upon request by the Coordinator of the Academic Writing Faculty, 2011)

Workshop on Tutoring Skills for Peer Tutors (every semester since 2009)

Workshop on Promoting Active Student Involvement for Faculty (2009, 2010)

Workshop on Student Assessment for Faculty (2009, 2010)

TEACH500 Teaching for Graduate Students: a series of seminars (2009-2011)

Writing Workshops for Graduate Students in Psychology: Writing APA Style (2011-2012)

### **Professional Trainings Received**

Professional and Organizational Development Network and Association of American Colleges and Universities, Organizational Development Institute, Washington, DC, 2012.

Professional and Organizational Development Network, Institute for Faculty Development, Atlanta, 2011.

Professional and Organizational Development Network and Association of American Colleges and Universities, Organizational Development Institute, San Francisco, 2011.

Workshop on Principles of Learning, Professional and Organizational Development, St. Louis, 2010.

Workshop on Leading Discussions in Class, University of Washington, 2003

Workshop on Using Writing as a Teaching Tool, University of Washington, 2002

Advanced Methodology of Twin and Family Studies, Institute for Behavior Genetics, University of Colorado, 1999

Methodology of Twin and Family Studies, Institute for Behavior Genetics, University of Colorado, 1998

Resampling: The New Statistics, The Institute for Professional Education, 1995

### **Professional Affiliations**

Society for Research in Child Development

American Psychological Association

Turkish Association of Psychologists

Professional and Organizational Development Network in Higher Education

Association for Psychological Science

### **Journals Served as a Reviewer**

Developmental Psychology

Child Development

Developmental Science

Social Forces

Applied Developmental Psychology  
International Journal of Testing  
Turk Psikoloji Dergisi  
SRCD Monographs  
Journal of Family and Economic Issues  
Professional Affiliations  
Society for Research in Child Development  
American Psychological Association  
Turkish Association of Psychologists  
Professional and Organizational Development Network in Higher Education  
Association for Psychological Science